



CHARACTER • EQUALITY • EXCELLENCE
RESPONSIBILITY • TEACHABILITY

BOARD MEETING AGENDA
February 15, 2024 5:30pm

Meeting ID:

<https://ucihealth.zoom.us/j/98687800882?pwd=TG9mS2dSWGgyTWEzTk9yZmVFWmNtUT09&from=addon>

6103 Crenshaw Boulevard, Los Angeles, CA

1775 Ximeno Avenue, Long Beach, CA

18111 Elaine Avenue, Artesia, CA

385 Charles E Young Dr. E, Los Angeles, CA
444 South Flower Street, 1800, Los Angeles, CA

Welcome

1. Roll Call

- 1. Yusef Alexander present_____ absent_____
- 2. Dr. Reginald Austin present_____ absent_____
- 3. Joss Tillard Gates present_____ absent_____
- 4. Bryan Gonzalez present_____ absent_____
- 5. Marina Samson present_____ absent_____
- 6. Lataysia Starks present_____ absent_____
- 7. Ursula Worsham present_____ absent_____

2. Public Comment info@creteacademy.org (323-791-1600)

3. Review and Approval of Meeting Minutes

January 18, 2024 Regular Board Meeting Minutes

- 1. Yusef Alexander yay _____ nay_____
- 2. Dr. Reginald Austin yay _____ nay_____
- 3. Joss Tillard Gates yay _____ nay_____
- 4. Bryan Gonzalez yay _____ nay_____
- 5. Marina Samson yay _____ nay_____
- 6. Lataysia Starks yay _____ nay_____
- 7. Ursula Worsham yay _____ nay_____

BOARD VOTE

4. Consent Items:

- 1. **Board Member Yusef Alexander, Joss Tillard Gates and Marina Sampson** – The Crete Academy Board of Directors is being asked to extend and approve the Board Member contract end date for the current Board members listed above, the current Board Term date ends 2/29/2024.

Public Comment: the meeting location is wheelchair accessible. Speakers needing any disability related or language accommodation should notify the board Secretary a minimum of 24 hours in advance of the meeting to arrange for accommodations, and inform the staff upon arrival.

Consent Items (continued)

2. Request for approval to the updated Crete Academy Employee Handbook

Crete Academy is requesting the Board approve the edited verbiage to the Crete Academy Handbook that covers the compliance and requirement of Credentialing and ESSA (Every Student Succeeds Act).

3. Evaluation procedures The Crete Academy Board of Directors is being asked to review and approve the existing Evaluation of Executive Leadership and School Staff and teachers; cycle/timelines and clear performance standards as well as the existing Evaluation tools

BOARD VOTE

- 1. Yusef Alexander yay ____ nay____
- 2. Dr. Reginald Austin yay ____ nay____
- 3. Joss Tillard Gates yay ____ nay____
- 4. Bryan Gonzalez yay ____ nay____
- 5. Marina Samson yay ____ nay____
- 6. Lataysia Starks yay ____ nay____
- 7. Ursula Worsham yay ____ nay____

5. Updates from Leadership

BOARD REVIEW

Crete Academy Leadership is providing updates to the Board of Directors on the current status of attendance and enrollment, academics and internal data assessments as well as staff hiring

6. Review of Monthly Financials

BOARD REVIEW

2023-2024 Second Period Interim Financial Report (FY 2023-2024 Actuals as of 1/31/24 & Estimated Actuals through 6/30/24)

- 1. Financial Summary
 - ADA Analysis
 - Income Statement (YTD Budget vs. YTD Actuals and Budget vs. Forecast)
 - Balance Sheet
- 2. Cash Flow Forecast
- 3. Financial Narrative
- 4. Check Register

7. Closed Session –

BOARD VOTE

The Crete Academy Board of Directors will review the letter and salary request from Founder, Hattie Mitchell. The Crete Academy Board of Directors will vote on Founder, Hattie Mitchell's, contract for the 2024-25 school year

- 1. Yusef Alexander yay ____ nay____
- 2. Dr. Reginald Austin yay ____ nay____
- 3. Joss Tillard Gates yay ____ nay____
- 4. Bryan Gonzalez yay ____ nay____
- 5. Marina Samson yay ____ nay____
- 6. Lataysia Starks yay ____ nay____
- 7. Ursula Worsham yay ____ nay____

Public Comment: the meeting location is wheelchair accessible. Speakers needing any disability related or language accommodation should notify the board Secretary a minimum of 24 hours in advance of the meeting to arrange for accommodations, and inform the staff upon arrival.



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BOARD MEETING AGENDA

January 18, 2024 5:30pm

Meeting ID:

<https://ucihealth.zoom.us/j/98271450670?pwd=QUhHcFJPRGdadDBHWXA3MW44Q0R3Zz09&from=addon>

6103 Crenshaw Boulevard, Los Angeles, CA

1775 Ximeno Avenue, Long Beach, CA

18111 Elaine Avenue, Artesia, CA

385 Charles E Young Dr. E, Los Angeles, CA

444 South Flower Street, 1800, Los Angeles, CA

Welcome

The Crete board meeting was called to order at 5:30 p.m. with a welcome from the board president.

1. Roll Call

- 1. Yusef Alexander present _____ absent X _____
- 2. Dr. Reginald Austin present X _____ absent _____
- 3. Joss Tillard Gates present X _____ absent _____
- 4. Bryan Gonzalez present X _____ absent _____
- 5. Marina Samson present _____ absent X _____
- 6. Lataysia Starks present X _____ absent _____
- 7. Ursula Worsham present X _____ absent _____

2. Public Comment info@creteacademy.org (323-791-1600)

No public comment for this meeting.

3. Review and Approval of Meeting Minutes

BOARD VOTE

December 14, 2023 Special and Regular Board Meeting Minutes

- 1. Yusef Alexander yay _____ nay _____
- 2. Dr. Reginald Austin yay X _____ nay _____
- 3. Joss Tillard Gates yay X _____ nay _____
- 4. Bryan Gonzalez yay X _____ nay _____
- 5. Marina Samson yay _____ nay _____
- 6. Lataysia Starks yay X _____ nay _____
- 7. Ursula Worsham yay X _____ nay _____

The Regular Board Meeting Minutes for December 14 were reviewed, motioned by Dr. Reginald Austin, seconded by Bryan Gonzalez and unanimously approved by board vote.

4. Consent Items:

- 1. **Item from the October 16, 2023 & December 14, agenda** Board Members Lataysia Starks & Dr. Reginald Austin terms expired – the Crete Academy Board of Directors will discuss extending their board terms if they are in agreement and vote to extend an additional 12 months.

Public Comment: the meeting location is wheelchair accessible. Speakers needing any disability related or language accommodation should notify the board Secretary a minimum of 24 hours in advance of the meeting to arrange for accommodations, and inform the staff upon arrival.

2. Board Member and Secretary Ursula Worshman – The Crete Academy Board of Directors is being asked to extend and approve the Board Member contract end date for the current Board Secretary Ursula Worshman, the current Board Term date ends 1/31/2024.

3. Request for approval to pay ERC Recovery Team (Employee Retention

Crete Academy is requesting the Board approve a fee of 10% of what is recovered through the ERC fund recovery team. We expect to recover \$100,000-\$300,000. Depending on what is approved, the recovery team is paid 10% per their contract. Due to the potential size of the sliding scale, we are asking the board to approve. They are not paid anything if there is no recovery.

4. Compliance Monitoring – The Crete Academy Board of Directors is being asked to review the annual Compliance Monitoring document to verify all required documents are in place, in addition the Crete Academy Board President is being asked to sign the document once verification is completed.

5. EPA Resolution 22-23sy – The Crete Academy Board of Directors is being asked to review and approve the 2022-2023 school year Resource 1400 Education Protection Account summary covering 7/1/2022 through 6/30/2023

6. Budget 2023-2024sy – The Crete Academy Board of Directors approved the 2023-2024sy budget, the budget was submitted in June of 2023 to LAUSD. The agenda item when the budget was approved read “adoption of preliminary budget” This item is to formally approve the 2023-2024sy Budget that was approved in June 2023.

7. Unaudited Financials 2022-2023 – The Crete Academy Board of Directors are being asked to perform the annual review and approval of the unaudited financial report for the 2022-2023 school year.

BOARD VOTE

- | | | | | |
|------------------------|-----|--------|-----|-------|
| 1. Yusef Alexander | yay | _____ | nay | _____ |
| 2. Dr. Reginald Austin | yay | X_____ | nay | _____ |
| 3. Joss Tillard Gates | yay | X_____ | nay | _____ |
| 4. Bryan Gonzalez | yay | X_____ | nay | _____ |
| 5. Marina Samson | yay | _____ | nay | _____ |
| 6. Lataysia Starks | yay | X_____ | nay | _____ |
| Ursula Worsham | yay | X__ | nay | __ |

The consent items as referenced above were reviewed, motioned by Dr. Reginald Austin, seconded by Bryan Gonzalez and unanimously approved by board vote.

5. Updates from Leadership

BOARD REVIEW

Crete Academy Leadership is providing updates to the Board of Directors on the current status of attendance and enrollment, academics and internal data assessments as well as staff hiring.

The board has been consistently provided updates from Crete Leadership of current enrollment status, programming, and initiatives. No additional updates at this time that have not already been shared with the board were provided.

6. Review of Monthly Financials

BOARD REVIEW

1. Financial Summary
- ADA Analysis

Public Comment: the meeting location is wheelchair accessible. Speakers needing any disability related or language accommodation should notify the board Secretary a minimum of 24 hours in advance of the meeting to arrange for accommodations, and inform the staff upon arrival.

- Income Statement (YTD Budget vs. YTD Actuals and Budget vs. Forecast)
- Balance Sheet
- 2. Cash Flow Forecast
- 3. Financial Narrative
- 4. Check Register

A review of Monthly Financials was led by Charter Impact-following an initial board review in advance of the board meeting. No additional questions from board.

7. Closed Session –

BOARD VOTE

The Crete Academy Board of Directors will review the letter and salary request from Founder, Hattie Mitchell. The Crete Academy Board of Directors will vote on Founder, Hattie Mitchell's, contract for the 2024-25 school year

- 5. Yusef Alexander yay ____ nay____
- 6. Dr. Reginald Austin yay X__ nay____
- 7. Joss Tillard Gates yay X__ nay____
- 8. Bryan Gonzalez yay X__ nay____
- 9. Marina Samson yay ____ nay____
- 10. Lataysia Starks yay X__ nay____
- 11. Ursula Worsham yay X__ nay____

following closed session, the Crete Academy Board of Directors reviewed and discussed the 2024-25 contract for Hattie Mitchell. The contract salary amount was reviewed, motioned by Ursula Worsham, seconded by Dr. Reginald Austin and unanimously approved by board vote.

After the closed session, the meeting returned to an open session and was adjourned.

Public Comment: the meeting location is wheelchair accessible. Speakers needing any disability related or language accommodation should notify the board Secretary a minimum of 24 hours in advance of the meeting to arrange for accommodations, and inform the staff upon arrival.



Employee Handbook 2023-2024

Board Approved – September 14, 2023

School Campuses:

6103 Crenshaw Boulevard Los
Angeles, CA 90043

5940 South Budlong Ave.
Los Angeles, CA 90044

Central Office

4717 Crenshaw Blvd.
Los Angeles, CA 90043

Phone (323) 791-1600 | Fax (877) 496-2089 | Website: www.creteacademy.org

ACKNOWLEDGMENT OF RECEIPT OF EMPLOYEE HANDBOOK

PLEASE READ THE EMPLOYEE HANDBOOK AND SUBMIT A SIGNED COPY OF THIS STATEMENT TO THE SCHOOL LEADER (“SL”)/PRINCIPAL

EMPLOYEE NAME: _____

I ACKNOWLEDGE that I have received a copy of the Employee Handbook. I have read and understood the contents of the Handbook, and I agree to abide by its directions and procedures. I have been given the opportunity to ask any questions I might have about the policies in the Handbook. I understand that it is my responsibility to read and familiarize myself with the policies and procedures contained in the Handbook.

I understand that the statements contained in the Handbook are guidelines for employees concerning some of the School’s policies and benefits and are not intended to create any contractual or other legal obligations or to alter the at-will nature of my employment with the School. In the event I do have an employment contract which expressly alters the at-will relationship, I agree to the foregoing except with reference to an at-will employment status.

I understand that except for employment at-will status, any and all policies or practices can be changed at any time by the School.

I understand that other than the Board of the School, no person has authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will; only the Board has the authority to make any such agreement and then only in writing signed by the Board President.

Employee’s Signature: _____ Date: _____

Please sign/date, tear out, and return to the School.

***Please make sure to read and review the addendum TEMPORARY TELEWORK POLICY (page 61) to address COVID-19 Remote Working Conditions for the 2020-2021 School year – this section has been included in the 2023-2024 Employee Handbook in the event Remote Working Conditions are implemented**

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INTRODUCTION TO HANDBOOK

This Handbook is designed to help employees get acquainted with Crete Academy (hereinafter referred to as “Crete Academy” or the “School”). It explains some of our philosophies and beliefs and describes some of our employment guidelines in general terms. Although this Handbook is not intended to be an exclusive or comprehensive policies and procedures manual, we hope that it will serve as a useful reference document for employees throughout their employment at the School. Employees should understand, however, that this Handbook is not intended to be a contract (express or implied), nor is it intended to otherwise create any legally enforceable obligations on the part of the School or its employees. In no way does the Handbook replace any official plan documents (e.g., health insurance, retirement plan, etc.) or insurance contracts, which will govern in all cases. This Handbook supersedes and replaces all previous personnel policies, practices, and guidelines.

Due to the fact that the School is a growing and changing organization, it reserves full discretion to add to, modify, or delete provisions of this Handbook, or the policies and procedures on which they may be based, at any time without advance notice. Crete Academy also reserves the right to interpret any of the provisions set forth in this Handbook in any manner it deems appropriate.

No individual other than the Board of Directors has the authority to enter into any employment or other agreement that modifies School policy. Any such modification *must* be in writing.

This Handbook is the property of the School, and it is intended for personal use and reference by employees of the School. Circulation of this Handbook outside of the School requires the prior written approval of the SL/PRINCIPAL.

Employees must sign the acknowledgment form at the beginning of this Handbook, tear it out, and return it to the SL/PRINCIPAL. This will provide the school with a record that each employee has received this Handbook.

Mission

Crete Academy will provide a rigorous, college preparatory education to historically underserved TK-6 students.

Academic Philosophy

An unwavering focus on its mission to prepare a student’s mind, body, and soul to enter and succeed in college serves as the single guiding principle for every aspect of Crete Academy’s educational program and instructional methodology. Fundamentally, the Crete Academy community acts upon the belief that all students can learn at high levels and deserve the opportunity to receive a college preparatory public education. Crete Academy believes in establishing clear and measurable goals for academic performance for every leader, teacher, and student, and believes that it is ultimately the responsibility of adults at Crete Academy Schools to do whatever it takes to ensure students meet the high academic and social standards set for them.

Foundational Beliefs

Crete Academy staff members embody and teach these values:

- **Character:** Crete is dedicated to ensuring students have strong character, which means they are honest, trustworthy, have integrity, and a strong sense of perseverance.
- **Responsibility:** Crete students will be taught to take responsibility for their actions. Students will learn humility in times of celebration and acceptance in times of failure.
- **Excellence:** Crete students will do all things with excellence, understanding that they are not perfect, but they are always asked to do their best.
- **Equality:** Crete students will learn to appreciate and embrace the differences of others, including but not limited to individuals of different ethnic backgrounds, religious faiths, sexual preferences and learning abilities. Students will learn that everyone deserves to experience life equally and should not be treated differently based on circumstances beyond their control.
- **Teachability:** Crete students will be taught the growth mindset in order to remain life- long learners. This means students will have an understanding that intelligence is not fixed.

CONDITIONS OF EMPLOYMENT

Equal Employment Opportunity Is Our Policy

Crete Academy is an equal opportunity employer. It is the policy of the School to afford equal employment and advancement opportunity to all qualified individuals without regard to:

- Race;
- Color;
- Gender (including gender identity and gender expression);
- Sex (including pregnancy, childbirth, breastfeeding, and medical conditions related to such);
- Religious creed (including religious dress and grooming practices);
- Marital/registered domestic partner status;
- Age (forty (40) and over);
- National origin or ancestry (including native language spoken);
- Physical or mental disability (including HIV and AIDS);
- Medical condition (including cancer and genetic characteristics);
- Taking of a leave of absence pursuant to the Family Medical Leave Act (“FMLA”), Pregnancy Disability Leave (“PDL”) law, Americans with Disabilities Act (“ADA”), California Family Rights Act (“CFRA”), or the Fair Employment and Housing Act (“FEHA”);
- Genetic information;
- Sexual orientation;
- Military and veteran status; or
- Any other consideration made unlawful by federal, state, or local laws.

This policy extends to all employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, compensation and benefits of existing employees.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the School will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact a School representative with day-to-day personnel responsibilities and request such an accommodation. The individual with the disability should specify what accommodation he or she needs to perform the job. Crete Academy then will conduct an investigation to identify the barriers that interfere with the equal opportunity of the applicant or employee to perform his or her job. Crete Academy will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, the School will make the accommodation.

Employment At-Will

Except if stated expressly otherwise by employment contract, it is the policy of the School that all employees are considered “at-will” employees of the School. Accordingly, either the School or the employee can terminate this relationship at any time, for any reason, with or without cause, and with or without advance notice.

Nothing contained in this Handbook, employment applications, School memoranda or other materials provided to employees in connection with their employment shall require the School to have “cause” to terminate an employee or otherwise restrict the School’s right to release an employee from their at-will employment with the School. Statements of specific grounds for termination set forth in this Handbook or elsewhere are not all-inclusive and are not intended to restrict the School’s right to terminate at-will. No School representative, other than the Board of Directors or its designee, is authorized to modify this policy for any employee or to make any representations to employees or applicants concerning the terms or conditions of employment with the School that are not consistent with the School’s policy regarding “at-will” employment.

This policy shall not be modified by any statements contained in this Handbook or employee applications, School memoranda, or any other materials provided to employees in connection with their employment. Further, none of those documents, whether singly or combined, or any employment practices, shall create an express or implied contract of employment for a definite period, nor an express or implied contract concerning any terms or conditions of employment.

Child Abuse and Neglect Reporting

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

Crete Academy will provide annual training on the mandated reporting requirements, using the online training module provided by the State Department of Social Services, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars (\$1,000), or by both that imprisonment and fine.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee’s employment.

By acknowledging receipt of this Handbook, employees acknowledge they are child care custodians and are certifying that they have knowledge of California Penal Code section 11166 and will comply with its provisions.

Criminal Background Checks

As required by law, all individuals working or volunteering at the School will be required to submit to a criminal background investigation. No condition or activity will be permitted that may compromise the School's commitment to the safety and the well-being of students takes precedence over all other considerations. Conditions that preclude working at the School include conviction of a controlled substance or sex offense, or a serious or violent felony. Additionally, should an employee, during his/her employment with the School, be convicted of a controlled substance or sex offense, or serious or violent felony, the employee must immediately report such a conviction to the SL/PRINCIPAL.

Tuberculosis Testing

All employees of the School must submit written proof from a physician of a risk assessment examination for tuberculosis (TB) within the last sixty (60) days. If TB risk factors are identified, a physician must conduct an examination to determine whether the employee is free of infectious TB. The examination for TB consists of an approved TB test, which, if positive, will be followed by an x-ray of the lungs, or in the absence of skin testing, an x-ray of the lungs. All employees will be required to undergo TB risk assessments and, if risk factors are found, the examination at least once every four (4) years. Volunteers may be required to undergo a TB examination as necessary. The TB risk assessment and, if indicated, the examination is a condition of initial employment with the School and the cost of the exam will be borne by the applicant.

Food handlers may be required to have annual TB exams. Documentation of employee and volunteer compliance with TB risk assessments and examinations will be kept on file in the office. This requirement also includes contract food handlers, substitute teachers, and student teachers serving under the supervision of an educator. Any entity providing student services to the School will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to conducting work with School students.

Credentialing and Every Student Succeeds Compliance

As required by law per E.C., 47605(1) teachers in charter schools shall hold the Commission on Teacher Credentialing certificate, permit or other document required for the teacher's certificated assignment including English Language Learner.

Immigration Compliance

Crete Academy will comply with applicable immigration law, including the Immigration Reform and Control Act of 1986 and the Immigration Act of 1990. As a condition of employment, every individual must provide satisfactory evidence of his or her identity and legal authority to work in the United States. However, Crete Academy will not check the employment authorization status of current employees or applicants who were not offered positions with the School unless required to do so by law.

The School shall not discharge an employee or in any manner discriminate, retaliate, or take any adverse action (*e.g.*, threatening to report the suspected citizenship or immigration status of an employee or a member of the employee's family) against any employee or applicant for employment because the employee or applicant exercised a right protected under applicable law. Further, the School shall not discriminate against any individual because he or she holds or presents a driver's license issued per Vehicle Code § 12801.9 to persons who have not established their federally-authorized presence in the United States.

Professional Boundaries: Staff/Student Interaction Policy

Crete Academy recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

- A. Examples of PERMITTED actions (NOT corporal punishment)
 - 1. Stopping a student from fighting with another student;
 - 2. Preventing a pupil from committing an act of vandalism;
 - 3. Defending yourself from physical injury or assault by a student;
 - 4. Forcing a pupil to give up a weapon or dangerous object;
 - 5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
 - 6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

- B. Examples of PROHIBITED actions (corporal punishment)
 - 1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
 - 2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
 - 3. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One

viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, “Would I be engaged in this conduct if my family or colleagues were standing next to me?”

For the purposes of this policy, the term “boundaries” is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member’s perspective but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he or she must immediately report the matter to a school administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Examples of Specific Behaviors

The following examples are not an exhaustive list:

Unacceptable Staff/Student Behaviors (Violations of this Policy)

- (a) Giving gifts to an individual student that are of a personal and intimate nature.
- (b) Kissing of any kind.
- (c) Any type of unnecessary physical contact with a student in a private situation.
- (d) Intentionally being alone with a student away from the school.
- (e) Making or participating in sexually inappropriate comments.
- (f) Sexual jokes.
- (g) Seeking emotional involvement with a student for your benefit.
- (h) Listening to or telling stories that are sexually oriented.
- (i) Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.

- (j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Overnight Field Lessons

On any overnight field trips, staff members and students of the opposite gender may never share a room. Staff members may not sleep in the same beds, sleeping bags or small tents with students and should never be alone with one student in the room. Similarly, students should never be in a room without a chaperone. All non-Crete Academy staff chaperones must sign a chaperone agreement in advance of the trip.

Home Visits

While home visits are an integral part of the work of Crete Academy Schools, staff members should never be in a home alone with a student or alumni without their parent/guardian or another appropriate adult present.

Bathrooms

All Crete Academy staff members must use staff bathrooms rather than student bathrooms.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

- (a) Giving students a ride to/from school or school activities.
- (b) Being alone in a room with a student at school with the door closed.
- (c) Allowing students in your home.

Cautionary Staff/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

- (a) Remarks about the physical attributes or development of anyone.
- (b) Excessive attention toward a particular student.
- (c) Sending emails, text messages or letters to students if the content is not about school activities.

Acceptable and Recommended Staff/Student Behaviors

- (a) Getting parents' written consent for any after-school activity.
- (b) Obtaining formal approval to take students off school property for activities such as field trips or competitions.

- (c) Emails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
- (d) Keeping the door open when alone with a student.
- (e) Keeping reasonable space between you and your students.
- (f) Stopping and correcting students if they cross your own personal boundaries.
- (g) Keeping parents informed when a significant issue develops about a student.
- (h) Keeping after-class discussions with a student professional and brief.
- (i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
- (j) Involving your supervisor if conflict arises with the student.
- (k) Informing the SL/PRINCIPAL about situations that have the potential to become more severe.
- (l) Making detailed notes about an incident that could evolve into a more serious situation later.
- (m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
- (n) Asking another staff member to be present if you will be alone with any type of special needs student.
- (o) Asking another staff member to be present when you must be alone with a student after regular school hours.
- (p) Giving students praise and recognition without touching them.
- (q) Pats on the back, high fives and handshakes are acceptable.
- (r) Keeping your professional conduct a high priority.
- (s) Asking yourself if your actions are worth your job and career.

Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation

Crete Academy is committed to providing a work and educational atmosphere that is free of unlawful harassment, discrimination, and retaliation. Crete Academy's policy prohibits unlawful harassment, discrimination, and retaliation based upon: race; color; gender (including gender identity and gender expression); sex (including pregnancy, childbirth, breastfeeding, and related medical conditions); religious creed (including religious dress and grooming practices); marital/registered domestic partner status; age (forty (40) and over); national origin or ancestry (including native language spoken); physical or mental disability (including HIV and AIDS); medical condition (including cancer and genetic characteristics); taking a leave of absence authorized by law; genetic information; sexual orientation; military and veteran status; or any other consideration made unlawful by federal, state, or local laws.

Employees, volunteers, unpaid interns, individuals in apprenticeship programs, and independent contractors shall not be harassed, or discriminated or retaliated against, based upon the characteristics noted above.

Crete Academy does not condone and will not tolerate unlawful harassment, discrimination, or retaliation on the part of any employee (including supervisors and managers) or third party (including independent contractors or other person with which the School does business). Supervisors and managers are to report any complaints of unlawful harassment to the SL/PRINCIPAL or designee.

When Crete Academy receives allegations of unlawful harassment, discrimination, or retaliation, the Board (if a complaint is about the SL/PRINCIPAL) or the SL/PRINCIPAL or designee will conduct a fair, timely and thorough investigation that provides all parties an appropriate process and reaches reasonable conclusions based on the evidence collected. The investigation will be handled in as confidential a manner as possible, although complete confidentiality cannot be guaranteed. Complainants and witnesses shall not be subject to retaliation for making complaints in good faith or participating in an investigation. Crete Academy is committed to remediating any instances where investigation findings demonstrate unlawful harassment, discrimination, or retaliation has occurred.

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement, or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment; or
- Disparate treatment based on any of the protected classes above.

Prohibited Unlawful Sexual Harassment

Crete Academy is committed to providing a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission to the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; and/or (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive sexual harassment, discrimination, and retaliation training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. Such training will address all legally required topics, including information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct includes but is not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment. Other staff will receive sexual harassment training and/or

instruction concerning sexual harassment in the workplace as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the SL/PRINCIPAL. See **Appendix A** for the “Harassment/Discrimination/Retaliation Complaint Form.” See **Appendix B** for the general “Internal Complaint Form.”

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults and
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another’s body, or poking another’s body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person’s sexuality or sexual experience.
 - Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or disparate treatment for rejecting sexual conduct.
 - Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee’s job more difficult because of the employee’s sex.
- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work;
 - Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
 - Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate Crete Academy policy.

Workplace Violence

Crete Academy is committed to providing a safe workplace for all staff members. The purpose of this policy is to minimize the risk of personal injury to staff members and damage to personal and School/Program property. It is the policy of Crete Academy to expressly prohibit any acts or threats of violence by any third parties against any other staff member in or about its facilities or elsewhere at any time. Crete Academy will not tolerate any acts or threats of violence against its staff members or visitors by any individual on its premises at any time or while such individual is engaged in business with or on behalf of Crete Academy, on or off its premises. Crete Academy prohibits the bringing of unauthorized firearms or other weapons onto School premises.

Crete Academy will take prompt remedial action, up to and including immediate discharge, against any staff member who engages in threatening behavior or acts of violence or who use any obscene, abusive or threatening language or gestures.

In furtherance of this policy, staff members have a duty to warn the SL, security personnel, or any other member of the management team with whom the staff member feels comfortable, of any suspicious workplace activity involving any third party which could impact the School or those on the School campus. This includes, but is not limited to, threats or acts of violence, display of weapons, extreme agitation, stalking, aggressive behavior, offensive acts and any other injurious or destructive action or remark made for the purpose of domination or intimidation.

Staff member's reports made pursuant to this policy will be held in confidence, to the extent possible. Crete Academy Schools will promptly and thoroughly investigate all reports of violence, threats of violence or suspicious individuals or activities. No staff member will be subjected to retaliation, intimidation or disciplinary action as a result of reporting a threat in good faith under this policy.

Staff members who violate this policy will be subject to disciplinary action up to and including termination of employment.

Whistleblower Policy

Crete Academy requires its directors, officers, employees, and volunteers to observe high standards of ethics in the conduct of their duties and responsibilities within the School. As representatives of the School, such individuals must practice honesty and integrity in fulfilling all responsibilities and must comply with all applicable laws and regulations. The purpose of this policy is to create an ethical and open work environment, to ensure that the School has a

governance and accountability structure that supports its mission, and to encourage and enable directors, officers, employees, and volunteers of the School to raise serious concerns about the occurrence of illegal or unethical actions within the School before turning to outside parties for resolution.

All directors, officers, employees, and volunteers of the School have a responsibility to report any action or suspected action taken within the School that is illegal, unethical or violates any adopted policy of the School, or local rule or regulation. Anyone reporting a violation must act in good faith, without malice to the School or any individual at the School and have reasonable grounds for believing that the information shared in the report indicates that a violation has occurred. A person who makes a report does not have to prove that a violation has occurred. However, any report which the reporter has made maliciously or any report which the reporter has good reason to believe is false will be viewed as a serious disciplinary offense. No one who in good faith reports a violation, or who, in good faith, cooperates in the investigation of a violation shall suffer harassment, retaliation, or adverse employment action. Further, no one who in good faith discloses, who may disclose, or who the School believes disclosed or may disclose, information regarding alleged violations to a person with authority over the employee or another employee who had responsibility for investigating, discovering or correcting the purported violation shall suffer harassment, retaliation, or adverse employment action.

Substance-Free Workplace

Crete Academy is committed to maintaining an environment free of drugs and alcohol. Staff members are strictly prohibited from using drugs or other controlled or intoxicating substances or alcohol in the workplace, or during work hours. Staff members are also prohibited from engaging in the unlawful or unauthorized manufacture, possession, consumption, trade, sale, or distribution of drugs and/or alcohol in the workplace. However, nothing in this policy precludes the appropriate use of legally prescribed medications, so long as the use of such medications does not adversely impact job performance. The SL/CEO may grant advanced approval for the consumption of alcohol on School premises for events where no students are present and at which consumption of alcohol by individuals under the legal drinking age is strictly prohibited. Violations of this policy may result in disciplinary action, up to and including termination. Staff members with questions regarding this policy or issues related to drug or alcohol use in the workplace should raise their concerns with the SL/HR. Staff members may do so without fear of reprisal by Crete Academy.

Confidentiality

While at Crete Academy, staff members will learn, have access to, or work with and be entrusted with confidential information. It is against Crete Academy's policy for staff members to use or disclose the School's/Program's "Confidential Information" to third parties without prior authorization. "Confidential Information" means any information that has been or which may be disclosed to, created by, or obtained by Crete Academy staff members in the course of employment, either orally or otherwise. The following is a non-exhaustive list of examples of confidential information:

- Student records
- Financial information

- Personnel records
- Payroll records
- Computer programs, processes and passwords
- Personal information regarding staff members, parents and students

Disclosing confidential information to outsiders or using it for anything other than conducting the School's/Program's business is prohibited. This prohibition continues even after termination of employment.

All confidential information, whether created or prepared by the staff member, or otherwise coming into his/her possession, is the exclusive property of Crete Academy both during the staff member's employment and after his or her termination. All outside requests for information should be sent directly to the School Leader and Crete Academy's Chief of Operations. Staff members shall not, without the prior written consent of the School/Program, use or disclose to any third party any of the Confidential Information described herein, directly or indirectly, either during the staff member's employment with the School/Program or at any time following the termination of staff member's employment with the School/Program.

Wellness Program

The Crete Academy Wellness staff will have access to confidential information. It is strictly prohibited, unless approved by the parent/guardian, for a member of the Wellness staff to communicate with anyone regarding such privileged information.

When discussing a particular student's behavior plan or strategies for students, the communication should remain one of process and procedures and at no time should the communication be relating to symptoms of behavior or specific individual circumstances.

Conflict of Interest

All employees must avoid situations involving actual or potential conflict of interest. An employee involved in any relationships or situations which may constitute a conflict of interest should immediately and fully disclose the relevant circumstances to the SL/PRINCIPAL, or the Board of Directors, for a determination about whether a potential or actual conflict exists. If an actual or potential conflict is determined, the School may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts shall constitute grounds for disciplinary action.

Acceptance of Gifts and Favors

Staff members are prohibited from:

- Soliciting for themselves or for a third party (other than Crete Academy itself) anything of value from anyone in return for any business, service, or confidential information of Crete Academy or its students.
- Accepting anything of value (other than bona fide salary, wages, and fees) from anyone in connection with Crete Academy business either before or after a transaction is discussed or consummated other than occasional nominal parent or student gifts.

All gifts received or offered, other than the exceptions listed below, should be disclosed in writing immediately to the PRINCIPAL. The exceptions are:

- Benefits that are available to the general public on the same conditions;
- Acceptance of gifts, gratuities, amenities, or favors that are based on family or personal relationships, independent of any school business (such as those with parents, children, and spouses) when the circumstances make clear that it is those relationships, and not the business of the School, that are the motivating factors;
- Meals, refreshments, travel arrangements, accommodations, recreational trips, attendance at sporting events or entertainment of reasonable value in the course of a meeting or other occasion, the purpose of which is for a bona fide business discussion or part of an effort to foster better school operations, the expense would be one Crete Academy would pay as a reasonable business expense if not being paid by another party;
- Acceptance of gifts not to exceed \$25.00 in value that are related to commonly recognized events or occasions, such as a promotion, wedding, graduation, or Christmas; and
- Acceptance of civic, charitable, educational, or religious organizational awards for recognition of service and accomplishment. The monetary value of such awards should not exceed \$25.00 in value.

Violation of these rules will result in appropriate disciplinary action. Depending upon the severity and circumstances of the violation, such action could range from requiring reimbursement to termination of the staff member involved in the violation.

Smoking

The Crete Academy facility is a no smoking facility.

THE WORKPLACE

Office Hours and Attendance

At Crete Academy, we believe that anything is possible and work hard every day to prove that for all of our community members. The regular workday for Crete Academy staff members shall be determined by the academic schedule and any extracurricular activities for which staff members have responsibilities. The regular office hours of Crete Academy are Monday through Friday, 7:15 a.m. to 4:00 p.m., unless otherwise stated.

These hours reflect the minimum expected hours for staff members and a different schedule may be required in some positions. Hours may be set and adjusted by the SL, and staff members will receive notice of any change. A staff member who will be late to work must inform his or her SL or the SOM (School Office Manager) for School-based operations staff prior to his or her regular start time. A staff member who must be absent for any reason during work hours must inform his or her SL/SOM in advance. Planned absences must be scheduled and approved in advance by the SL or the SOM for school-based operations staff. A staff member that is unable to attend work due to illness or a serious personal reason must contact the SL at least two (2) hours before s/he is scheduled to begin work. A staff member must report in each day that s/he will be absent and a doctor's note may be required before s/he is permitted to return to work. If a staff member fails to report in on a morning s/he is absent, that individual will be deemed to have taken an unauthorized absence and will be subject to discipline, up to and including termination. Staff members who fail to report in for three (3) consecutive days without authorization may be deemed to have abandoned their jobs.

Frequent lateness or absenteeism will affect performance and may affect the ability of others to perform their work. For this reason, excessive lateness and absenteeism will result in disciplinary action, up to and including termination. Documentation for reason of absence may be requested by the SL/PRINCIPAL at any time at their sole discretion.

Critical Days

Critical Days are defined as periods of school operations where it is critical that all staff be in attendance. All days immediately before or after a school holiday are designated critical days and will not be approved. All school events, including the End-of-Year BBQ, Sixth Grade Graduation and all other major school events. Major School Events are defined as events where the majority of the students, staff or families are invited. Staff members that are ill must provide documentation from a doctor if s/he must be absent during a critical day. The School Leader will outline critical periods and the School Leader must approve all leave requests at least two (2) weeks in advance.

Meal and Rest Periods

Non-exempt employees working at least 5 or more hours are provided with a thirty (30) minute meal period, to be taken approximately in the middle of the workday but by no later than the end of the 5th hour of work. An employee may waive this meal period if the day's work will be completed in no more than six (5) hours, provided the employee and Crete Academy mutually consent to the waiver in writing.

Non-exempt employees are also provided with a ten (10) minute rest period for every four (4) hours worked which should be scheduled towards the middle of the four (4) hour work period as practicable. Employees are prohibited from combining meal and rest period time.

An employee's supervisor must be aware of and approve scheduled meal and rest periods. Employees must immediately inform their supervisor if they are prevented from taking their meal and/or rest periods. Employees are expected to observe assigned working hours and the time allowed for meal and rest periods.

Lactation Accommodation

Crete Academy accommodates lactating employees by providing a reasonable amount of break time to any employee who desires to express breast milk for an infant child. The break time shall, if possible, run concurrently with any break time already provided to the employee. Any break time provided to express breast milk that does not run concurrently with break time already provided to the non-exempt employee shall be unpaid.

Crete Academy will make reasonable efforts to provide employees who need a lactation accommodation with the use of a room or other private location that is located close to the employee's work area. Employees with private offices will be required to use their offices to express breast milk. Employees who desire lactation accommodations should contact their supervisor to request accommodations.

Pump Act

Crete Academy will provide nursing mothers with a reasonable break time to express breast milk for their nursing child and a place to pump at work, other than a bathroom, that is shielded from view and free from intrusion from coworkers and the public.

Time Cards/Records

By law, Crete Academy is obligated to keep accurate records of the time worked by non-exempt employees. Such employees shall be required to utilize the School's time card system.

Non-exempt employees must accurately clock in and out of their shifts as this is the only way the payroll department knows how many hours each employee has worked and how much each employee is owed. The time card indicates when the employee arrived and when the employee departed. All non-exempt employees must clock in and out for arrival and departure, along with lunch and for absences like doctor or dentist appointments. All employees are required to keep the office advised of their departures from and returns to the school premises during the workday.

Non-exempt employees are solely responsible for ensuring accurate information on their time cards and remembering to record time worked. If an employee forgets to mark their time card or makes an error on the time card, the employee must contact the SL/PRINCIPAL to make the correction and such correction must be initialed by both the employee and the SL/PRINCIPAL.

Non-exempt employees are prohibited from performing off-the-clock work, including but not limited to checking emails before/after work hours, performing work in the morning before logging in, and running School errands after logging out.

No one may record hours worked on another's worksheet. Any employee who violates any aspect of this policy may be subject to disciplinary action, up to and including release from at- will employment with the School.

Use of Email, Voicemail and Internet Access

Crete Academy will permit employees to use its email, voicemail systems and Internet access subject to the following:

1. Minimal personal use as long as it does not interfere with timely job performance and is consistent with law and appropriate protocols.
2. The email system and Internet access is not to be used in any way that may be disruptive, offensive to others, or harmful to morale. For example, sexually explicit images, ethnic slurs, racial epithets, or anything else that may be construed as harassment or disparagement of others based on their race, national origin, sex, sexual orientation, age, religious beliefs or political beliefs may not be displayed or transmitted.
3. Employees should not attempt to gain access to another employee's personal file or email or voicemail messages without the latter's express permission.
4. School staff will not enter an employee's personal email files or voicemail unless there is a business need to do so. Crete Academy retains a copy of all passwords; passwords unknown to the School may not be used. System security features, including passwords and delete functions, do not neutralize the School's ability to access any message at any time. Employees must be aware that the possibility of such access always exists.
5. Employees should not use personal devices or email accounts for School-related communications. Such communications should only take place using School-issued devices and via the employee's Crete Academy email account.

Purchasing

Staff members must follow the Purchasing Policy set forth below:

Purchase Requests

All purchase requests must be pre-approved. Requests should be submitted in writing, even if a verbal request is also made. Once written approval is received, the staff member may submit a purchase request on the appropriate finance form. The Office Manager/School Operations Manager is responsible for submitting purchase requests for office supplies and program supplies. Requests should be made in writing on the appropriate form.

Getting Reimbursed

1. *Remember to get an itemized receipt.* EVERY EXPENSE NEEDS A RECEIPT. The following items are not sufficient documentation: packing slips, online shopping cart print outs, and other items that do not state the amount of the purchase and confirm that the purchase was made.

Original receipts, a copy of the receipts, a packing slip for shipped goods, should be stapled to the reimbursement form. Multiple receipts from multiple vendors may be attached to a single Reimbursement Request form. Please keep a copy of the receipt and the reimbursement form for your records. This will protect staff members in case paperwork is misplaced at any point during the process.

2. *Fill out a Reimbursement Request Form.* Forms are available from the SOM. When describing the purchase on the form, staff members should complete the form thoroughly, including the description line, and avoid use of the term “miscellaneous.” The person submitting the form must sign the reimbursement form. Reimbursement Forms should be submitted within one week of purchase to your SOM, after obtaining school leader or PRINCIPAL approval.

Please note: Crete Academy does not distribute petty cash or cash advances. If a vendor will accept a check, staff members may also request a check through their SOM (using the Check Request form) for the vendor in advance and thus avoid making an out of pocket purchase, after obtaining school leader or manager approval.

Budget and Expense Policies and Procedures

It is the policy of Crete Academy to reimburse individuals for necessary and reasonable travel and business expenses incurred while conducting official Crete Academy business. As good stewards of our money, this policy has been created to ensure sound business practices along with timely and accurate reporting of travel and business expenses. Please direct any questions regarding this policy to the PRINCIPAL.

Expense Reporting by Employee

Receipts for reimbursement of approved travel and business expenses must be received, accompanied by a completed reimbursement form, by the PRINCIPAL or SOM preferably within fifteen (15), but no later than thirty (30) days after completion of a trip, the date of an event or the incurrence of a business expense.

Any claim for reimbursement submitted more than thirty (30) days after the completion of the trip or event may not be reimbursed, unless an approved reasonable exception has been obtained. A reasonable exception will be decided on a case-by-case basis depending on the facts and circumstances of the situation.

The organization reserves the right to withhold reimbursement while it investigates expense report items.

The Reimbursement Request Form can be obtained by contacting the PRINCIPAL or SOM.

Mileage

Mileage for approved travel will be reimbursed at the IRS standard mileage rate for any meetings or trainings outside of the city of Los Angeles. Mileage may be reimbursed for travel to meetings or schools for Crete Academy business. When traveling outside of the city of Los Angeles (ex. Anaheim), please carpool with other Crete Academy employees when possible. Mileage will not be reimbursed for commute from home to work or personal errands in conjunction with Crete

Academy business.

A Google Maps printout, or other appropriate documentation, must be submitted for reimbursement. The mileage log can be obtained from the SOM or Finance Office. For current IRS standard mileage rates please visit www.irs.gov, keyword “mileage.”

Airfare

Business travel by air should be planned at least fourteen (14) days in advance. Travelers are expected to book the lowest cost coach class fare available. In the event airfare must be purchased less than fourteen (14) days prior to travel, written approval must be obtained by the PRINCIPAL. Employees are expected to select flights based on low-price coupled with timing requirements; they may not take more expensive flights because they personally prefer a specific carrier. Employees using their frequent flyer mileage program are not expected to use their miles for business purposes. Employees are not allowed to use miles to book a flight and turn in reimbursement for the cost of the flight.

Meal Daily Limits

Crete Academy maintains a table that shows the breakdown for breakfast, lunch, and dinner per diem rates. These rates apply during travel as well as local business meals. Please keep these per diems in mind when making restaurant decisions. The per diem rates differ by location. View the per diem rate chart for your location or primary destination to determine which rates apply. Please see the SOM or PRINCIPAL for any questions related to the per diem chart. Also, please note that the Los Angeles daily limit, as well as most US cities is \$59. Staff members may not be reimbursed for meals that are classified solely as entertainment.

Lodging

Lodging prices vary for each destination. Please use the Crete Academy Per Diem Rate Chart for your primary destination to determine which rates apply.

Rental Car

Travelers may rent a car at their destination if:

- It is less expensive than other modes of transportation such as taxis and airport shuttle.
- Traveler will need transportation on a daily basis to multiple locations. Travelers will be reimbursed for rental expense of economy size vehicle; unless more than two (2) people are traveling together. Car must be booked from the least expensive on-site retailer. Reimbursable costs include rental fee, mileage fee, gasoline, tolls, parking fees and insurance charges. Non-reimbursable costs include car repairs, traffic and/or parking fines or violations. Non-reimbursable Expenses

The following are not reimbursable since they are primarily for personal use.

- Alcohol

- Car repair
- Credit card interest charges
- Day-care for children or pets
- Fees for upgrades of air, hotel or auto
- Golfing or green fees
- Golfing cart rental
- Grooming, Nail or Hair Salon expenses
- Headphones on airlines
- Health Club fees
- Laundry (unless out of town five [5] nights or more)
- Massage
- Medicines
- Movies (either in room or at the theater)
- Personal bar bills
- Personal books, magazines or other entertainment
- Personal travel portion during business trip
- Pet hotel stays or transportation
- Political or charitable contributions
- Sporting events
- Spouses expenses if accompanying Crete Academy employee on business trip
- Toiletries
- Theater, cinema or opera tickets
- Traffic citations (parking tickets or fines)

Crete Academy Property

Crete Academy property (including but not limited to computers, cellular telephones, photocopiers, and other equipment, machines or tools) is essential in accomplishing job duties and often is expensive and may be difficult to replace. When using Crete Academy property, staff members are expected to exercise care, perform required maintenance, and follow all operating instructions, safety standards and guidelines.

Staff members must notify their SL/SOM if any School/Program Property appears to be damaged, defective or needs repair. Prompt reporting of loss, damages, defects and the need for repairs could prevent deterioration of equipment and possible injury to staff members or others. Staff members also are prohibited from any unauthorized use of Crete Academy intellectual property, such as audio and videotapes, print materials and software. Staff members who practice improper, careless, negligent, destructive, or unsafe use or operation of equipment will be subject to discipline, up to and including discharge.

The School/Program is not responsible for any damage to staff member's personal belongings.

Securing Equipment In and Out of the Classroom

When securing both teacher issued equipment, and equipment designated for student use, please observe the following protocols:

- Do not share, or allow a student to see, a lock combination when retrieving or returning laptops to a mobile cart.
- Always scramble the combination when the lock is not in use.
- Always lock mobile cart when exiting classroom.
- Over weekends and holidays, in addition to securing laptops, freestanding projectors are to be secured in a locking cabinet or drawer within the classroom. If you do not have a secure area in your classroom, or if this area becomes compromised at any point, notify the office immediately.
- Staff-issued laptops should be taken with you at the end of the day, or secured in a locked cabinet before leaving campus.
- If loss does occur, and it is determined that any of the above protocols were not followed at the time of the loss, the responsible staff member may be required to compensate Crete Academy for the value of the lost equipment.

Maintaining Electronic Equipment in Your Classroom

The electronic equipment provided to you by Crete Academy is costly and its proper upkeep is important.

Laptops: Refrain from downloading any 3rd Party Application from social networking sites, as these lead to a large number of computer viruses and hard drive failures.

The Limits of Staff Member Responsibility

Staff members will not be held responsible for any hardware defect that occurs at no fault of the user, or if that hardware is under warranty. In addition, virus and wireless issues that arise are expected and will be fixed by the technology team. Any misplaced or stolen electronic equipment, that cannot be located within a reasonable period of time, may become the responsibility of the staff member if it is determined that protocol was not followed. If this is the case, that staff member may be required to compensate Crete Academy for the value of the lost or stolen equipment.

Monitoring Student Laptop Use In the Classroom

It is expected that while students are engaged in online learning in the classroom, that any staff member in the room make every reasonable attempt to ensure students are not being exposed to

material inconsistent with the assigned online task. This requires consistent circulation and/or positioning within the room so as to always have each laptop screen within view.

If students attempt to shield their screen from an adult in the classroom, it is assumed that material inconsistent with the assigned activity is displayed, and laptop use privileges should be restricted.

If it is determined that a teacher has intentionally given a student a restricted password, or access to restricted sites, that teacher may have their set of laptops removed from their possession for an indefinite period of time.

Online Communication with Students

Many of our students communicate via social networking sites, instant messenger clients, and email. If there is a need for a staff member to communicate online with a student, they are to do so through one of the online instructional programs Crete Academy has purchased.

Procedures for Resolving Technology Issues

If you experience technical difficulty with any of the Crete Academy issued hardware or software assigned to you, your students, or your classroom, it is required that you report that problem to the SOM.

When issues are communicated to Crete Academy's SOM, issues are addressed within 48 hours. If your issue is one that prohibits you from getting online to fill out the form, call or text message the SOM with your request.

Personal Business

Crete Academy's facilities for handling mail and telephone calls are designed to accommodate School business. Employees should have personal mail directed to their home address and limit personal telephone calls to an absolute minimum (Urgent or Emergency). If you are found to be using your phone for non-urgent personal use during work hours, you may be subject to disciplinary action, including dismissal. Personal calls should not be made outside the immediate dialing area. Do not use School material, time or equipment for personal projects.

Personal Property

Loss of, or damage to, personal property is not the responsibility of Crete Academy, even if the damage or loss occurs on Crete Academy's grounds.

Involvement in Civic, Trade, Educational, Charitable, and Fraternal Affairs

Crete Academy encourages staff members to participate in civic and charitable activities. Staff members choosing to participate in civic, charitable, political, and professional association activities are responsible for seeing that such participation does not result in any actual or apparent conflict of interest.

Staff Travel

Staff members are eligible for reimbursement for certain expenses incurred while traveling on official Crete Academy business. To be eligible for travel reimbursement, staff members must have transportation, lodging, and meal-spending limits approved in advance by the SL/PRINCIPAL. All requests for travel reimbursement must be made in accordance with the reimbursement policy in this handbook and be accompanied by proof of expenditures and payments. The final decision on whether to reimburse staff members for any such expenses will be made the SL/PRINCIPAL, in his or her sole discretion. In every case, the means of transportation which is least expensive to Crete Academy and which is in the interest of efficiency, with proper consideration of circumstances, should be used. For car rentals, Crete Academy will not reimburse for liability coverage because it carries liability coverage through its insurance policy. Staff members must purchase the physical damage/loss damage waiver coverage for physical damage coverage to the vehicle itself.

Disciplinary Physical Contact With Students

It is the policy of Crete Academy that no teacher or other staff member will use corporal punishment against a student. This prohibition includes spanking, slapping, pinching, hitting, tying, taping, or the use of any other physical force as retaliation or correction for inappropriate behavior.

STAFF-STUDENT INTERACTIONS

While the use of appropriate touching is part of daily life and is important for student development, teachers and other staff members must ensure that they do not exceed appropriate behavior. If a child or other staff member specifically requests that he or she not be touched, then that request must be honored without question.

Boundaries Defined

For the purposes of this policy, the term “boundaries” is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing beyond the boundaries of a student-teacher relationship is deemed an abuse of power and a betrayal of public trust.

Acceptable and Unacceptable Behaviors

Some activities may seem innocent from a staff member’s point-of-view but could be perceived as flirtation or sexual insinuation from the perspective of students or parents. There is no single reasonable person standard. The purpose of the following lists of unacceptable and acceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to or may be perceived as inappropriate, or sexual misconduct, or “grooming.” Grooming is defined as an act or series of acts by a sexual predator to gain physical and/or emotional control by gaining trust (of staff and/or family and a minor) and desensitizing the minor to various forms of touching and other intimate interaction.

Staff members must understand their own responsibilities for ensuring that they do not cross the boundaries as written in this policy. Violations could subject the teacher or staff member to discipline up to and including termination. *Disagreeing with the wording or intent of these established boundaries will be considered irrelevant for any required disciplinary purposes.*

Thus, it is critical that all employees study this policy thoroughly and apply its spirit and intent in their daily activities.

Unacceptable Behaviors

These lists (and any subsequent lists) are not meant to be all-inclusive, but rather, illustrative of the types of behavior intended to be addressed by this policy.

1. Giving gifts of a personal and intimate nature (including photographs) to a student; or items such as money, food, outings, electronics, etc. without the written pre-approval of the Principal or School Leader. It is recommended that any such gifts be filtered through the Principal along with the rationale therefor.
2. Kissing of ANY kind
3. Massage [Note: Prohibited in athletics unless provided by massage therapist or other certified professional in an open public location. Coaches may not perform massage or rub-down. Permitted in special education only as instructed under an IEP or 504 Plan.]
4. Full frontal or rear hugs and lengthy embraces
5. Sitting students on one's lap (grades 3 and above)
6. Touching buttocks, thighs, chest, or genital area
7. Wrestling with students or other staff member except in the context of a formal wrestling program
8. Tickling or piggyback rides
9. Any form of sexual contact
10. Any type of unnecessary physical contact with a student in a private situation
11. Intentionally being alone with a student away from school
12. Furnishing alcohol, tobacco products, or drugs - or failing to report knowledge of such
13. "Dating" or "going out with" a student
14. Remarks about physical attributes or physiological development of anyone. This includes comments such as "Looking fine!" or "Check out that [body part]."
15. Taking photographs or videos of students for personal use or posting online
16. Either partially or fully undressing in front of a student or asking a student to undress with the intent to view/expose private body parts
17. Leaving campus alone with a student for lunch
18. Sharing a bed, mat, or sleeping bag with a student
19. Making, or participating in, sexually inappropriate comments
20. Sexual jokes, or jokes/comments with sexual overtones or double-entendres

21. Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator.
22. Listening to or telling stories that are sexually oriented
23. Discussing your personal troubles or intimate issues with a student
24. Becoming too involved with a student so that a reasonable person may suspect inappropriate behavior
25. Giving students a ride to/from school or school activities without the express, advance written permission of the Principal and the student's parent or legal guardian
26. Being alone in a room with a student at school with the door closed and/or windows blocked from view
27. Allowing students at your home and/or in rooms within your home without signed parental permission for a pre-planned and pre-communicated educational activity which must include another educator, parent, or designated school volunteer
28. Sending emails, text messages, social media responses, making phone calls, or sending notes or letters to students if the content is not about school activities. Communication via private social media accounts is not acceptable.

Acceptable Behaviors

1. Pats on the shoulder or back
2. Handshakes
3. "High-fives" and hand slapping
4. Touching face to check temperature, wipe away a tear, remove hair from face, or other similar types of contact
5. Placing TK through second grade students on one's lap for purposes of comforting the child for a short duration only
6. Holding hands while walking with small children or children with significant disabilities
7. Assisting with toileting of small or disabled children in view of another staff member
8. Touch required under an IEP or 504 Plan
9. Reasonable restraint of a violent person to protect self, others, or property
10. Obtaining formal written pre-approval from the Principal to take students off school property for activities such as field trips or competitions, including parent's written permission and waiver form for any sponsored after-school activity whether on or off- campus
11. Emails, text-messages, phone conversations, and other communications to and with students, if permitted, must be professional and pertain to school activities or classes
(communication should be initiated via transparent [non-private] school-based technology

and equipment)

12. Keeping the door wide open when alone with a student
13. Keeping reasonable and appropriate space between you and the student
14. Stopping and correcting students if they cross your own personal boundaries, including touching legs, or buttocks, frontal hugs, kissing, or caressing
15. Keeping parents informed when a significant issue develops about a student, such as a change in demeanor or uncharacteristic behavior
16. Keeping after-class discussions with a student professional and brief
17. Immediately asking for advice from senior staff or administration if you find yourself in a difficult situation related to boundaries
18. Involving your direct supervisor in discussion about boundaries situations that have the potential to become more severe (including but not limited to: grooming or other red flag behaviors observed in colleagues, written material that is disturbing, or a student's fixation on an adult)
19. Making detailed notes about an incident that in your best judgement could evolve into a more serious situation later
20. Recognizing the responsibility to stop "Unacceptable Behaviors" of students and/or co-workers
21. Asking another staff member to be present, or within close supervisory distance, when you must be alone with a student after regular school hours
22. Prioritizing professional behavior during all moments of student contact
23. *Asking yourself if any of your actions, which could be contrary to these provisions, are worth sacrificing your job and career.*

This policy does not prevent: 1) touching a student for the purpose of guiding them along a physical path; 2) helping them up after a fall; or 3) engaging in a rescue or the application of Cardio Pulmonary Resuscitation (CPR) or other emergency first-aid. Nor does it prohibit the use of reasonable force and touching in self-defense or in the defense of another. Restraining a child who is trying to engage in violent or inappropriate behavior is also allowed. Only such force as necessary to defend one's self, another person, or the child or to protect property is legally permitted. Excessive force is prohibited.

Boundaries Reporting

When any staff member, parent, or student becomes aware of a staff member (or volunteer, guest, vendor) having crossed the boundaries specified in this policy, or has a strong suspicion of misconduct, he or she must report the suspicion to the Principal promptly. Reasonable suspicion means something perceived in spite of inconclusive or slight evidence. It is based on facts that would lead a reasonable person to believe the conduct occurred. Prompt reporting of observations falling into the unacceptable range of adult behavior with students is essential to protect students, the staff member, any witnesses, and the school as a whole. Employees must also report to the administration any awareness of, or concern about, student behavior that crosses boundaries, or any

situation in which a student appears to be at risk for sexual abuse.

Child Abuse / Sexual Abuse Reporting (Mandatory Reporting)

If, within your professional capacity or within the scope of your employment, you observe or gain possession of knowledge that a child has been a victim of child abuse or sexual abuse, or you reasonably suspect it, **California Penal Code Section 11166 requires YOU to immediately report this information or suspicion directly to a child protective agency or the police.** The report shall be made by phone as soon as possible and a subsequent written report must be sent within 36 hours of your knowledge or suspicion of the abuse. Internal reporting to the Principal occurs after the phone-in report. Failure to meet these obligations can result in a monetary fine and/or jail.

Investigating

The Principal will promptly investigate and document the investigation of any allegation of sexual misconduct or inappropriate behavior, using such support staff or outside assistance, as he or she deems necessary and appropriate under the circumstances. Throughout this fact-finding process, the investigating administrator, and all others privy to the investigation, shall protect the privacy interests of any affected student(s) and/or staff member(s) including any potential witnesses, as much as possible. The investigating administrator shall promptly notify the Governing Board in closed session of the existence and status of any investigations. Upon completion of any such investigations, the Principal shall report to the Governing Board any conclusions reached. The investigating administrator shall consult with legal counsel, as appropriate, prior to, during, and after conducting any investigation.

Consequences

Staff members who have violated this policy will be subject to appropriate disciplinary action, and where appropriate, will be reported to authorities for potential legal action.

In accordance with California Code of Regulations, Title 5, Section 80303, Crete Academy will report any teacher misconduct to the California Commission on Teacher Credentialing.

Social Media

Because communications to the public that undermine confidence in individual Crete Academy staff members may make it more difficult to manage and motivate students, faculty should not use blogs, web pages or social networking sites to present information about themselves, colleagues or students that may undercut the reputation of Crete Academy or that may open anyone associated with Crete Academy Schools to criticism. Pictures or descriptions of conduct that would subject a teacher to school discipline could be detrimental to that teacher's status as an educator and could negatively impact the academic process of Crete Academy.

Staff members should also consider carefully the impact on Crete Academy of information presented on a personal blog, website, or social networking site. Although maintaining the blog/website is private conduct, information connecting the writer with Crete Academy may impact on the writer's own status among colleagues, may be hurtful to colleagues, may be misconstrued by parents, and may become a subject of gossip among students. To the extent that such "blogging" or use of a web site or social networking site impairs a staff member's ability to command respect among colleagues, students and parents it interferes with Crete Academy's educational mission and must be avoided. Violation of any of these guidelines may result in instant dismissal.

Professional Appearance

In order to model professionalism for our students, staff members are expected to present a neat, professional appearance at all times. The following are generally regarded as inappropriate dress while school is in session: athletic wear, spandex or leggings, flip flops, tank tops/midriff tops/halter tops, or mini-skirts. The SL may notify staff members in advance of a casual dress day. There will also be a weekly college day designated by the SL. On college day staff are encouraged to wear casual pants/jeans and shirts, sweatshirts and hats representing the college/university of their choice. Wearing a Crete Academy shirt is always encouraged during any casual dress days.

Please note that some staff members may be required to wear closed-toed and rubber-soled shoes at all times based upon the nature of work being done. Managers will have more specific information as this applies to staff members.

CRETE ACADEMY NEPOTISM POLICY

Crete Academy permits the employment of relatives of employees, of the employee's household or immediate family as long as such employment does not, in the opinion of Crete Academy, create actual conflicts of interest. For purposes of this policy, "qualified relative" is defined as a spouse, child, parent, sibling, grandparent, grandchild, aunt, uncle, first cousin, corresponding in-law, "step" relation, or any member of the employee's household. Crete will use sound judgment in the placement of related employees in accordance with the following guidelines: Individuals who are related by blood, marriage, or reside in the same household are permitted to work in the same department, provided no direct reporting or supervisor-to-subordinate relationship exists. That is, no employee is permitted to work within "the chain of command" when one relative's work responsibilities, salary, hours, career progress, benefits, or other terms and conditions of employment could be influenced by the other relative. Employees who marry while employed, or become part of the same household are treated in accordance with these guidelines. If in the opinion of Crete Academy, a conflict arises as a result of the relationship, one of the employees may be transferred at the earliest practicable time. The BOARD OF DIRECTORS must approve any exceptions to this policy.

Media Inquiries

Crete Academy has designated spokespersons for dealing with the media. All media inquiries regarding Crete Academy must be referred to the CEO and PRINCIPAL.

Health and Safety Policy

Crete Academy is committed to providing and maintaining a healthy and safe work environment for all employees.

Employees are always required to know and comply with the School's General Safety Rules and to follow safe and healthy work practices. Employees are required to report immediately to the SL/PRINCIPAL any potential health or safety hazards, and all injuries or accidents.

In compliance with Proposition 65, the School will inform employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

Security Protocols

Crete Academy has developed guidelines to help maintain a secure workplace. Be aware of unknown persons loitering in parking areas, walkways, entrances and exits and service areas. Report any suspicious persons or activities to the SL/PRINCIPAL. Employee desk or office should be secured at the end of the day. When an employee is called away from his or her work area for an extended length of time, valuable or personal articles should not be left around a workstation that may be accessible. The security of facilities as well as the welfare of employees depends upon the alertness and sensitivity of every individual to potential security risks. Employees should immediately notify the SL/PRINCIPAL when keys are missing or if security access codes or passes have been breached.

Occupational Safety

Crete Academy is committed to the safety of its employees, vendors, contractors and the public and to providing a clear safety goal for management.

The prevention of accidents is the responsibility of every School supervisor. It is also the duty of all employees to accept and promote the established safety regulations and procedures. Every effort will be made to provide adequate safety training. If an employee is ever in doubt how to perform a job or task safely, assistance should be requested. Unsafe conditions must be reported immediately.

It is the policy of the School that accident prevention shall be considered of primary importance in all phases of operation and administration. Crete Academy's management is required to provide safe and healthy working conditions for all employees and to establish and require the use of safe practices at all times.

Failure to comply with or enforce School safety and health rules, practices and procedures could result in disciplinary action up to and including possible termination.

Administering Medicine

Except as otherwise set forth in writing by a parent or guardian for emergencies during a field trip, Crete Academy staff members must never give a student medicine of any sort. If a student becomes ill, the student should be sent to the School's office. If a student needs medication during school hours, parents must submit a written request to the school staff indicating the type of medication, dosage, and time of administration along with the medication in its original sealed container. *Note: additional select staff members are trained in administering medicine.

Transportation of Students/Alumni

Staff members may occasionally be in a position to provide transportation for students. With the exception of emergency situations or for medical need, students should never be transported without prior written permission from a parent. Students should be transported directly to their destination. Staff members must avoid unnecessary and/or inappropriate physical contact with students while in vehicles. In the event of any incident in a staff member's car while on Crete Academy business, the staff member's personal coverage will be the primary insurance. Crete Academy insurance will serve solely as secondary insurance.

Field Lessons Permission Slips

All staff members must obtain a signed permission slip from a parent or guardian for any off-site outing regardless of the number of students/alumni (under the age of 18) involved and the date/time of the outing. This includes but is not limited to individual school off-site events and small group outings like rewards trips. Permission slips should be kept on file for at least one year following the field trip/event. All schools/programs must use the standard Crete Academy permission slip for each and every field trip/event. ("Universal" or "blanket" permission slips or verbal consent is not considered sufficient for student participation in a field lesson/event.). Staff members should bring along a first aid kit on any group outing/event.

If a student/alum is going to stay at school later than 6:00 p.m. on a consistent basis, a signed permission slip from a parent must be maintained on file in the school.

Crisis Management

Fights: Staff members are expected to use their best judgment to protect both students and themselves should there be a student fight. Staff members should never use excessive force in disarming conflicts.

Fire: If staff members notice smoke or a fire, the staff members will follow the protocol developed for fire drills and evacuate the building in an orderly fashion. This protocol is distributed to all staff members and is available from the School Operations Manager. The police and fire department will be notified.

Medical Emergencies: If at all possible, the staff member who is made aware of the medical emergency will handle it or alert another staff member known to be qualified to handle it. In the case of any medical emergency, the child's parent, guardian, or emergency contact will be called and, if need be, an ambulance will be called as soon as possible.

Emergency Closings

If the Los Angeles Unified School District public schools close due to bad weather, then Crete Academy will also close. In the event that weather conditions become hazardous during the school day, Crete Academy will follow the early dismissal policies of the Los Angeles Unified School District.

Accident/Incident Reporting

It is the duty of every employee to immediately or as soon as is practical report any accident or injury occurring during work or on School premises so that arrangements can be made for medical or first aid treatment, as well as for investigation and follow-up purposes.

EMPLOYEE WAGES AND HEALTH BENEFITS

Payroll Withholdings

As required by law, the School shall withhold Federal Income Tax, State Income Tax, Social Security (FICA) and State Disability Insurance from each employee's pay as follows:

1. Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.
2. State Income Tax Withholding: The same factors which apply to federal withholdings apply to state withholdings.
3. Social Security (FICA): The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by the School.
4. State Disability Insurance (SDI): This state fund is used to provide benefits to those out of work because of illness or disability.

Every deduction from an employee's paycheck is explained on the check voucher. If an employee does not understand the deductions, he or she should ask the SL/PRINCIPAL to explain them.

Employees may change the number of withholding allowances claimed for Federal Income Tax purposes at any time by filling out a new W-4 form and submitting it to the SL/PRINCIPAL. The office maintains a supply of these forms.

All Federal, State, and Social Security taxes will be automatically deducted from paychecks. Federal Withholding Tax deduction is determined by the employee's W-4 form. The W-4 form should be completed upon hire and it is the employee's responsibility to report any changes in filing status to the SL/PRINCIPAL and to fill out a new W-4 form.

At the end of the calendar year, a "withholding statement" (W-2) will be prepared and forwarded to each employee for use in connection with preparation of income tax returns. The W-2 shows Social Security information, taxes withheld and total wages.

Overtime Pay

Whether an employee is exempt from or subject to overtime pay will be determined on a case-by-case basis and will be indicated in the employee's job description. Generally, teachers and administrators are exempt. Non-exempt employees may be required to work beyond the regularly scheduled workday or workweek as necessary. Only actual hours worked in a given workday or workweek can apply in calculating overtime for non-exempt employees. Crete Academy will attempt to distribute overtime evenly and accommodate individual schedules. All overtime work must be previously authorized by the SL/PRINCIPAL. Crete Academy provides compensation for all overtime hours worked by non-exempt employees in accordance with state and federal law as follows:

For employees subject to overtime, all hours worked in excess of eight (8) hours in one workday or forty (40) hours in one workweek shall be treated as overtime. Compensation for hours in excess of forty (40) for the workweek or in excess of eight (8) and not more than twelve (12) for the workday, and for the first eight (8) hours on the seventh consecutive day in one workweek, shall be paid at a rate of one and one-half times the employee's regular rate of pay. Compensation for hours in excess of twelve (12) in one workday and an excess of eight (8) on the seventh consecutive workday of the workweek shall be paid at double the regular rate of pay.

Exempt employees may have to work hours beyond their normal schedules as work demands require. No overtime compensation will be paid to these exempt employees.

Paydays

Paydays occur on a bi-monthly basis on the 10th and 25th day of each month, except when those days fall on a holiday or a weekend, in which case the payday occurs on the prior workday. All professional development days are treated as regular workdays. Direct deposit is mandatory as of August 30, 2017. Upon initial employment with Crete Academy or when changing bank accounts or direct deposit method, employees will receive a paper voucher check until the direct deposit bank account is verified. Typically, the account is verified within one payroll cycle whereas the employee will receive his or her first payment via paper voucher check.

Wage Attachments and Garnishments

Under normal circumstances, the School will not assist creditors in the collection of personal debts from its employees. However, creditors may resort to certain legal procedures such as garnishments, levies or judgments that require the School, by law, to withhold part of an employee's earnings in their favor.

Employees are strongly encouraged to avoid such wage attachments and garnishments. If the School is presented a second garnishment request concerning an employee, the SL/PRINCIPAL will discuss the situation with the employee.

Benefits

Crete Academy intends to provide all full-time employees with medical, dental and vision insurance; however Crete Academy retains the right to terminate or amend such coverage at any time. The eligibility requirements for the specific coverage, eligibility periods and benefits payable under the plans offered by Crete Academy are described in insurance brochures, which may be obtained from the Executive Director of Human Capital. Coverage may change from time to time. Employees may be required to pay for coverage for themselves and/or their family members.

COBRA Benefits

When coverage under the School's medical and/or dental plans ends, employees or their dependents can continue coverage for eighteen (18) or thirty-six (36) months, depending upon

the reason benefits ended. To continue coverage, an employee must pay the full cost of coverage – the employee contribution and the School’s previous contribution plus a possible administrative charge.

Medical coverage for an employee can continue for up to eighteen (18) months if coverage ends because:

- Employment ends, voluntarily or involuntarily, for any reason other than gross misconduct; or
- Hours of employment are reduced below the amount required to be considered a full-time employee or part-time, making an employee ineligible for the plan.

This eighteen (18) month period may be extended an additional eleven (11) months in cases of disability subject to certain requirements. This eighteen (18) month period may also be extended an additional eighteen (18) months if other events (such as a divorce or death) occur subject to certain requirements.

An employee’s spouse and eligible dependents can continue their health coverage for up to thirty-six (36) months if coverage ends because:

- The employee dies while covered by the plan;
- The employee and his/her spouse become divorced or legally separated;
- The employee becomes eligible for Medicare coverage, but his/her spouse has not yet reach age sixty-five (65); or
- The employee’s dependent child reaches an age which makes him or her ineligible for coverage under the plan.

Rights similar to those described above may apply to retirees, spouses and dependents if the employer commences a bankruptcy proceeding and those individuals lose coverage.

Crete Academy will notify employees or their dependents if coverage ends due to termination or a reduction in work hours. If an employee becomes eligible for Medicare, divorced or legally separated, die, or when a dependent child no longer meets the eligibility requirements, the employee or a family member are responsible for notifying the School within thirty (30) days of the event. Crete Academy will then notify the employee or his/her dependents of the employee’s rights.

Health coverage continuation must be elected within sixty (60) days after receiving notice of the end of coverage, or within sixty (60) days after the event causing the loss, whichever is later.

There are certain circumstances under which coverage will end automatically. This happens if:

- Premiums for continued coverage are not paid within thirty (30) days of the due date;

- The employee (or his/her spouse or child) become covered under another group health plan which does not contain any exclusion or limitation with respect to any pre-existing condition the employee (or the employee's spouse or child, as applicable) may have;
- Crete Academy stops providing group health benefits;
- The employee (or the employee's spouse or child) become entitled to Medicare; or
- The employee extended coverage for up to twenty-nine (29) months due to disability and there has been a final determination that the employee is no longer disabled.

Retirement Benefits

Employees at additional Crete Academy schools will be given the option to participate in the organization's 403(b) program.

PERSONNEL EVALUATION AND RECORD KEEPING

Employee Reviews and Evaluations

Each employee will receive periodic performance reviews conducted by the SL/PRINCIPAL. Performance evaluations will be conducted annually. The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties, or recurring performance problems.

Performance evaluations may review factors such as the quality and quantity of the work performed, knowledge of the job, initiative, work attitude, and attitude toward others. The performance evaluations are intended to make employees aware of their progress, areas for improvement, and objectives or goals for future work performance. Favorable performance evaluations do not guarantee increases in salary or promotions. Salary increases and promotions are solely within the discretion of the School and depend upon many factors in addition to performance. After the review, an employee will be required to sign the evaluation report simply to acknowledge that it has been presented to them, that they have discussed it with the SL/PRINCIPAL, and that they are aware of its contents.

Newly hired employees may have their performance goals reviewed by the SL/PRINCIPAL within the first ninety (90) days of employment.

Salary and potential for advancement will be based largely upon job performance. On a periodic basis, the SL/PRINCIPAL will review employee job performance with an employee in order to establish goals for future performance and to discuss your current performance. Crete Academy's evaluation system will in no way alter the at-will employment relationship.

Personnel Files and Record Keeping Protocols

At the time of employment, a personnel file is established for you. Please keep the SL/PRINCIPAL advised of changes that should be reflected in your personnel file. Such changes include: change in address, telephone number, marital status, number of dependents and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable the School to contact you should the change affect your other records.

You have the right to inspect documents in your personnel file, as provided by law, in the presence of a School representative, at a mutually convenient time. You also have the right to obtain a copy of your personnel file as provided by law. You may add your comments to any disputed item in the file. Crete Academy will restrict disclosure of your personnel file to authorized individuals within the School. A request for information contained in the personnel file must be directed to the SL/PRINCIPAL. Only the SL/PRINCIPAL or designee is authorized to release information about current or former employees. Disclosure of information to outside sources will be limited. However, the School will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required.

Credible complaints of substantiated investigations into or discipline for egregious misconduct will not be expunged from an employee's personnel file unless the complaint is heard by an arbitrator, administrative law judge, or the Board and the complaint is deemed to be false, not credible, unsubstantiated or a determination was made that discipline was not warranted.

HOLIDAYS, VACATIONS AND LEAVES

Holidays

Staff members are paid on a twelve (12) month basis, although School-based employees, other than School-based operations employees, only work during the school year. During the school year, School-based staff members are only paid for days worked on days that the school is open unless this policy specifically provides for paid time off. Please consult your School's site calendar for holidays, variations in breaks and intersessions during the school year.

Each school year, Crete Academy will be closed on the following days, which are paid holidays for all Salaried Crete Academy employees:

- Labor Day
- Veterans' Day
- Thanksgiving Break
- Winter Break
- Martin Luther King, Jr. Day
- Presidents' Day
- Cesar Chavez Day
- Spring Break
- Memorial Day

Please note that the Crete Academy holiday calendar is subject to change annually. Salary School-based staff members, with the exception of school-based operations employees, have no paid vacation other than paid holidays and sick days. Employees who observe religious holidays not listed above shall communicate the need for additional days off with his or her School Leader or manager.

Unpaid Leave of Absence

Crete Academy recognizes that special situations may arise where an employee must leave his or her job temporarily. At its discretion, the School may grant employees leaves of absence. Any unpaid leave of absence must be approved in advance by the School.

The granting of a leave of absence always presumes the employee will return to active work by a designated date or within a specific period.

During a Family and Medical Leave Act, California Family Rights Act leave, and/or Pregnancy Disability Leave, the employee's medical and dental benefits will remain in force, provided the employee pays the appropriate premiums. Otherwise, benefits are terminated the month any other type of leave begins. If an employee fails to return from a leave and is subsequently terminated, the employee is entitled to all earned but unused vacation pay, provided that the vacation pay was earned prior to the commencement of leave. No vacation time is accrued during any type of unpaid leave of absence.

PTO

Each employee at Crete is granted two Personal Time Off (PTO) days or an hourly equivalent, per calendar year which is based on an accumulation of time worked at the Organization. The PTO day must be requested in writing, using the PTO Form, submitted to the employee's supervisor no less than one business week before the requested PTO date. If a salaried employee elects not to make use of the PTO days, they will receive a \$250 stipend at the end of the school year.

Hourly employees will be eligible for the 2 days of PTO based on an accumulation of time worked at the Organization. The PTO day must be requested in writing, using the PTO Form, submitted to the employee's supervisor no less than one business week before the requested PTO date. If a hourly employee elects not to make use of the PTO days, they will receive a \$250 stipend at the end of the school year.

Sick Leave

To help prevent loss of earnings that may be caused by accident or illness, or by other emergencies, Crete Academy offers paid sick leave to its employees. Sick leave may be taken to receive preventive care (including annual physicals or flu shots) or to diagnose, treat, or care for an existing health condition. Employees may also use sick leave to assist a family member (i.e., children, parents, spouses/domestic partners, grandparents, grandchildren, siblings, or any individual related by blood or affinity whose close association with the employee is the equivalent of a family relationship) who must receive preventative care or a diagnosis, treatment, or care for an existing health condition. Employees may also take paid sick leave to receive medical care or other assistance to address instances of domestic violence, sexual assault, or stalking.

Paid sick leave is available to all School employees and is based on an accumulation of time worked at the Organization. All eligible full-time employees can accumulate up to 48 hours of sick leave each work year and are limited to using forty-eight (48) hours of sick leave each work year. Part time employees can accumulate up to 24 hours of sick leave each work year and are limited to using the 24 hours of sick leave each work year.

Sick leave must be taken by employees in increments of two (2) hours.

If employee is absent longer than three (3) days due to illness, medical evidence of employee's illness and/or medical certification of employee's fitness to return to work satisfactory to the School may be required. The School will not tolerate abuse or misuse of sick leave. If the School suspects abuse of sick leave, the School may require a medical certification from an employee verifying the employee's absence.

Once an employee has exhausted sick leave, the employee may continue on an unpaid medical leave depending upon the facts and circumstances of the employee's basis for leave beyond accrued sick leave. Employee requests for unpaid medical leave must be approved in advance by the School.

Family Care and Medical Leave

This policy explains how the School complies with the federal Family and Medical Leave Act ("FMLA") and the California Family Rights Act ("CFRA"), both of which require the School to permit each eligible employee to take up to twelve (12) workweeks (or twenty-six (26) workweeks

where indicated) of FMLA leave in any twelve (12) month period for the purposes enumerated below. For purposes of this policy, all leave taken under FMLA or CFRA will be referred to as “FMLA leave.”

- **Employee Eligibility Criteria**

To be eligible for FMLA leave, the employee must have been employed by the School for a total of at least twelve (12) months, worked at least 1,250 hours during the twelve

(12) month period immediately preceding commencement of the FMLA leave, and work at a location where the School has at least fifty (50) employees within seventy-five (75) miles.

- **Events That May Entitle an Employee To FMLA Leave**

The twelve (12) week (or twenty-six (26) workweeks where indicated) FMLA allowance includes any time taken (with or without pay) for any of the following reasons:

1. To care for the employee’s newborn child or a child placed with the employee for adoption or foster care. Leaves for this purpose must conclude twelve (12) months after the birth, adoption, or placement. If both parents are employed by the School, they will be entitled to a combined total of twelve (12) weeks of leave for this purpose.
2. Because of the employee’s own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of his or her job (other than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by the School’s separate pregnancy disability policy).
 - a. A “serious health condition” is an illness, injury (including, but not limited to, on-the-job injuries), impairment, or physical or mental condition of the employee or a child, parent, or spouse of the employee that involves either inpatient care or continuing treatment, including, but not limited to, treatment for substance abuse.
 - b. “Inpatient care” means a stay in a hospital, hospice, or residential health care facility, any subsequent treatment in connection with such inpatient care, or any period of incapacity. A person is considered an “inpatient” when a health care facility formally admits him/her to the facility with the expectation that he/she will remain at least overnight and occupy a bed, even if it later develops that such person can be discharged or transferred to another facility and does not actually remain overnight.
 - c. “Incapacity” means the inability to work, attend school, or perform other regular daily activities due to a serious health condition, its treatment, or the recovery that it requires.
 - d. “Continuing treatment” means ongoing medical treatment or supervision by a health care provider.

3. To care for a spouse, domestic partner, child, or parent with a serious health condition or military service-related injury. When an employee is providing care to a spouse, son, daughter, parent, or next of kin who is a covered Armed Forces servicemember with a serious injury or illness, the employee may take a maximum of twenty-six (26) weeks of FMLA leave in a single twelve (12) month period to provide said care.
 4. For any “qualifying exigency” because the employee is the spouse, son, daughter, or parent of an individual on active military duty, or an individual notified of an impending call or order to active duty, in the Armed Forces.
- Amount of FMLA Leave Which May Be Taken
 1. FMLA leave can be taken in one (1) or more periods, but may not exceed twelve (12) workweeks total for any purpose in any twelve (12) month period, as described below, for anyone, or combination of the above-described situations. “Twelve workweeks” means the equivalent of twelve (12) of the employee’s normally scheduled workweeks. For a full-time employee who works five (5) eight-hour days per week, “twelve workweeks” means sixty (60) working and/or paid eight (8) hour days.
 2. In addition to the twelve (12) workweeks of FMLA leave that may be taken, an employee who is the spouse, son, daughter, parent, or next of kin of a covered Armed Forces servicemember shall also be entitled to a total of twenty-six (26) workweeks of FMLA leave during a twelve (12) month period to care for the servicemember.
 3. The “twelve-month period” in which twelve (12) weeks of FMLA leave may be taken is the twelve (12) month period immediately preceding the commencement of any FMLA leave.
 4. If a holiday falls within a week taken as FMLA leave, the week is nevertheless counted as a week of FMLA leave. If, however, the School’s business activity has temporarily ceased for some reason and employees are generally not expected to report for work for one or more weeks, such as the Winter Break, Spring Break, or Summer Vacation, the days the School’s activities have ceased do not count against the employee’s FMLA leave entitlement. Similarly, if an employee uses FMLA leave in increments of less than one (1) week, the fact that a holiday may occur within a week in which an employee partially takes leave does not count against the employee’s leave entitlement unless the employee was otherwise scheduled and expected to work during the holiday.
 - Pay during FMLA Leave
 1. An employee on FMLA leave because of his/her own serious health condition must use all accrued paid sick leave at the beginning of any otherwise unpaid FMLA leave period. If an employee is receiving a partial wage replacement benefit during the FMLA leave, the School and the employee may agree to have School-provided paid leave, such as sick time, supplement the partial wage replacement benefit unless otherwise prohibited by law.

2. An employee on FMLA leave for childcare or to care for a spouse, domestic partner, parent, or child with a serious health condition may use any or all accrued sick leave at the beginning of any otherwise unpaid FMLA leave.
3. If an employee has exhausted his/her sick leave, leave taken under FMLA shall be unpaid leave.
4. The receipt of sick leave pay or State Disability Insurance benefits will not extend the length of the FMLA leave. Sick pay accrues during any period of unpaid FMLA leave only until the end of the month in which unpaid leave began.
5. Employees who will be taking California Family Rights Act/baby-bonding leave will receive two (2) workweeks (10 days) of forty-percent (40%) pay.

- **Health Benefits**

The provisions of the School's various employee benefit plans govern continuing eligibility during FMLA leave, and these provisions may change from time to time. The health benefits of employees on FMLA leave will be paid by the School during the leave at the same level and under the same conditions as coverage would have been provided if the employee had been continuously employed during the leave period. When a request for FMLA leave is granted, the School will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

If an employee is required to pay premiums for any part of his/her group health coverage, the School will provide the employee with advance written notice of the terms and conditions under which premium payments must be made.

Crete Academy may recover the health benefit costs paid on behalf of an employee during his/her FMLA leave if:

1. The employee fails to return from leave after the period of leave to which the employee is entitled has expired. An employee is deemed to have "failed to return from leave" if he/she works less than thirty (30) days after returning from FMLA leave; and
2. The employee's failure to return from leave is for a reason other than the continuation, recurrence, or onset of a serious health condition that entitles the employee to FMLA leave, or other circumstances beyond the control of the employee.

- **Seniority**

An employee on FMLA leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA leave will return with the same seniority he/she had when the leave commenced.

- **Medical Certifications**
 1. An employee requesting FMLA leave because of his/her own or a relative's serious health condition must provide medical certification from the appropriate health care provider on a form supplied by the School. Absent extenuating circumstances, failure to provide the required certification in a timely manner (within fifteen (15) days of the School's request for certification) may result in denial of the leave request until such certification is provided.
 2. The School will notify the employee in writing if the certification is incomplete or insufficient and will advise the employee what additional information is necessary in order to make the certification complete and sufficient. The School may contact the employee's health care provider to authenticate a certification as needed.
 3. If the School has reason to doubt the medical certification supporting a leave because of the employee's own serious health condition, the School may request a second opinion by a health care provider of its choice (paid for by the School). If the second opinion differs from the first one, the School will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.
 4. Recertifications are required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required recertifications can result in termination of the leave.

- **Procedures for Requesting and Scheduling FMLA Leave**
 1. An employee should request FMLA leave by completing a Request for Leave form and submitting it to the SL/PRINCIPAL. An employee asking for a Request for Leave form will be given a copy of the School's then-current FMLA leave policy.
 2. Employees should provide not less than thirty (30) days' notice for foreseeable childbirth, placement, or any planned medical treatment for the employee or his/her spouse, domestic partner, child, or parent. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA leave was an emergency or was otherwise unforeseeable.
 3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.
 4. If FMLA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's spouse, domestic partner, parent or child, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.
 5. If FMLA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two (2) weeks, except that the School will grant a request for

FMLA leave for this purpose of at least one day but less than two (2) weeks' duration on any two (2) occasions.

6. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.
7. The School will respond to an FMLA leave request no later than five (5) business days of receiving the request. If an FMLA leave request is granted, the School will notify the employee in writing that the leave will be counted against the employee's FMLA leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

- Return to Work

1. Upon timely return at the expiration of the FMLA leave period, an employee (other than a "key" employee whose reinstatement would cause serious and grievous injury to the School's operations) is entitled to the same or a comparable position with the same or similar duties and virtually identical pay, benefits, and other terms and conditions of employment unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee's FMLA leave.
2. When a request for FMLA leave is granted to an employee (other than a "key" employee), the School will give the employee a written guarantee of reinstatement at the termination of the leave (with the limitations explained above).
3. Before an employee will be permitted to return from FMLA leave taken because of his/her own serious health condition, the employee must obtain a certification from his/her health care provider that he/she is able to resume work.
4. If an employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

- Limitations on Reinstatement

1. Crete Academy may refuse to reinstate a "key" employee if the refusal is necessary to prevent substantial and grievous injury to the School's operations. A "key" employee is an exempt salaried employee who is among the highest paid 10% of the School's employees within seventy-five (75) miles of the employee's worksite.

2. A “key” employee will be advised in writing at the time of a request for, or if earlier, at the time of commencement of, FMLA leave, that he/she qualifies as a “key” employee and the potential consequences with respect to reinstatement and maintenance of health benefits if the School determines that substantial and grievous injury to the School’s operations will result if the employee is reinstated from FMLA leave. At the time it determines that refusal is necessary, the School will notify the “key” employee in writing (by certified mail) of its intent to refuse reinstatement and will explain the basis for finding that the employee’s reinstatement would cause the School to suffer substantial and grievous injury. If the School realizes after the leave has commenced that refusal of reinstatement is necessary, it will give the employee at least ten (10) days to return to work following the notice of its intent to refuse reinstatement.

- **Employment during Leave**

No employee, including employees on FMLA leave, may accept employment with any other employer without the School’s written permission. An employee who accepts such employment without the School’s written permission will be deemed to have resigned from employment at the School.

Pregnancy Disability Leave

This policy explains how the School complies with the California Pregnancy Disability Act, which requires the School to give each female employee an unpaid leave of absence of up to four (4) months per pregnancy, as needed, for the period(s) of time a woman is actually disabled by pregnancy, childbirth, or related medical conditions.

- **Employee Eligibility Criteria**

To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or a related medical condition and must provide appropriate medical certification concerning the disability.

- **Events That May Entitle an Employee to Pregnancy Disability Leave**

The four (4) -month pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

1. The employee is unable to work at all or is unable to perform any one or more of the essential functions of her job without undue risk to herself, the successful completion of her pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or
2. The employee needs to take time off for prenatal care.

- **Duration of Pregnancy Disability Leave**

Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. “Four months” means the number of days the employee would normally work within four months. For a full-time employee who works five (5) eight (8) hour days per week, four (4) months means 693 hours of leave (40 hours per week times 17 ¹/₃ weeks).

For employees who work more or less than forty (40) hours per week, or who work on variable work schedules, the number of working days that constitutes four (4) months is calculated on a pro rata or proportional basis. For example, for an employee who works twenty (20) hours per week, “four months” means 346.5 hours of leave entitlement (20 hours per week times 17 ¹/₃ weeks). For an employee who normally works forty-eight (48) hours per week, “four months” means 832 hours of leave entitlement (48 hours per week times 17 ¹/₃ weeks).

At the end or depletion of an employee’s pregnancy disability leave, an employee who has a physical or mental disability (which may or may not be due to pregnancy, childbirth, or related medical conditions) may be entitled to reasonable accommodation. Entitlement to additional leave must be determined on a case-by case basis, taking into account a number of considerations such as whether an extended leave is likely to be effective in allowing the employee to return to work at the end of the leave, with or without further reasonable accommodation, and whether or not additional leave would create an undue hardship for the School. The School is not required to provide an indefinite leave of absence as a reasonable accommodation.

- Pay during Pregnancy Disability Leave
 1. An employee on pregnancy disability leave must use all accrued paid sick leave at the beginning of any otherwise unpaid leave period.
 2. Following the exhaustion of sick leave, employees shall receive up to six (6) weeks of fifty percent (50%) pay.
 3. The receipt of pay, or state disability insurance benefits, will not extend the length of pregnancy disability leave.
 4. Sick leave accrues during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began.

Pregnant Workers Fairness Act

- Crete Academy shall provide reasonable accommodation, any modification or adjustment to a job or the work environment that will enable an eligible employee with a disability to perform essential job functions, related to pregnancy, childbirth, or related medical conditions, unless the accommodation will cause Crete Academy undue hardship.

Health Benefits

Crete Academy shall provide continued health insurance coverage while an employee is on pregnancy disability leave consistent with applicable law. The continuation of health benefits is for a maximum of four (4) months in a twelve (12)-month period. Crete Academy can recover premiums that it already paid on behalf of an employee if both of

the following conditions are met:

1. The employee fails to return from leave after the designated leave period expires.
2. The employee's failure to return from leave is for a reason other than the following:
 - The employee is taking leave under the California Family Rights Act.
 - There is a continuation, recurrence or onset of a health condition that entitles the employee to pregnancy disability leave.
 - There is a non-pregnancy related medical condition requiring further leave.
 - Any other circumstance beyond the control of the employee.

- **Seniority**

An employee on pregnancy disability leave remains an employee of the School and a leave will not constitute a break in service. When an employee returns from pregnancy disability leave, she will return with the same seniority she had when the leave commenced.

- **Medical Certifications**

1. An employee requesting a pregnancy disability leave must provide medical certification from her healthcare provider on a form supplied by the School. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.
2. Recertifications are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required recertifications can result in termination of the leave.

- **Requesting and Scheduling Pregnancy Disability Leave**

1. An employee should request pregnancy disability leave by completing a Request for Leave form and submitting it to the SL/PRINCIPAL. An employee asking for a Request for Leave form will be referred to the School's then current pregnancy disability leave policy.
2. Employee should provide not less than thirty (30) days' notice or as soon as is practicable, if the need for the leave is foreseeable. Failure to provide such notice is grounds for denial of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.
3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.

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4. Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.
5. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.
6. The School will respond to a pregnancy disability leave request within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, the School will notify the employee in writing and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

- Return to Work

1. Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position at the time reinstatement is requested. If the employee is not reinstated to the same position, she must be reinstated to a comparable position unless one of the following is applicable:
 - a. The employer would not have offered a comparable position to the employee if she would have been continuously at work during the pregnancy disability leave.
 - b. There is no comparable position available, to which the employee is either qualified or entitled, on the employee's scheduled date of reinstatement or within sixty (60) calendar days thereafter. The School will take reasonable steps to provide notice to the employee if and when comparable positions become available during the sixty (60) day period.

A "comparable" position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee's original position in terms of pay, benefits, and working conditions.

2. When a request for pregnancy disability leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the end of the leave (with the limitations explained above).
3. In accordance with Crete Academy policy, before an employee will be permitted to return from a pregnancy disability leave of three (3) days or more, the employee must obtain a certification from her healthcare provider that she is able to resume work.

4. If the employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

- Employment during Leave

No employee, including employees on pregnancy disability leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without written permission will be deemed to have resigned from employment.

Industrial Injury Leave (Workers' Compensation)

Crete Academy, in accordance with State law, provides insurance coverage for employees in case of work-related injuries. The workers' compensation benefits provided to injured employees may include:

- Medical care;
- Cash benefits, tax-free to replace lost wages; and
- Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure you receive any worker's compensation benefits to which you may be entitled, you will need to:

- Immediately report any work-related injury to the SL/PRINCIPAL;
- Seek medical treatment and follow-up care if required;
- Complete a written Employee's Claim Form (DWC Form 1) and return it to the SL/PRINCIPAL; and
- Provide the School with a certification from your health care provider regarding the need for workers' compensation disability leave as well as your eventual ability to return to work from the leave.

It is the School's policy that when there is a job-related injury, the first priority is to ensure that the injured employee receives appropriate medical attention. Crete Academy, with the help of its insurance carrier has selected medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high quality medical service and a location that is convenient to the School's operation.

- If an employee is injured on the job, he/she is to go or be taken to the approved medical center for treatment. If injuries are such that they require the use of emergency medical systems ("EMS") such as an ambulance, the choice by the EMS personnel for the most

appropriate medical center or hospital for treatment will be recognized as an approved center.

- All accidents and injuries must be reported to the SL/PRINCIPAL and to the individual responsible for reporting to the School's insurance carrier. Failure by an employee to report a work-related injury by the end of his/her shift could result in loss of insurance coverage for the employee. An employee may choose to be treated by his/her personal physician at his/her own expense, but he/she is still required to go to the School's approved medical center for evaluation. All job-related injuries must be reported to the appropriate State Workers' Compensation Bureau and the insurance carrier.
- When there is a job-related injury that results in lost time, the employee must have a medical release from the School's approved medical facility before returning to work.
- Any time there is a job-related injury, the School's policy requires drug/alcohol testing along with any medical treatment provided to the employee.

Military and Military Spousal Leave of Absence

Crete Academy shall grant a military leave of absence to any employee who must be absent from work due to service in the uniformed services in accordance with the Uniformed Services Employment and Re-Employment Rights Act of 1994 ("USERRA"). All employees requesting military leave must provide advance written notice of the need for such leave, unless prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

If military leave is for thirty (30) or fewer days, the School shall continue the employee's health benefits. For service of more than thirty (30) days, employee shall be permitted to continue their health benefits at their option through COBRA. Employees are entitled to use accrued vacation or paid time off as wage replacement during time served, provided such vacation/paid time off accrued prior to the leave.

Except for employees serving in the National Guard, Crete Academy will reinstate those employees returning from military leave to their same position or one of comparable seniority, status, and pay if they have a certificate of satisfactory completion of service and apply within ninety (90) days after release from active duty or within such extended period, if any, as required by law. For those employees serving in the National Guard, if he or she left a full-time position, the employee must apply for reemployment within forty (40) days of being released from active duty, and if he or she left part-time employment, the employee must apply for reemployment within five (5) days of being released from active duty.

An employee who was absent from work while fulfilling his or her covered service obligation under the USERRA or California law shall be credited, upon his or her return to the School, with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

Crete Academy shall grant up to ten (10) days of unpaid leave to employees who work more than twenty (20) hours per week and who are spouses of deployed military servicemen and

servicewomen. The leave may be taken when the military spouse is on leave from deployment during a time of military conflict. To be eligible for leave, an employee must provide the School with (1) notice of intention to take military spousal leave within two (2) business days of receiving official notice that the employee's military spouse will be on leave from deployment, and (2) documentation certifying that the employee's military spouse will be on leave from deployment during the time that the employee requests leave.

Bereavement Leave

Staff members are entitled to up to five (5) days unpaid leave in the event of the death of an immediate family member. For the purposes of this policy only, immediate family member shall include a spouse, child, parent or sibling. A staff member who wishes to take bereavement leave should notify his or her SL/PRINCIPAL immediately.

Jury Duty or Witness Leave

Crete Academy encourages staff members to fulfill their civic responsibilities by performing jury duty when required. If a staff member is called to serve for jury duty, s/he must bring his or her notice to the SL/SOM immediately upon receipt of the notice. Depending on the operational needs of the School, Crete Academy may request that staff members attempt to reschedule or be excused from jury duty.

For all exempt employees, the School will pay for time off if an employee is called to serve on a jury provided the employee continues to perform work duties as assigned. For all non-exempt employees, the School will pay for up to three (3) days if you are called to serve on a jury.

Staff members are expected to report to work whenever the court schedule permits, such as if they are released early from jury duty on any day(s). Crete Academy will continue to provide health insurance for the full term of the jury duty absence while the staff member remains employed by Crete Academy. Staff members will not be terminated or penalized for an absence due to jury duty and staff members also may accept any fees paid to jurors by the court.

Voting Time Off

If an employee does not have sufficient time outside of working hours to vote in an official state-sanctioned election, the employee may take off enough working time to vote. Such time off shall be taken at the beginning or the end of the regular working shift, whichever allows for more free time and the time taken off shall be combined with the voting time available outside of working hours to a maximum of two (2) hours combined. Under these circumstances, an employee will be allowed a maximum of two (2) hours of time off during an election day without loss of pay. When possible, an employee requesting time off to vote shall give the SL/PRINCIPAL at least two (2) days' notice.

School Appearance and Activities Leave

As required by law, Crete Academy will permit an employee who is a parent or guardian (including a stepparent, foster parent, or grandparent) of school children, from kindergarten through grade twelve (12), or a child enrolled with a licensed child care provider, up to forty (40)

hours of unpaid time off per child per school year (up to eight (8) hours in any calendar month of the school year) to participate in activities of a child's school or childcare. If more than one (1) parent or guardian is an employee of Crete Academy, the employee that first provides the leave request will be given the requested time off. Where necessary, additional time off will also be permitted where the school requires the employee(s) appearance.

The employee requesting school leave must provide reasonable advanced notice of the planned absence. The employee must use accrued but unused paid leave (e.g., vacation or sick leave) to be paid during the absence.

When requesting time off for school activities, the employee must provide verification of participation in an activity as soon as practicable. When requesting time off for a required appearance, the employee(s) must provide a copy of the notice from the child's school requesting the presence of the employee.

Bone Marrow and Organ Donor Leave

As required by law, eligible employees who require time off to donate bone marrow to another person may receive up to five (5) workdays off in a 12-month period. Eligible employees who require time off to donate an organ to another person may receive up to thirty (30) workdays off in a twelve (12) month period.

To be eligible for bone marrow or organ donation leave ("Donor Leave"), the employee must have been employed by the School for at least ninety (90) days immediately preceding the Donor Leave.

An employee requesting Donor Leave must provide written verification to the School that he or she is a donor and that there is a medical necessity for the donation of the organ or bone marrow.

An employee must first use five (5) days of accrued paid leave for bone marrow donation and two (2) weeks of accrued paid leave for organ donation. If the employee has an insufficient number of paid leave days available, the leave will otherwise be paid.

Employees returning from Donor Leave will be reinstated to the position held before the leave began, or to a position with equivalent status, benefits, pay and other terms and conditions of employment. The School may refuse to reinstate an employee if the reason is unrelated to taking a Donor Leave. A Donor Leave is not permitted to be taken concurrently with an FMLA/CFRA Leave.

Victims of Abuse Leave

Crete Academy provides reasonable and necessary unpaid leave and other reasonable accommodations to employees who are victims of domestic violence, sexual assault, or stalking. Such leave may be taken to attend legal proceedings or to obtain or attempt to obtain any relief necessary, including a restraining order, to ensure the employee's own health, safety or welfare, or that of the employee's child or children. Employees may also request unpaid leave for the following purposes:

- Seek medical attention for injuries caused by domestic violence, sexual assault, or stalking.
- Obtain services from a domestic violence shelter, program, or rape crisis center.
- Obtain psychological counseling for the domestic violence, sexual assault, or stalking.
- Participate in safety planning, such as relocation, to protect against future domestic violence, sexual assault, or stalking.

To request leave under this policy, an employee should provide Crete Academy with as much advance notice as practicable under the circumstances. If advance notice is not possible, the employee requesting leave under this policy should provide Crete Academy one (1) of the following certifications upon returning back to work:

1. A police report indicating that the employee was a victim of domestic violence, sexual assault, or stalking.
2. A court order protecting the employee from the perpetrator or other evidence from the court or prosecuting attorney that the employee appeared in court.
3. Documentation from a licensed medical professional, domestic violence or sexual assault counselor, licensed health care provider, or counselor showing that the employee's absence was due to treatment for injuries or abuse from domestic violence, sexual assault, or stalking.

Employees requesting leave under this policy may choose to use accrued paid leave. In addition, Crete Academy will provide reasonable accommodations to employees who are victims of domestic violence, sexual assault or stalking for the employees' safety while at work. To request an accommodation under this policy, an employee should contact the SL/PRINCIPAL.

Returning from Leave of Absence

Employees cannot return from a medical leave of absence without first providing a sufficient doctor's return to work authorization.

When business considerations require, the job of an employee on leave may be filled by a temporary or regular replacement. An employee should give the SL/PRINCIPAL thirty (30) days' notice before returning from leave. Whenever the School is notified of an employee's intent to return from a leave, the School will attempt to place the employee in his former position or in a comparable position with regard to salary and other terms and conditions for which the employee is qualified. However, re-employment cannot always be guaranteed. If you need further information regarding Leaves of Absence, be sure to consult the SL/PRINCIPAL.

DISCIPLINE AND TERMINATION OF EMPLOYMENT

Rules of Conduct

The following conduct is prohibited and will not be tolerated by the School. This list of prohibited conduct is illustrative only and applies to all employees of the School; other types of conduct that threaten security, personal safety, employee welfare and the School's operations also may be prohibited. Further, the specification of this list of conduct in no way alters the at-will employment relationship as to at-will employees of the School. If an employee is working under a contract with the School which grants procedural rights prior to termination, the procedural terms in the contract shall apply.

1. Insubordination - refusing to perform a task or duty assigned or act in accordance with instructions provided by an employee's manager or proper authority.
2. Inefficiency - including deliberate restriction of output, carelessness or unnecessary wastes of time or material, neglect of job, duties or responsibilities.
3. Negligence or improper conduct leading to damage of Crete Academy property.
4. Unauthorized soliciting, collecting of contributions, distribution of literature, written or printed matter is strictly prohibited on School property by non-employees and by employees. This rule does not cover periods of time when employees are off their jobs, such as lunch periods and break times. However, employees properly off their jobs are prohibited from such activity with other employees who are performing their work tasks.
5. Damaging, defacing, unauthorized removal, destruction or theft of another employee's property or of School property.
6. Fighting or instigating a fight or threatening violence on School premises.
7. Violations of the drug and alcohol policy.
8. Using or possessing firearms, weapons or explosives of any kind on School premises.
9. Gambling on School premises.
10. Tampering with or falsifying any report or record including, but not limited to, personnel, absentee, sickness or production reports or records, specifically including applications for employment and timecards.
11. Recording the clock card, when applicable, of another employee or permitting or arranging for another employee to record your clock card.
12. Unauthorized use of telephones, mail system or other Crete Academy equipment.
13. Use of profane, abusive or threatening language in conversations with other employees and/or intimidating or interfering with other employees.
14. Conducting personal business during business hours and/or unauthorized use of telephone lines for personal calls.
15. Excessive absenteeism or tardiness excused or unexcused.
16. Posting any notices on School premises without prior written approval of management, unless posting is on a School bulletin board designated for employee postings.
17. Immoral or indecent conduct.
18. Conviction of a criminal act.
19. Engaging in commercial activity, including outside employment, that conflicts with the interests of Crete Academy.
20. Engaging in sabotage or espionage (industrial or otherwise)
21. Violations of the sexual harassment policy.

22. Failure to report a job-related accident to the employee's manager or failure to take or follow prescribed tests, procedures or treatment.
23. Violation of safety or health rules
24. Smoking in prohibited areas.
25. Sleeping during work hours.
26. Release of confidential information without authorization.
27. Any other conduct detrimental to other employees or the School's interests or its efficient operations.
28. Refusal to speak to supervisors or other employees.
29. Dishonesty.
30. Failure to possess or maintain the credential/certificate required of the position.

For employees who possess an employment contract which provides for other than at-will employment, the procedures and process for termination during the contract shall be specified in the contract.

Off-Duty Conduct

While the School does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with the School legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect the School or its own integrity, reputation, or credibility. Illegal or immoral off-duty conduct by an employee that adversely affects the School's legitimate business interests or the employee's ability to perform his or her work will not be tolerated.

While employed by the School, employees are expected to devote their energies to their jobs with the School. For this reason, second jobs are strongly discouraged. The following types of additional employment elsewhere are strictly prohibited:

- Additional employment that conflicts with an employee's work schedule, duties, and responsibilities at our School.
- Additional employment that creates a conflict of interest or is incompatible with the employee's position with our School.
- Additional employment that impairs or has a detrimental effect on the employee's work performance with our School.
- Additional employment that requires the employee to conduct work or related activities on the School's property during the employer's working hours or using our School's facilities and/or equipment; and
- Additional employment that directly or indirectly competes with the business or the interests of our School.

Employees who wish to engage in additional employment that may create a real or apparent conflict of interest must submit a written request to the School explaining the details of the additional employment. If the additional employment is authorized, the School assumes no

responsibility for it. Crete Academy shall not provide workers' compensation coverage or any other benefit for injuries occurring from or arising out of additional employment. Authorization to engage in additional employment can be revoked at any time.

Termination of Employment

Should it become necessary for you to terminate your at-will employment with the School, please notify the SL/PRINCIPAL regarding your intention as far in advance as possible. At least two (2) weeks' notice is expected whenever possible.

When you terminate your at-will employment, you will be entitled to all earned but unused vacation pay. If you are participating in the medical and/or dental plan, you will be provided information on your rights under COBRA.

Employment References

All outside inquiries regarding employment references for current or former Crete Academy staff members must be directed to the SL or SOM. Staff members are strictly prohibited from responding to such inquiries.

HARASSMENT, BULLYING AND GOSSIP

Objective

The purpose of this policy is to communicate to all employees, including supervisors, managers and executives, that [Company Name] will not *in any instance* tolerate bullying behavior. Employees found in violation of this policy will be disciplined, up to and including termination.

Definition

Crete Academy defines bullying as repeated, health-harming mistreatment of one or more people by one or more perpetrators. It is abusive conduct that includes:

- Threatening, humiliating or intimidating behaviors.
- Work interference/sabotage that prevents work from getting done.
- Verbal abuse.

Such behavior violates Crete Academy's Code of Ethics, which clearly states that all employees will be treated with dignity and respect.

Examples

Crete Academy considers the following types of behavior examples of bullying:

- **Verbal bullying.** Slandering, ridiculing or maligning a person or his or her family; persistent name-calling that is hurtful, insulting or humiliating; using a person as the butt of jokes; abusive and offensive remarks.
- **Physical bullying.** Pushing, shoving, kicking, poking, tripping, assault or threat of physical assault, damage to a person's work area or property.
- **Gesture bullying.** Nonverbal gestures that can convey threatening messages.
- **Exclusion.** Socially or physically excluding or disregarding a person in work-related activities.

In addition, the following examples may constitute or contribute to evidence of bullying in the workplace:

- Persistent singling out of one person.
- Shouting or raising one's voice at an individual in public or in private.
- Using obscene or intimidating gestures.
- Not allowing the person to speak or express himself or herself (i.e., ignoring or interrupting).
- Personal insults and use of offensive nicknames.
- Public humiliation in any form.
- Constant criticism on matters unrelated or minimally related to the person's job performance or description.
- Public reprimands.
- Repeatedly accusing someone of errors that cannot be documented.
- Deliberately interfering with mail and other communications.
- Spreading rumors and gossip regarding individuals.
- Encouraging others to disregard a supervisor's instructions.
- Manipulating the ability of someone to do his or her work (e.g., overloading, underloading, withholding information, setting deadlines that cannot be met, giving deliberately ambiguous instructions).
- Assigning menial tasks not in keeping with the normal responsibilities of the job.
- Taking credit for another person's ideas.

- Refusing reasonable requests for leave in the absence of work-related reasons not to grant leave.
- Deliberately excluding an individual or isolating him or her from work-related activities, such as meetings.
- Unwanted physical contact, physical abuse or threats of abuse to an individual or an individual's property (defacing or marking up property).

Individuals who feel they have experienced bullying should report this to their supervisor or to Human Resources before the conduct becomes severe or pervasive. All employees are strongly encouraged to report any bullying conduct, as described in the Internal Complaint Review process below, they experience or witness as soon as possible to allow Crete Academy to take appropriate action.

GOSSIP POLICY

To protect the culture of Crete, gossip of any kind will not be tolerated. Gossip is defined as: *casual or unconstrained conversation or reports about other people, typically involving details that are not confirmed as being true.* Gossip includes personal or work-related information. The form of gossip includes, but is not limited to, any communication, on or off campus, written, emailed, text or verbal that involves any individual that is employed or connected to Crete Academy. Any employee reported, seen or heard gossiping will receive disciplinary action, including termination.

INTERNAL COMPLAINT REVIEW

The purpose of the “Internal Complaint Review Policy” is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the SL/PRINCIPAL or Board of Directors to express their work-related concerns.

Specific complaints of unlawful harassment, discrimination, and retaliation are addressed under the School’s “Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation.”

This policy is not applicable to discipline issues involving employees.

Internal Complaints

(Complaints by Employees Against Employees)

This section of the policy is for use when a School employee raises a complaint or concern about a co-worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the SL/PRINCIPAL or designee:

1. The complainant will bring the matter to the attention of the SL/PRINCIPAL as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and

2. The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The SL/PRINCIPAL or designee will then investigate the facts and provide a solution or explanation;
3. If the complaint is about the SL/PRINCIPAL, the complainant may file his or her complaint in a signed writing to the President of the School's Board of Directors, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Board President or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee's satisfaction. However, the School values each employee's ability to express concerns and the need for resolution without fear of adverse consequence to employment.

Policy for Complaints Against Employees (Complaints by Third Parties Against Employees)

This section of the policy is for use when a non-employee raises a complaint or concern about a School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the SL/PRINCIPAL or Board President (if the complaint concerns the SL/PRINCIPAL) as soon as possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, SL/PRINCIPAL (or designee) shall abide by the following process:

1. The SL/PRINCIPAL or designee shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
2. In the event that the SL/PRINCIPAL (or designee) finds that a complaint against an employee is valid, the SL/PRINCIPAL (or designee) may take appropriate disciplinary action against the employee. As appropriate, the SL/PRINCIPAL (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
3. The SL/PRINCIPAL's (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors. The decision of the Board shall be final.

General Requirements

1. Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
2. Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
3. Resolution: The Board (if a complaint is about the SL/PRINCIPAL) or the SL/PRINCIPAL

or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

See Appendix A and Appendix B for complaint forms

AMENDMENT TO EMPLOYEE HANDBOOK

This Employee Handbook contains the employment policies and practices of the School in effect at the time of publication.

Crete Academy reserves the right to amend, delete or otherwise modify this Handbook at any time provided that such modifications are in writing and duly approved by the employer.

Any written changes to the Handbook will be distributed to all employees. No oral statements can in any way alter the provisions of this Handbook.

CRETE ACADEMY

TEMPORARY TELEWORK POLICY TO ADDRESS COVID-19 REMOTE WORKING CONDITIONS

Purpose

Crete Academy (the “School”) recognizes approved teleworking as a necessary work arrangement while the School is closed during the ongoing coronavirus (“COVID-19”) pandemic. This policy details conditions and requirements which apply to all temporary telework assignments during the School’s closure due to COVID-19.

Definition

Teleworking allows employees to work at home or in an approved remote location for all or part of their regular workweek. Teleworking is not an entitlement, nor is it a school-wide benefit. This temporary arrangement in no way alters or changes the terms and conditions of employment with the School, and the promulgation of this Policy creates no employee rights in relation to teleworking. Furthermore, the School has the right to refuse to make telework available to an employee and to terminate a telework assignment without cause at any time in its sole and unreviewable discretion.

General Requirements

Employees shall not telework unless they receive advance written approval from the School. Employees shall make arrangements with their supervisor and co-workers to address on-site job demands that arise, including returning to the work site to perform certain job duties as needed or as directed by their supervisor. Employees shall be responsible for following all School policies and procedures when teleworking. Employees shall also be solely responsible for the performance of their telework duties; assistance from third parties is strictly prohibited.

Nonexempt employees will be required to (1) record all hours worked as assigned by the School and (2) take and document applicable meal/rest periods. Nonexempt employees must also receive written approval from a supervisor prior to working additional hours or overtime. Failure to comply with timekeeping and work hours requirements may result in disciplinary action, up to and including termination from employment.

Eligibility Considerations

Consideration will be given to employees who work in positions adaptable for telework assignments, particularly those who have demonstrated work habits and performance well-suited to successful teleworking. In the sole discretion of the School and its management, the following eligibility factors will be considered:

- The employee has a position where effective communication can be accommodated electronically;
- The employee’s telework assignment will not be detrimental to the productivity or work quality of other employees or the effective operation of the School;

- The employee must be able to perform work from home or an approved remote location without distractions or unnecessary risk to the security of School data, records, networks, or confidentiality generally;
- The employee's equipment and software must meet the School's guidelines/standards, and the employee's needs for Information Technology ("IT") support must be minimal;
- Telework sites must be in California;
- The employee must be effective at working independently for extended periods of time;
- The employee has demonstrated or can demonstrate effective time-management skills by completing tasks efficiently and within any required deadlines;
- The employee must maintain connections with work groups or teams from their remote work location; and
- The employee has no recent or pending corrective or disciplinary actions.

Supervisor Responsibilities

Supervisors managing employees who have been permitted to telework must effectively:

- Implement the telework policy/guidelines;
- Conduct remote supervision;
- Understand the technology and tools necessary for successful remote supervision; and
- Establish communication protocols with telework employees, including making continued efforts to involve teleworking employees in office/department events, messages, etc. as applicable to preserve teamwork.

Supervisors will assess each employee's progress on a telework assignment periodically to ensure the employee's compliance with telework requirements, and address any work-related issues, including completing evaluations and other performance management as appropriate.

Communication and Accessibility

Employees and supervisors must determine how communication between the teleworking employee, the worksite, and/or other employees also teleworking will be handled. Employees shall keep their supervisor and as needed, their co-workers or other School stakeholders (e.g., students and/or parents), informed of their availability so these individuals know how and when to reach the employee during the employee's telework assignment. Employees must be accessible by phone and email at all times to their supervisor, co-workers, School stakeholders, and the School generally during assigned work hours. Employees must notify their supervisors if they leave their telework site during agreed upon hours, aside from applicable meal and rest periods. Employees must post their telework schedule on their calendar, including applicable meal and rest periods. Employees must also remain flexible in their scheduling and shall be available to attend staff meetings and other meetings as required by their supervisor.

Safety

The telework space is considered an extension of the School's worksite. Employees will have the same responsibility for safe practices, accident prevention, and accident/injury reporting as in the regular worksite. In case of injury, accident, theft, loss, or tort liability related to telework, the employee must immediately report the event to their supervisor and allow the School or its authorized agent to investigate and/or inspect the telework site as needed.

Employees are responsible for establishing and maintaining a designated, adequate workspace at their telework location. When the telework location is the employee's home, the employee is responsible for

ensuring the location is safe (free from hazards and other dangers to the employee or equipment), clean, professional, and free of distractions (e.g., children, pets, electronic devices, etc.).

Supplies, Equipment, and Furniture

The School will determine, with information supplied by the employee and the supervisor, the appropriate equipment needs (including hardware, software, modems, phone and data lines, facsimile equipment or software, and photocopiers) for each telework assignment on a case-by-case basis. The School will not provide office furniture for the workspace at home.

All necessary technology equipment will be supplied and maintained by the School, subject to availability. Equipment supplied by the School is to be used for work purposes only. Employees must sign an inventory of all School property and agree to protect the items from damage or theft. Employees shall not be entitled to reimbursement for their use of School property. Employees shall be held liable to the School whenever their wrongful or negligent act or omission causes loss, theft, disappearance, damage to, or destruction of School property. Upon cessation of a telework assignment, all School property must be returned to the School.

Reimbursement

The School shall reimburse employees for actual and necessary expenses incurred in the employee carrying out School business when such expenses are expressly authorized and preapproved by the School. Employees must notify Director of Operations by email of an intent to be reimbursed to initiate process.

INTERNET REIMBURSEMENT: The School shall reimburse an employee's costs for internet at \$_____ per month, based upon a reasonable percentage of work-related use.

CELL PHONE REIMBURSEMENT: The School shall reimburse an employee's cell phone bill at \$_____ per month, based upon a reasonable percentage of work-related use. Phone expenses are limited to the *employee's share* of the plan, taxes, and access fees. (i.e., an employee on a "family plan" may receive reimbursement only for the cost of their phone line).

Employees who believe their expenses exceed the reimbursement the School provides shall be required to submit copies of their internet and/or cell phone bill for review. Such bills may be redacted as needed to remove any private/confidential information.

Information Security and Confidentiality

Employees must never provide any third parties access to the School network or share network access passwords and must comply with all policies and procedures related to information security and network access.

Consistent with the School's expectations of information security for employees working at the office, teleworking employees must ensure that their telework location is secure and communications provided or sensitive work performed from the telework location remain confidential, away from the presence of family members or guests. Any School materials taken home, such as confidential personnel or pupil records, must be kept in a secure space within the telework location and not be made accessible to any third parties, including the employee's family members or guests. Steps which employees may take to increase security of School materials/information include use of locked file cabinets and desks, regular password maintenance, shielding computer monitors, and any other actions appropriate for the position and the telework location.

Performance Standards

Employees must maintain the same or an improved level of productivity and work quality while teleworking. If productivity and/or work quality begin to decline, the telework assignment will be reevaluated to determine if changes can be made or termination of the telework assignment is warranted. Telework allows a high amount of flexibility for an employee to complete their work in a timely and proper manner, and it is expected that employees will not abuse this opportunity by allowing their productivity or work quality to decline.

Professional Boundaries

Employees must maintain appropriate levels of professionalism when interacting remotely with students and/or student's family members in full compliance with the School's "Professional Boundaries: Staff/Student Interaction" policy and as summarized below:

- Limit communications with students to issues involving School activities or classes only;
- Ensure professional communications with students by avoiding conversations of an overly personal, inappropriate, sexual, offensive, or indecent nature;
- Respect the privacy rights of students by ensuring communications and/or documents involving confidential pupil information are safeguarded appropriately;
- Maintain the same degree of formality as would be appropriate when working on-site, including in manner of speech, tone, method of communication, and appearance and dress, particularly when the employee may be communicating with students via video chat; and
- Continue to comply with any and all School policies, including enforcing appropriate student behavior and student discipline, child abuse and neglect reporting protocols, and prohibitions on harassment or other inappropriate conduct.

For a copy of the School's Policy, please visit www.createacademy.org . Employees who fail to demonstrate acceptable professional boundaries during a telework assignment may be subject to disciplinary action, up to and including termination from employment.

Evaluation and Duration

Evaluation of employee performance during the teleworking assignment may include daily interaction by video, phone and/or email between the employee and the supervisor, and weekly face-to-face and/or video meetings whenever possible to discuss work progress and problems, as needed.

The School may modify or terminate telework assignments at any time, with or without cause or advance notice. Although not required, the School shall endeavor to provide seven (7) days' notice of the modification or termination of any telework assignment whenever possible. All telework assignments shall be subject to termination upon resumption of regular onsite duties at the School following the COVID-19 pandemic.

Crete Academy Distance Learning Plan

The following plan was developed and is currently being implemented during our school closures to ensure a robust distance learning program for Crete Academy students. Our goal is to have engaging and effective distance learning that teaches every participating student to learn new content daily.

The expectation is that all teachers, administrators, students and parents are working together to provide a seamless transition, from classroom-based learning to remote online learning. Below are specific expectations for each group of individuals responsible for supporting the needs of Crete students.

Communication

Crete Academy will continue to send out messages and information via Class Dojo and through text message. Please make sure you are checking Class Dojo daily for updates and information regarding our online learning, which will include SeeSaw, Class Dojo and Zoom.

In addition to the daily and weekly communication, students and families are asked to pick up packets and school supplies bi-weekly, every other Friday. The following items will be provided at Friday Pick-ups:

1. Work packets for the upcoming two weeks
2. Student Assessments and grades
3. School supplies: paper, pencils, technology and science materials
4. Meals
5. Art/Craft Kits
6. Crete Store Visit
7. Library Check-out
8. Perfect Attendance Certificates and Prizes

The following dates are scheduled pick up dates:

In the event of Remote Learning Implementation, a schedule will be developed

Below is a list of support Contacts by Grade:

In the event of Remote Learning Implementation a contact list will be inserted below

Position	Staff Member	Email
Assistant Principal		
Founder		
Office Manager		
Office Assistant		
Teaching Fellow		
TK Teacher		
Kindergarten Teacher		
First Grade Teacher		
Second Grade Teacher		
Second Grade Teacher		
Third Grade Teacher		
Fourth Grade Teacher		
Fifth Grade Teacher		
Sixth Grade Teacher		

Roles and Responsibilities of Teachers (Core Subjects, ELD, Intervention):

Report to assigned classroom at Crete Academy by 8:00 am, 7:45 am for Teacher Pow Wow meetings and provide live instruction beginning at 8:30 am until 12:00 pm and assignments and differentiated student support from 1:00 pm to 2:00 pm, except for Staff Meeting dates and Professional Development days. In addition, teachers are to provide one-on-one student support in the form of appointments and one weekly, scheduled check-in per

student, as well as parent support as needed. Teacher office hours are until 4:00.

To kick off the school year, teachers will schedule a Zoom or facetime meeting with each of their students and their families during the week of August 10th through 14th. 100% outreach, scheduling and contact is expected by teachers for their class. During the initial meeting with students and their families, teachers are expected to introduce themselves, welcome the student to their class and answer any questions that the student or their family may have. Each call should last approximately 5-10 minutes.

Daily and Weekly Schedule

Teachers will create a daily schedule that will be posted on Class Dojo and provided to Crete Administrators and families at least 24 hours prior to instruction. Schedules are to be emailed to each teacher's immediate supervisor (Principal) and to their coach either daily or weekly, depending on how the teacher plans out each week.

The schedule for grades **TK and K** is as follows:

- 8:00 am to 8:25 am – Teacher Pow Wow – *Mondays only*
- 8:15 am to 8:30 am – whole school Zoom
- 8:30 am to 8:45 am - Morning Circle (**15 minutes**)
- 8:45 am to 9: 20 am - Set Math time for live teaching (**35 minutes**) 20 minutes of direct instruction and 15 minutes of intervention with students grouped by level.
- 9:20 am to 9:30 am - Break
- 9:30 am to 10: 05 am - Set ELA time for live teaching (**35 minutes**) 20 minutes of direct instruction and 15 minutes for intervention with students grouped by level.
- 10:05 am to 10:20 am - Set Writing/Handwriting Time: (**15 minutes**)
- 10:20 am to 10:35 am - Break and Snack
- 10:35 am to 11:00 am - Set Social Studies time for live teaching (**25 minutes**)
- 11:00 am to 11:30 am – Lunch
- 11:30 am to 11:55 am - Set Science time for students (**25 minutes**)
- 11:55 am to 12:20 pm - Set Guided Reading intervention time for each of skills groups after whole class lessons (**25 minutes**)
- 12:20 pm to 1:00 pm - 1:1 student checks each week via phone, face time, zoom or other direct, real-time communication (5 minutes per student, scheduled the same day and time each week).
- 1:00 pm to 1:15 pm – respond to emails and messages
- 1:15 pm to 1:45 pm – plan for following day instruction
- 2:30 pm to 3:00 pm - Staff Meeting - *Wednesdays only*
- 3:00 pm to 3:30 pm - Professional Development – *Wednesdays only*

Instructional additions following the core subjects:

- Fridays include: Thematic teaching based on Monthly Theme and assessments (spelling tests, skills assessments and unit assessments, F&P, NWEA)
- ELD Intervention - daily for *ELD students only*
- Gifted and Talented – *Fridays*

The schedule for **grades 1-3** is as follows:

- 7:30 am to 7:45 am – Teacher Pow Wow – *Mondays only*
- 7:45 am to 8:10 am – Morning Drop Off
- 8:10 am to 8:15 am - Morning Circle (**5 minutes**)
- 8:45 am to 9: 45 am - Set Math time for live teaching (**60 minutes**) 40 minutes of direct instruction and 20 minutes of intervention with students grouped by level.
- 9:45 am to 9:55 am - Break
- 9:55 am to 10: 55 am - Set ELA time for live teaching (**60 minutes**) 40 minutes of direct instruction and 20 minutes for intervention with students grouped by level.
- 10:55 am to 11:05 am - Break and Snack
- 11:05 am to 11:50 am - Set Social Studies time via SeeSaw or Class Dojo (**45 minutes**)
- 11:50 am to 12:20 pm – Lunch
- 12:20 am to 1:05 pm - Set Science time via SeeSaw or Class Dojo (**45 minutes**)
- 1:05 am to 1:30 pm - Set Guided Reading intervention time for each of skills groups after whole class lessons (**25 minutes**)

- 1:30 pm to 2:00 pm - 1:1 student checks each week via phone, face time, zoom or other direct, real-time communication (5 minutes per student, scheduled the same day and time each week).
- 2:00 pm to 2:15 pm – respond to emails and messages
- 2:15 pm to 2:30 pm – plan for following day instruction
- 1:00 pm to 3:00 pm - Staff Meeting - *Wednesdays only*
- 1:00 pm to 3:30 pm - Professional Development – *Wednesdays only*

Instructional additions following the core subjects:

- Fridays include: Thematic teaching based on Monthly Theme and assessments (spelling tests, skills assessments and unit assessments, F&P, NWEA)
- ELD Intervention - daily for *ELD students only*
- Gifted and Talented – *Fridays*

The schedule for **grades 4-6** is as follows:

- 7:30 am to 7:45 am – Teacher Pow Wow – *Mondays only*
- 7:45 am to 8:10 am – Morning Drop Off
- 8:10 am to 8:15 am - Morning Circle (**5 minutes**)
- 8:45 am to 9: 45 am - Set Math time for live teaching (**60 minutes**) 40 minutes of direct instruction and 20 minutes of intervention with students grouped by level.
- 9:45 am to 9:55 am - Break
- 9:55 am to 10: 55 am - Set ELA time for live teaching (**60 minutes**) 40 minutes of direct instruction and 20 minutes for intervention with students grouped by level.
- 10:55 am to 11:05 am - Break and Snack
- 11:05 am to 11:50 am - Set Social Studies time via SeeSaw or Class Dojo (**45 minutes**)
- 11:50 am to 12:20 pm – Lunch
- 12:20 am to 1:05 pm - Set Science time via SeeSaw or Class Dojo (**45 minutes**)
- 1:05 am to 1:30 pm - Set Guided Reading intervention time for each of skills groups after whole class lessons (**25 minutes**)

Note: beginning January 2021, this block will be used for CAASSP Test Prep

- 1:30 pm to 2:00 pm - 1:1 student checks each week via phone, face time, zoom or other direct, real-time communication (5 minutes per student, scheduled the same day and time each week).
- 2:00 pm to 2:15 pm – respond to emails and messages
- 2:15 pm to 2:30 pm – plan for following day instruction
- 1:00 pm to 3:00 pm - Staff Meeting - *Wednesdays only*
- 1:00 pm to 3:30 pm - Professional Development – *Wednesdays only*

Instructional additions following the core subjects:

- Fridays include: Thematic teaching based on Monthly Theme and assessments (spelling tests, skills assessments and unit assessments, F&P, NWEA)
- ELD Intervention - daily for *ELD students only*
- Gifted and Talented – *Fridays*

In addition to providing the minimum required instructional minutes, teachers will also be responsible for:

- Actively responding to messages, emails and calls from parents and staff on the same day as receipt
- Checking internal emails daily and respond same-day if before 5pm or within 24 hours of receipt of the correspondence if after 5pm
- Requiring students to upload their work, daily: TK-6th via SeeSaw
- Completing Parent/Teacher Conferences
- Providing assessments and grades for all students.
- Setting up assignments on MobyMax, Seesaw, Spelling City and other online curricular platforms specific to individual student needs and be available to support failed lessons through the chat feature
- Taking attendance daily, by 8:45 am
- Working with assigned administrator to resolve any issues or gain additional support

Roles and Responsibilities of Students:

- Continue to apply all Crete Core Values to the daily routine: Character, Responsibility, Equality, Teachability and Excellence.
- Dress in school uniform during online instruction. On Fridays, student may wear a college shirt, but if no college shirt is present, student must dress according to the school dress code.
- Meet 1:1 with teacher for weekly check-in at designated time
- Read and familiarize themselves with the class schedule, prior to the start of their day
- Participate in all online and videoed lessons with their teacher and classmates and ask questions and contribute to the discussion
- Submit and upload daily work to Seesaw
- Sign up for tutoring, if needed
- Read, sign and abide by the Technology expectations

Roles and Responsibilities of Parents:

- Check Class Dojo, Text messages from school and Seesaw daily for all updates and information
- Read and familiarize themselves with their child(ren)'s class schedule each day and check child(ren)'s work daily for accuracy
- Support their child(ren) with online learning by ensuring their devices are charged each night, Student is dressed in their uniform daily, student has a quiet workspace, student has eaten breakfast and gotten dressed for the day (just like a normal school day) and ensure child(ren) are going to bed at or before 8 pm (all ages)
- Ensure child(ren) are dressed according to the Crete dress code during all online instruction. Fridays are optional college day and students may wear a college shirt, but if not college shirt is present, then student must dress according to the school dress code.
- Sign up for tutoring if student needs extra support or just to enhance their daily learning
- Reach out to your assigned administrator or teacher to your child(ren)'s classroom for any support i.e. technical, instructional or other needs
- Read to your child every day of the week, a book of their choice, regardless of the grade (TK-6th)
- Reach out to any administrator for mental health, housing, medical, vision, dental or parenting questions, needs or resources.
- Read, sign and abide by the Technology expectations

Roles and Responsibilities of Administrators:

- Be available to teachers, other staff, students and parents, daily between 7:30 am and 4:00 pm
- Report to Crete Academy on assigned days
- Make bi-weekly calls to assigned classroom (see classroom assignments listed above) for family check-ins
- Devise systems to support and enhance online distance learning i.e. zoom, attendance protocols, weekly meetings and check-ins, surveys and communication
- Provide resources to teachers to enhance their instruction
- Review attendance notes from teachers daily, and provide support to families as needed
- Communicate updates, changes and necessary information on a regular basis to families, staff and other stakeholders
- Ensure all families have the proper equipment to support online distance learning i.e. laptops, hotspots and other school supplies
- Ensure appropriate and ongoing training is provided for teachers and staff, as needed
- Remain knowledgeable of Crete's plan, any new guidelines and policies.
- Office Manager will assist in the following during the hours of 7:30 am to 4pm: enrollment information, all family communication of upcoming important dates, technology needs, attendance, and student records.

Online Learning Platforms

Grades TK-6th: Zoom, Class Dojo, Spelling City, Seesaw, MobyMax

Assessments, Progress Monitoring and Report Cards

Teachers will continue to monitor student progress through daily instruction, checks for understanding and online assessments. Such assessments will be used to determine trimester grades for each student. Students will be

provided a report card at the end of each trimester that will be discussed and reviewed with parents during Parent Teacher Conferences. Students who do not participate in online learning will receive incompletes for any days, or work missed during the virtual learning period.

Attendance

Attendance will continue to be a top priority for all Crete students. Your child's attendance is critical at this time and should be not compromised because of distance learning. Attending all Zoom and video instructional sessions and participating in all lessons is critical to your child being able to successfully matriculate to the next grade prepared, and able to successfully complete the work.

Absences

All students are expected to be logged in at 8:15 a.m., as school will begin daily at 8:15 a.m., for morning announcements. Every student should be present and prepared for their classroom zoom at 8:30 a.m. Students who log on after 8:30 a.m. will be marked tardy. Students who do not log on for the entire zoom session will be marked absent. Parents will receive a phone call any time your student is marked absent. If your child is sick and will not be in attendance on any particular day or for a specific lesson or will only be available for part of the lesson, please notify the front office at: 323-791-1600.

Tardies

Tardiness is disruptive to the zoom session and places a burden on the teacher as well as the student who is entering class after morning activities have begun. Anytime a student arrives late to class, valuable instructional time is lost. School begins at 8:15 a.m., and students who are not in their zoom classroom, when instruction begins will be considered tardy. Tardies are marked as excused, unexcused or truant. Parents/guardians shall email or write a note of explanation when they have knowledge of their child's tardiness or absence. Any unexcused tardy in excess of 30 minutes will be counted toward truancy.

Additional Attendance Distance Learning Policies

Attendance is the most important factor in a student's academic progress. Making sure your student is prepared and punctual for all online classes will give them the best chances of success. The following are attendance distance learning guidelines provided by LAUSD:

- Each teacher will have updated roster for parent/guardian contacts
- Teachers take daily attendance at the beginning of class
- Office will provide daily notification to parents/guardians of absences

Tiered Reengagement Strategies (TRS)

Tiered Reengagement Strategies will be implemented for any students who are absent from distance learning for more than 3 school days or 60 percent of the instructional days in a week

Administration will send a letter to the parent/guardian of any student who is absent for more than 3 school days or 60 percent of the instructional days in a week informing them of the risks and consequences for excessive absences.

As Part of TRS, Admin will review weekly attendance reports and contact families to offer support and bolster attendance for students (Housing, Technology, Scheduling, Troubleshooting, Counseling etc.)

If after focused efforts attendance does not improve, parent/guardians will be notified of truancy consequences for not having their student in class.

Attendance Incentives

Crete Academy acknowledges students with good attendance and this year will be no exception. Perfect Attendance Certificates, participation in special activities, prizes, attendance assemblies and other rewards and special recognitions are used to motivate all students and reward those with good attendance. This year we will give Disneyland Tickets to students with perfect attendance for the entire year.

Truancy Policy

Crete Academy will adhere to the following policy for Truancy during distance learning. The following is an extension of our on-site truancy policy.

1. If a student, at the beginning of their enrollment for that year, has five (5) unexcused absences to start the school year they will be disenrolled. Upon being disenrolled, students must return any

- loaned technology within three (3) business days or their parents will have the debt referred to a collection agency.
2. If a student has three (3) unexcused absences for the year they will receive a call and a letter from school administration in an attempt to engage and offer support for better attendance. The student will also be notified of the attendance expectations of the school in order for them to attain academic success, appropriate socio-emotional development, and matriculation to the next grade level.
 3. If a student has seven (7) unexcused absences for the year, an in-person or virtual meeting will be required with the parent/guardian and student to discuss further reengagement strategies and supports. Families will also be notified that they can be reported as truant to the school district and local agencies and authorities if attendance doesn't improve.
 4. If a student has ten (10) unexcused absences for the year, they will be classified as a habitual truant and can be reported as a habitual truant to the school district and local agencies and authorities. The student will also be subjected to school discipline measures up to dismissal.

Additional Student Support, Tutoring, Intervention and Student Support and Progress Teams (SSPT)

In order to address any learning loss over the past six months, Crete Academy is offering tutoring to all students who sign up. Tutoring is offered by our Teaching Fellows, Monday through Friday, following the daily instruction by teachers. Any student may sign up for tutoring at any time throughout the school year and they will be provided with 30-45 minutes of additional instruction with a Crete Teaching Fellow.

In addition to self-referrals for tutoring, teachers and support staff may make recommendations for specific students to enroll in tutoring. Teachers will use initial assessment data to make tutoring recommendations at the beginning of the school year, for any student performing below grade level in ELA or math. Following each assessment period or based upon anecdotal data and in-class assessments, teachers will continue to make recommendations for tutoring. NWEA, F&P and in-class assessment data will be compiled monthly to assess individual student learning. Students will be grouped depending on their performance of each such assessment. During daily live instruction in ELA and math, teachers will group students based upon skill level, according to assessment data, and provide learning content and experiences designed to address the specific needs of each group.

Any student performing far below grade level after the initial assessment, performing below grade level and not making progress according to subsequent assessments and students who regress or show no growth on subsequent assessments will be provided intervention by the teacher and recommended for tutoring. If no significant growth is made following such interventions, an SSPT will be initiated by the teacher and developed in conjunction with school leadership and the student's family.

The administrative team will review student assessment data, SSPTs weekly for 4-6 weeks to gauge individual student progress. If no such progress is made or significant progress is not made and all parties (teacher, student and parents) have fulfilled their designated role and assignments according to the SSPT, then the SSPT group may request an assessment from LAUSD for an Individualized Education Program (IEP).

Use of Devices and Hotspots

Students will be using Crete Academy laptops, iPads and hotspots in grades TK-6th for all online learning. Such devices and hotspots will be distributed to any family needing one to ensure continuity of learning. Parents are responsible for adhering to Crete Academy's Technology Policies and in accordance with the Crete Academy Technology Agreement that was signed, in order to receive a device. Parents are also responsible for monitoring their child(ren)'s activity online and filtering any content outside of schoolwork. If you have any issues with technology, please submit a tech request to one of the following individuals listed below:

Technical Support (Zoom, SeeSaw and Class Dojo):

In the Event of Remote Learning Implementation contacts will be provided

Wellness Center Services

Each family will participate in an initial wellness screening with the Director of Programs, in order to assess needs around physical, emotional, and social well-being. The Director of Programs will contact you for your initial

screening. If you're in need of services before taking an initial screening, please fill out the Wellness Referral form which will be provided to you at the family fair. Follow up meetings and/or resources will be provided as needed.

Counseling and Support Services

We recognize that this is a tough time for everyone. Wellness aids with housing, clothing, groceries, therapy/counseling, etc. If you would like counseling or any other services for any member of your family from an MFT or MSW, please reach out to wellness@creteacademy.org

Additional Online Resources for Students:

Khan Academy: <https://www.khanacademy.org/>

Sesame Street: <https://www.sesamestreet.org/>

PBS Kids: <http://pbskids.org>

Starfall.com: <https://www.starfall.com/h/>

How Stuff Works: <https://www.howstuffworks.com/>

Exploratorium: <https://www.exploratorium.edu/>

Stop, Breathe & Think: <https://www.stopbreathethink.com/kids>

We appreciate your patience during this virtual learning time. The entire team at Crete is looking forward to providing your child(ren) with a robust and rigorous online learning experience. Please contact any member of our staff, should you need anything to ensure a meaningful online learning experience for your child.

School Nutrition

A description of how the LEA will provide meals for all pupils participating in both in-person instruction and distance learning, as applicable.

Crete Academy will notify all parents via Call-em All, Dojo, and letter that their child(ren) who are enrolled are eligible for free breakfast and lunch meals as Crete Academy is a Community Eligibility Provision site. Parents will pick up breakfast and lunches by driving up to the cafeteria twice a week on Mondays and Wednesdays between the hours of 2:00 pm and 4:00 pm. Student meals are for multiple days and will be served cold with heating instructions.

Drive Thru Pick up 2:00 pm – 4:00 pm (Meals are for all students who attend Crete Academy)

Mondays – Meals are for Mondays, Tuesday

Wednesdays – Meals are for Wednesdays, Thursdays, and Fridays

If the holiday falls on the delivery day, then the delivery will be the following day (i.e. Holiday on Monday then delivery on Tuesday).

APPENDIX A HARASSMENT/DISCRIMINATION/RETALIATION COMPLAINT FORM

It is the policy of the School that all of its employees be free from harassment, discrimination, and retaliation. This form is provided for you to report what you believe to be harassment, discrimination, or retaliation so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment, discrimination, or retaliation.

If you are an employee of the School, you may file this form with the SL/PRINCIPAL or Board President.

Please review the School's policies concerning harassment, discrimination, and retaliation for a definition of such unlawful conduct and a description of the types of conduct that are considered unlawful.

Crete Academy will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged offender.

In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to your satisfaction.

Charges of harassment, discrimination, and retaliation are taken very seriously by the School both because of the harm caused by such unlawful conduct, and because of the potential sanctions that may be taken against the offender. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you believe harassed, or discriminated or retaliated against, you or someone else: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I acknowledge that I have read and that I understand the above statements. I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Signature of Complainant

Date: _____

Print Name

Received by: _____

Date: _____

APPENDIX B
INTERNAL COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur?

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

Signature of Complainant

Date: _____

Print Name

To be completed by School:

Received by: _____

Date: _____



CHARACTER • EQUALITY • EXCELLENCE
RESPONSIBILITY • TEACHABILITY

Crete Academy Framework Evaluation

Teacher Name:

EVALUATION SUMMARY

DOMAIN	RATING
Classroom Environment (Classroom Management)	
Planning & Assessments (The Lesson Plan)	
Introspection (Professional Growth)	
Instruction (Execution of Lessons that are Coherent and Rigorous)	
Family Engagement, Wellness and Student Support	
Total Points	

Exceeds Expectations (22-24 pts) Meets Expectations (18-21 pts) Partially Meets Expectations (12-18 pts) Does not Meet Expectations (Below 11 pts)

Crete Academy Framework Evaluation

1. Classroom Environment (Classroom Management)			
Classroom and Instructional Expectations	As Demonstrated By...	Notes	Rating
<ul style="list-style-type: none"> ● Create a classroom/community culture of learning <ul style="list-style-type: none"> ○ Value of effort and challenge ○ Physical space is conducive to learning 	<ul style="list-style-type: none"> <input type="checkbox"/> Words and actions promote belief in student ability and high expectations for student effort <input type="checkbox"/> Students consistently expend effort to learn and persist in producing high quality work <input type="checkbox"/> Physical layout of the classroom is adjusted to optimize learning <input type="checkbox"/> Artifacts and visuals are present that are up-to-date and help provide an environment that is conducive to learning <input type="checkbox"/> Data Charts kept up to date and on display (add specific titles) 		/5
<ul style="list-style-type: none"> ● Manage student behavior through clear expectations and a balance of positive reinforcement, feedback, and redirection <ul style="list-style-type: none"> ○ Behavioral expectations ○ Response to behavior 	<ul style="list-style-type: none"> <input type="checkbox"/> Consistently communicates clear and high expectations for student behavior <input type="checkbox"/> Student behavior consistently contributes to an academic environment <input type="checkbox"/> Verbal and non-verbal response to student behavior is consistent, respectful, proactive, and includes redirection, feedback or positive reinforcement to specific students 		/3
<ul style="list-style-type: none"> ● Establish a culture of respect and rapport which supports students' emotional safety <ul style="list-style-type: none"> ○ Interactions between teacher and students ○ Student interactions with each other 	<ul style="list-style-type: none"> <input type="checkbox"/> Interactions with students are respectful, positive and appropriate for the age and needs of the students <input type="checkbox"/> Students exhibit respect for the teacher <input type="checkbox"/> Student interactions with each other are polite and respectful <input type="checkbox"/> Students support each other's learning 		/4
<ul style="list-style-type: none"> ● Use smooth and efficient transitions, routines, and procedures <ul style="list-style-type: none"> ○ Routines, procedures, and transitions 	<ul style="list-style-type: none"> <input type="checkbox"/> Established and implemented routines, procedures, and transitions that maximize instructional time 		/1
Total Points (Classroom Environment):			/13
Overall Rating:			
<p><i>4: Exceeds Expectations (13 pts) 3: Meets Expectations (8-12 pts) 2: Partially Meets Expectations (4-7 pts) 1: Does not Meet Expectations (Below 3 pts)</i></p>			

Crete Academy Framework Evaluation

2. Planning & Assessments (The Lesson Plans)

Classroom and Instructional Expectations	As Demonstrated By...	Notes	Rating
☒ Establish standards-based learning objectives for instructional plans <ul style="list-style-type: none"> ○ Selection of learning objectives ○ Measurability of learning objectives 	<input type="checkbox"/> Learning objectives includes specific levels of cognition and content <input type="checkbox"/> Learning objectives are aligned to common core standards <input type="checkbox"/> Proving behavior measures independent mastery <input type="checkbox"/> Proving behavior includes specific criteria for success		/4
☒ Organize instructional plans to promote standards-based, cognitively engaging learning for students <ul style="list-style-type: none"> ○ Designing and sequencing of learning experiences ○ Creating cognitively engaging learning experiences for students 	<input type="checkbox"/> Learning experiences are aligned to the learning objectives <input type="checkbox"/> Learning experiences are sequenced and timed to enable students to demonstrate independent mastery of the objectives <input type="checkbox"/> Instructional plans include cognitively engaging learning experiences throughout the lesson <input type="checkbox"/> Learning experiences are designed with appropriate support so all students can access the content		/4
☒ Use of student data to guide planning <ul style="list-style-type: none"> ○ Lesson design guided by data ○ Analysis of data 	<input type="checkbox"/> Teacher cites multiple sources of data relevant to the objective <input type="checkbox"/> Data informs the content and instructional strategies to scaffold for individual students or subgroups of students <input type="checkbox"/> Analyzes assessment data (formal and informal) <input type="checkbox"/> Identifying how and when assessment data will be collected		/4
☒ Use of knowledge of subject matter content/skills and learning processes to plan for student learning <ul style="list-style-type: none"> ○ Knowledge of subject matter to identify pre-requisite knowledge ○ Addresses common content misconceptions 	<input type="checkbox"/> Teacher identifies prerequisite knowledge necessary for lesson <input type="checkbox"/> Includes opportunities to activate prerequisite knowledge <input type="checkbox"/> Includes strategies to address potential gaps in prerequisite knowledge or skills <input type="checkbox"/> Teacher anticipates common student misconceptions that would inhibit students' ability to master the learning objectives		/4
☒ Design assessments to ensure student mastery <ul style="list-style-type: none"> ○ Selection and progression of assessments ○ Planned response to assessment 	<input type="checkbox"/> Different types of checks for understanding are selected to yield actionable data <input type="checkbox"/> Checks for understanding are planned for different parts of the lesson cycle <input type="checkbox"/> Plans on adjusting instruction based on the data from the checks for understanding		/3
☒ Curriculum	<input type="checkbox"/> Progresses through curriculum at an appropriate pace <input type="checkbox"/> Meets required minutes for each subject		/2
Total Points (Classroom Environment):			/21
Overall Rating:			
4: Exceeds Expectations (20-21 pts) 3: Meets Expectations (16-19 pts) 2: Partially Meets Expectations (10-15 pts) 1: Does not Meet Expectations (Below 9 pts)			

Crete Academy Framework Evaluation

3. Introspection (Professional Growth and Professionalism)			
Classroom and Instructional Expectations	As Demonstrated By...	Notes	Rating
<ul style="list-style-type: none"> ● Engage in critical reflection, constantly revising practice to increase effectiveness <ul style="list-style-type: none"> ○ Accuracy ○ Use in future planning ○ Use of feedback 	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher is able to make an accurate assessment of the lesson's effectiveness in meeting the instructional goals <input type="checkbox"/> Can cite data and how effective the learning activities were <input type="checkbox"/> Can make specific suggestions on how the lesson can be improved and how it would be implemented in future lessons <input type="checkbox"/> Teachers consistently uses feedback from supervisors and colleagues to improve practice 		/4
<ul style="list-style-type: none"> ● Engage in collaborative relationships with peers <ul style="list-style-type: none"> ○ Participation in a professional community ○ Professional development ○ Participation in the school community 	<ul style="list-style-type: none"> <input type="checkbox"/> Actively participates with other staff by developing collegial and professional relationships <input type="checkbox"/> Applies learning gained from PD and coaching <input type="checkbox"/> Contributes to the development of others <input type="checkbox"/> Maintains a united front with the staff by following and supporting agreed upon expectations and policies within the school (discipline, curriculum, etc.) <input type="checkbox"/> Is present and an active participant in PLC <input type="checkbox"/> Is punctual to meetings <input type="checkbox"/> Is punctual turning in weekly plans 		/7
<ul style="list-style-type: none"> ● Exhibiting and upholding the Crete Core Values <ul style="list-style-type: none"> ○ Character ○ Responsibility ○ Excellence ○ Teachability ○ Equality 	<ul style="list-style-type: none"> <input type="checkbox"/> Words and actions demonstrate belief in the ability of all students to achieve <input type="checkbox"/> Holds themselves accountable for their results and responsibilities in their classroom and school community <input type="checkbox"/> Holds themselves accountable for student learning and student behavior <input type="checkbox"/> Demonstrates fairness regardless of student behavior 		/4
Total Points (Classroom Environment):			/15
Overall Rating:			
<i>4: Exceeds Expectations (15 pts) 3: Meets Expectations (11-14 pts) 2: Partially Meets Expectations (7-10 pts) 1: Does not Meet Expectations (Below 6 pts)</i>			

Crete Academy Framework Evaluation

4. Instruction (Execution of Lessons that are Coherent and Rigorous)

Classroom and Instructional Expectations	As Demonstrated By...	Notes	Rating
<ul style="list-style-type: none"> ● Communicate learning objectives to students <ul style="list-style-type: none"> ○ Communication of the learning objectives of the lesson ○ Connections to prior and future learning experiences ○ Criteria for success 	<ul style="list-style-type: none"> <input type="checkbox"/> Learning objective(s) are communicated and referred to throughout the lesson <input type="checkbox"/> Students are able to articulate the learning objectives <input type="checkbox"/> Teacher makes connections between the current learning objectives and the students' prior learning and future learning <input type="checkbox"/> Teacher communicates specific criteria for successfully demonstrating attainment of the learning objectives <input type="checkbox"/> Students are able to articulate specific criteria for successfully demonstrating attainment of the objectives 		/5
<ul style="list-style-type: none"> ● Facilitates instruction <ul style="list-style-type: none"> ○ Lesson structure (student centered time) ○ Cognitive level of student learning experiences 	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher facilitates an appropriately sequenced and timed lesson that appropriately releases responsibility so that students can independently master the learning objectives <input type="checkbox"/> Gives opportunities for students to engage in student led work, collaborative work, and independent practice (Universal Instructional Design) <input type="checkbox"/> Learning activities are cognitively engaging for all students <input type="checkbox"/> Learning activities consistently match the level of rigor required to attain mastery of the learning activities <input type="checkbox"/> Presents opportunities for high order thinking (HOT) 		/5
<ul style="list-style-type: none"> ● Implementation of instructional strategies <ul style="list-style-type: none"> ○ Questioning ○ Academic discourse ○ Group structures ○ Resources and instructional materials 	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher poses scaffolded questions to different students that are cognitively challenging <input type="checkbox"/> Uses strategies to enable students to correctly answer questions or extend/justify their thinking <input type="checkbox"/> Whole class and small group discussions that occur, are facilitated by the teacher that requires academic vocabulary, discuss academic ideas, and justify their reasoning <input type="checkbox"/> Structure and size of grouping arrangements are appropriate for mastery of the learning objectives <input type="checkbox"/> Active student participation throughout all group structures <input type="checkbox"/> Resources and materials used are suitable for the lesson (i.e. technologies, visuals, manipulatives, etc.) <input type="checkbox"/> Differentiation is occurring daily 		/7
<ul style="list-style-type: none"> ● Monitoring student learning during instruction <ul style="list-style-type: none"> ○ Checking for understanding and adjusting instruction 	<ul style="list-style-type: none"> <input type="checkbox"/> Different techniques used for checks for understanding (CFU) <input type="checkbox"/> Teacher adjusts instruction based on data gathered from CFU's <input type="checkbox"/> Provides feedback throughout the lesson <input type="checkbox"/> Feedback given advances student learning 		/5

Crete Academy Framework Evaluation

<ul style="list-style-type: none"> ○ Feedback to students ○ Self-monitoring 	<input type="checkbox"/> Facilitates self-monitoring with specific criteria for students to assess their knowledge or skills		
Total Points (Classroom Environment):			/22
<p>Overall Rating: <i>4: Exceeds Expectations (21-22 pts) 3: Meets Expectations (16-20 pts) 2: Partially Meets Expectations (11-15 pts) 1: Does not Meet Expectations (Below 10 pts)</i></p>			

Crete Academy Framework Evaluation

5. Family Engagement, Wellness and Student Support			
Classroom and Instructional Expectations	As Demonstrated By...	Notes	Rating
<ul style="list-style-type: none"> ● Develop two way communication with families about student learning and achievement <ul style="list-style-type: none"> ○ Initiation of meaningful communication ○ Responsiveness to parent inquiries and communication ○ Inclusion of the family as a partner in learning decisions 	<ul style="list-style-type: none"> <input type="checkbox"/> Utilizing Class Dojo to initiate communication with parents and to keep them updated about their student's progress <input type="checkbox"/> Responding to parent communication in an appropriate and timely manner <input type="checkbox"/> Engaging parents in the instructional program as a partner in their child's education <input type="checkbox"/> TK-2nd Posting newsletter each Monday on Class Dojo <input type="checkbox"/> 3rd-6th Posting newsletter monthly and using Agendas daily <input type="checkbox"/> Posting 3+ stories per week on Class Dojo <input type="checkbox"/> Posting tests, quizzes and assessments to individual Class Dojo portfolios <input type="checkbox"/> Binders kept up to date and accessible to parents 		/8
<ul style="list-style-type: none"> ● Help students leverage resources in their community that support their success in college and beyond <ul style="list-style-type: none"> ○ Goal setting and advocacy ○ Knowledge or use of community resources 	<ul style="list-style-type: none"> <input type="checkbox"/> Advocating for student success through setting and monitoring learning goals for college readiness <input type="checkbox"/> Referring students and parents to the appropriate campus supports 		/2
<ul style="list-style-type: none"> ● Identification and referral of students who need support ● Building relationships with the wellness staff ● Distribution of information <ul style="list-style-type: none"> ○ Understanding the framework of the wellness program and how it fits in the school structure ○ Abreast of the resources and distributing appropriately to families 	<ul style="list-style-type: none"> <input type="checkbox"/> Uses student data to determine present levels of performance and implement interventions in the classroom <input type="checkbox"/> Submits SSPT referrals in an appropriate timeline <input type="checkbox"/> Takes responsibility for the well-being of students, but also is able to discern when to solicit the right support providers <input type="checkbox"/> Collaborates with providers and administrators (Wellness Center, SSPT's, other interventions) to meet needs of students <input type="checkbox"/> Participates with support providers throughout the intervention process, including taking feedback from providers to implement in the classroom 		/5
Total Points (Classroom Environment):			/15

Crete Academy Framework Evaluation

Overall Rating:

4: Exceeds Expectations (15 pts) 3: Meets Expectations (11-14 pts) 2: Partially Meets Expectations (7-10 pts) 1: Does not Meet Expectations (Below 6 pts)

Teacher Signature

Administrator Signature

Date

Date

Supervisor Signature

Date

Section I – Identification

Date:

School Year:

Name of Evaluator:

Name of Evaluated:

Years of Leadership Experience:

Section II – Performance Standards: *Rate performance on each Standard Element (A-H) as Not Evident, Emerging, or Proficient. Provide specific commentary below the Elements describing observed performance to support the ratings.*

Standard – Based Instruction (SBI): *To ensure that all students achieve proficiency relative to the California Performance Standards.*

SBI-1: *Engages instructional staffs in collaborative work to design, monitor, and revise instruction to ensure that students achieve proficiency on required curriculum standards and District expectations for learning.*

Not Evident:

Emerging:

Proficient:

SBI-2: *Leads others in a collaborative process to set high expectations for all learners in a standards-based classroom.*

Not Evident:

Emerging:

Proficient:

Evaluator Comments:

Data Analysis and Assessment (DAA): *The process of collecting, organizing, and analyzing data with the purpose of extracting useful information, facilitating conclusions, identifying patterns of achievement and underachievement, and planning.*

DAA-1: *Monitors and evaluates the use of a variety of assessment data to maximize student learning and achievement.*

Not Evident:

Emerging:

Proficient:

DAA-2: *Engages school instructional staff in the collaborative analysis of assessment data to plan for continuous improvement for each student.*

Not Evident:

Emerging:

Proficient:

Evaluator Comments:

Organizational Culture (OC): *The norms, values, attitudes, beliefs, and practices associated within the school to ensure organizational productivity.*

OC-1: *Develops or leads others to develop plans of action that address the analysis of a school culture.*

Not Evident: **Emerging:** **Proficient:**

OC-2: *Leads processes and structures that support a evasively academic climate within a culture of high expectations for all students and adults.*

Not Evident: **Emerging:** **Proficient:**

OC-3: *Develops and implements distributed leadership as part of the process of shared leadership.*

Not Evident: **Emerging:** **Proficient:**

Evaluator Comments:

Professional Learning and Development (PL&D): *The means by which staff acquire, enhance, and refine the knowledge, skills, and commitment necessary to create and support high levels of learning for all students.*

PL&D-1: *Leads job-embedded professional learning that aligns with school and District improvement goals and supports student achievement.*

Not Evident: **Emerging:** **Proficient:**

PL&D-2: *Evaluates the implementation and impact of professional learning on teacher practices, continuous school improvement, and student learning.*

Not Evident: **Emerging:** **Proficient:**

Evaluator Comments:

Performance Management & Process Improvement (PM&PI): *The process of developing strategies, aligning resources, monitoring progress, and overcoming barriers to District and school goals.*

PM&PI- 1: *Engages all stakeholders in developing, implementing, and monitoring a strategic plan that has a positive impact on student achievement using an accountability system.*

Not Evident: **Emerging:** **Proficient:**

PM&PI- 2: *Identifies and addresses gaps in leader and/or staff performance.*

Not Evident: **Emerging:** **Proficient:**

Evaluator Comments:

Managing Operations (MO): *The functions that leaders perform to support staff and facilitate the core work of the schools.*

MO-1: *Monitors school to ensure safe, orderly and engaging learning environments, including facilities that reflect state, system, and local school rules, policies, and procedures.*

Not Evident: **Emerging:** **Proficient:**

MO-2: *Works collaboratively to implement fiscal policies that equitably and adequately distribute all available resources to support the success of all students.*

Not Evident: **Emerging:** **Proficient:**

Evaluator Comments:

Leading Change (LC): *The leader's ability to develop and implement an organizational vision and strategies that motivate others to take actions to improve process, staff performance, and student learning.*

LC-1: *Drives and sustains change in a collegial environment focused on a continuous improvement model that supports all students meeting high standards.*

Not Evident: **Emerging:** **Proficient:**

Evaluator Comments:

Relationships Development (RD): *The process of developing and enhancing internal and external relationships which advance the goals of the District, school, staff, and students.*

RD-1: *Supports the engagement of parents, community and other stakeholders in the decision making and problem solving processes to have a positive effect on student learning and to achieve the school's vision.*

Not Evident:

Emerging:

Proficient:

RD-2: *Models impartiality, sensitivity to student diversity and to community norms and values, and ethical considerations in interactions with others.*

Not Evident:

Emerging:

Proficient:

Evaluator Comments:

Section III – Leader Duties and Responsibilities: Mark each descriptor as Unsatisfactory (U), Need Improvement (N) or Satisfactory (S).

Relationships

- U N S *Interacts in a professional manner with parents, staff, and stakeholders.*
- U N S *Is accessible to parents, staff and stakeholders.*
- U N S *Facilitates effective two-way communication between the school/district and home.*
- U N S *Works cooperatively with district administrators, local staff, special support personnel, colleagues, parents, and other stakeholders.*

Professionalism

- U N S *Demonstrates prompt and regular attendance.*
- U N S *Maintains accuracy and confidentiality of information and records.*
- U N S *Attends and participates in faculty meetings, district level meetings, and other assigned meetings and activities according to school and district policies.*
- U N S *Models correct use of oral and written language.*

Operations

- U N S *Manages operations within the structure of California public education rules, regulations and laws; California Code of Ethics for Educators; LAUSD and Ivy Bound Policies and Rules.*
- U N S *Makes leadership decisions based on legal and ethical principles to promote equity.*
- U N S *Organizes a safe, orderly, and engaging learning environment, including facilities, which reflect state, district, and local rules, policies and procedures.*
- U N S *Demonstrates responsible fiscal management of funds in compliance with all applicable rules and regulations.*

Evaluator Comments: (Required to address all “N” or “U” ratings)

Leader Duties and Responsibilities

Summary Rating: Check one

- _____ **UNSATISFACTORY (More than 3 “N’s” or 2 “U’s”)**
- _____ **NEEDS IMPROVEMENT (3 “N’s” or 1 “U”)**
- _____ **SATISFACTORY (No more than 2 “N’s” AND no “U’s”)**

Section IV – Overall Performance Rating

- 1. Unsatisfactory = 4 or more “Not Evident” ratings on the Performance Standard Elements OR “Unsatisfactory” Summary Rating on Duties and Responsibilities.**
- 2. Emerging = Fewer than 12 “Proficient” ratings on the Performance Standard Elements (no more than 3 “Not Evident” ratings) AND “Satisfactory” or “Needs Improvement” Ratings Summary Rating on Duties/Responsibilities.**
- 3. Proficient = 12 out of 16 “Proficient” ratings on the Performance Standard Elements AND a “Satisfactory” Summary Rating on Duties and Responsibilities.**

UNSATISFACTORY

EMERGING

PROFICIENT

Section V – SIGNATURES (Required)

Evaluators: [Name of School] Executive Board

Executive Board Chair: [Name]

Board Chair’s Signature _____ **Date:** _____

School Leader/Principal: [Name]

School Leader/Principal’s Signature _____ **Date** _____

(Receipt acknowledged. Signature does not indicate agreement or disagreement.)

Section VI – School Leader/Principal’s Comments (Optional. Executive Director/Principal may provide comments to be attached, if desired. Evaluator must receive comments, if provided, within 10 school days of receipt date above.)



Crete Academy Principal Performance Evaluation
2021-2022 School Year

Section I – Identification

Date: []

School Year: []

Name of Evaluator: []

Name of Evaluated: []

Years of Leadership Experience: []

Section II – Performance Standards: *Rate performance on each Standard Element (A-H) as Not Evident, Emerging, or Proficient. Provide specific commentary below the Elements describing observed performance to support the ratings.*

Standard – Based Instruction (SBI): *To ensure that all students achieve proficiency relative to the California Performance Standards.*

SBI-1: *Engages instructional staffs in collaborative work to design, monitor, and revise instruction to ensure that students achieve proficiency on required curriculum standards and District expectations for learning.*

Not Evident: [] **Emerging:** [] **Proficient:** []

SBI-2: *Leads others in a collaborative process to set high expectations for all learners in a standards-based classroom.*

Not Evident: [] **Emerging:** [] **Proficient:** []

Evaluator Comments:

Data Analysis and Assessment (DAA): *The process of collecting, organizing, and analyzing data with the purpose of extracting useful information, facilitating conclusions, identifying patterns of achievement and underachievement, and planning.*

DAA-1: *Monitors and evaluates the use of a variety of assessment data to maximize student learning and achievement.*

Not Evident: **Emerging:** **Proficient:**

DAA-2: *Engages school instructional staff in the collaborative analysis of assessment data to plan for continuous improvement for each student.*

Not Evident: **Emerging:** **Proficient:**

Evaluator Comments:

Organizational Culture (OC): *The norms, values, attitudes, beliefs, and practices associated within the school to ensure organizational productivity.*

OC-1: *Develops or leads others to develop plans of action that address the analysis of a school culture.*

Not Evident: **Emerging:** **Proficient:**

OC-2: *Leads processes and structures that support a evasively academic climate within a culture of high expectations for all students and adults.*

Not Evident: **Emerging:** **Proficient:**

OC-3: *Develops and implements distributed leadership as part of the process of shared leadership.*

Not Evident: **Emerging:** **Proficient:**

Evaluator Comments:

Professional Learning and Development (PL&D): *The means by which staff acquire, enhance, and refine the knowledge, skills, and commitment necessary to create and support high levels of learning for all students.*

PL&D-1: *Leads job-embedded professional learning that aligns with school and District improvement goals and supports student achievement.*

Not Evident: **Emerging:** **Proficient:**

PL&D-2: *Evaluates the implementation and impact of professional learning on teacher practices, continuous school improvement, and student learning.*

Not Evident: **Emerging:** **Proficient:**

Evaluator Comments:

Performance Management & Process Improvement (PM&PI): *The process of developing strategies, aligning resources, monitoring progress, and overcoming barriers to District and school goals.*

PM&PI- 1: *Engages all stakeholders in developing, implementing, and monitoring a strategic plan that has a positive impact on student achievement using an accountability system.*

Not Evident: **Emerging:** **Proficient:**

PM&PI- 2: *Identifies and addresses gaps in leader and/or staff performance.*

Not Evident: **Emerging:** **Proficient:**

Evaluator Comments:

Managing Operations (MO): *The functions that leaders perform to support staff and facilitate the core work of the schools.*

MO-1: *Monitors school to ensure safe, orderly and engaging learning environments, including facilities that reflect state, system, and local school rules, policies, and procedures.*

Not Evident: **Emerging:** **Proficient:**

MO-2: *Works collaboratively to implement fiscal policies that equitably and adequately distribute all available resources to support the success of all students.*

Not Evident: **Emerging:** **Proficient:**

Evaluator Comments:

Leading Change (LC): *The leader's ability to develop and implement an organizational vision and strategies that motivate others to take actions to improve process, staff performance, and student learning.*

LC-1: *Drives and sustains change in a collegial environment focused on a continuous improvement model that supports all students meeting high standards.*

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Evaluator Comments:

Relationships Development (RD): *The process of developing and enhancing internal and external relationships which advance the goals of the District, school, staff, and students.*

RD-1: *Supports the engagement of parents, community and other stakeholders in the decision making and problem solving processes to have a positive effect on student learning and to achieve the school's vision.*

Not Evident: **Emerging:** **Proficient:**

RD-2: *Models impartiality, sensitivity to student diversity and to community norms and values, and ethical considerations in interactions with others.*

Not Evident: **Emerging:** **Proficient:**

Evaluator Comments:

Section III – Leader Duties and Responsibilities: Mark each descriptor as Unsatisfactory (U), Need Improvement (N) or Satisfactory (S).

Relationships

- U N S *Interacts in a professional manner with parents, staff, and stakeholders.*
- U N S *Is accessible to parents, staff and stakeholders.*
- U N S *Facilitates effective two-way communication between the school/district and home.*
- U N S *Works cooperatively with district administrators, local staff, special support personnel, colleagues, parents, and other stakeholders.*

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- U N S *Demonstrates prompt and regular attendance.*
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Operations

- U N S *Manages operations within the structure of California public education rules, regulations and laws; California Code of Ethics for Educators; LAUSD and Ivy Bound Policies and Rules.*
- U N S *Makes leadership decisions based on legal and ethical principles to promote equity.*
- U N S *Organizes a safe, orderly, and engaging learning environment, including facilities, which reflect state, district, and local rules, policies and procedures.*
- U N S *Demonstrates responsible fiscal management of funds in compliance with all applicable rules and regulations.*

Evaluator Comments: (Required to address all “N” or “U” ratings)

Leader Duties and Responsibilities

Summary Rating: Check one

- _____ UNSATISFACTORY (More than 3 “N’s” or 2 “U’s”)
- _____ NEEDS IMPROVEMENT (3 “N’s” or 1 “U”)
- _____ SATISFACTORY (No more than 2 “N’s” AND no “U’s”)

Section IV – Overall Performance Rating

1. Unsatisfactory = 4 or more “Not Evident” ratings on the Performance Standard Elements OR “Unsatisfactory” Summary Rating on Duties and Responsibilities.
2. Emerging = Fewer than 12 “Proficient” ratings on the Performance Standard Elements (no more than 3 “Not Evident” ratings) AND “Satisfactory” or “Needs Improvement” Ratings Summary Rating on Duties/Responsibilities.
3. Proficient = 12 out of 16 “Proficient” ratings on the Performance Standard Elements AND a “Satisfactory” Summary Rating on Duties and Responsibilities.

UNSATISFACTORY

EMERGING

PROFICIENT

Section V – SIGNATURES (Required)

Evaluators: [Name of School] Executive Board

Executive Board Chair: [Name]

Board Chair’s Signature _____ Date: _____

School Leader/Principal: [Name]

School Leader/Principal’s Signature _____ Date _____

(Receipt acknowledged. Signature does not indicate agreement or disagreement.)

Section VI – School Leader/Principal’s Comments (Optional. Executive Director/Principal may provide comments to be attached, if desired. Evaluator must receive comments, if provided, within 10 school days of receipt date above.)

Performance Review Guidelines for Chief Operating Officer

The Performance Review Form provides periodic written review of individual performance, in the context of the ongoing performance management process. It is designed to facilitate constructive discussion between the employee and manager in order to clarify performance objectives, provide feedback about the employee's performance with respect to skills and behaviors, provide a framework for identifying the employee's development plans, and serve as a basis for merit increase decisions. Managers and employees are responsible for completing a yearly performance review as part of ongoing performance discussions. Preparation for the performance review discussion should begin with the employee completing a self-appraisal.

I. **Identification** (This describes the evaluator & evaluated)

This section identifies who are the evaluators, who is being evaluated, and the school year of evaluation.

II. **Major Areas of Responsibility** (This is what the employee does)

This section of the Performance Review form is used to record the three or four major activities or goals that the employee is responsible for in their job as well as the evaluation criteria for these. The major activities typically reflect duties described in the job description and/or performance goals. Evaluation criteria encompass such standards as impact, timeliness, cost effectiveness, client satisfaction, accuracy, consistency, etc. During the review period, the manager and staff member are encouraged to review progress in meeting identified goals or activities, and may decide to revise, add, or delete any of these in order to best meet changing organizational needs.

III. **Performance Competencies—Skills and Behaviors** (This is how the employee does it)

At the beginning of the review period, the manager and employee are responsible for reaching a shared understanding of the key skills and behaviors as they relate to the individual's job description. While the employee will be evaluating him or herself regarding the key skills and behaviors, the manager is ultimately responsible for assessing the staff member's performance against the agreed upon performance expectations and reviewing the assessment with the individual. Performance that does not meet expectations should be addressed in the Development Plan section of the Performance Review.

IV. **Overall Assessment**

This section contains a brief summary of the employee's overall performance. It also contains an overall assessment of the employee's performance level (Outstanding, Above Expectations, Meets Expectations, Below Expectations, Needs Improvement). Employees do not complete this section on the Self-Assessment form.

Section I – Identification

Date: []

School Year: []

Name of Evaluator: []

Name of Evaluated: []

Years of School Operations Management Experience: []

Section II—Major Areas of Responsibility

Performance Ratings:

Outstanding – Consistently far exceeds expectations.

Above Expectations - Consistently meets and frequently exceeds expectations.

Meets Expectations - Consistently meets and occasionally exceeds expectations.

Below Expectations - Occasionally fails to meet expectations.

Needs Improvement - Frequently fails to meet expectations.

Major Areas of Responsibility/Goals—These typically relate to the major activities that the employee performs on the job and/or the goals that have been discussed and established by the manager. This is also an opportunity to describe noteworthy accomplishments. (Note: the job description should be reviewed and updated, if necessary, as part of the Performance Review process.)

Primary Performance Expectations: Responsibilities/Goals	Notes/Comments on Achievements & Areas for Improvement	Outstanding Above Expectations Meets Expectations Below Expectations Needs Improvement
Authorizer Compliance <ul style="list-style-type: none"> • Meets reporting deadlines for requested paperwork • Prepares oversight documents and binders • Prepares renewal paperwork • Data 		
Day to day operations <ul style="list-style-type: none"> • Keeps schools in compliance • Deals effectively with families to minimize risk • Deals effectively with teachers and staff to ensure transparency and compliance with IBA policies and expectations • Deals effectively with students to ensure behavior compliance and academic progress • Executive Board duties 		
Special Education <ul style="list-style-type: none"> • Oversees the Special education needs of all campuses • Ensures compliance with mandates and service minutes • IEP meetings 		

<p>State and Federal Compliance</p> <ul style="list-style-type: none"> • CALPADS • CBEDS • LCAP • Updates documents annual to ensure compliance with new state and federal laws (Safe School Plan, Employee Handbook, Parent and Student Handbook, NSLP, Fiscal Policies, District required paperwork, CDE required paperwork) • NCLB and credentials 		
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Section III—Performance Competencies (Skills and behaviors)

Manager rates employee across these standard competency areas; providing additional comments and notes as is appropriate. Additional skills and behaviors may be added if appropriate.

Competency Area	Notes/Comments on Competency Areas and Suggestions for Improvement	Outstanding Above Expectations Meets Expectations Below Expectations Needs Improvement
<p>Taking Responsibility:</p> <ul style="list-style-type: none"> • Completes assignments in a thorough, accurate, and timely manner that achieves expected outcomes; • exhibits concern for the goals and needs of the schools and others that depend on services or work products; • handles multiple responsibilities in an effective manner; • uses work time productively. 		
<p>Customer Focus:</p> <ul style="list-style-type: none"> • Is dedicated to meeting the expectations and requirements of internal and external customers; • acts with customers in mind; • establishes and maintains effective relationships with customers and gains their trust and respect; • goes above and beyond to anticipate customer needs and respond accordingly. 		
<p>Problem Solving/Creativity:</p> <ul style="list-style-type: none"> • Identifies and analyzes problems; • formulates alternative solutions; • takes or recommends appropriate actions; • follows up to ensure problems are resolved. 		
<p>Collaboration/Teamwork:</p> <ul style="list-style-type: none"> • Uses diplomacy and tact to maintain harmonious and effective work relationships with co-workers and constituents; • adapts to changing priorities and demands; • shares information and resources with others to promote positive and collaborative work 		

<p>relationships;</p> <ul style="list-style-type: none"> • supports diversity initiatives by demonstrating respect for all individuals. 		
<p>Communication/Interpersonal Skills:</p> <ul style="list-style-type: none"> • Is able to effectively communicate and to influence others in order to meet organizational goals; • shares information openly; • relates well to all kinds of people; • is able to speak well and write effectively. 		
<p>Business Knowledge:</p> <ul style="list-style-type: none"> • Demonstrates through accuracy; • understands the school's mission • plans for short term goals as well as longer term financial planning; • understands the roles of central staff and supports company needs for financial reporting; • contributes to school work groups to develop and enhance business practices and policies. 		
<p>Managing and measuring work:</p> <ul style="list-style-type: none"> • Clearly assigns responsibility for tasks and decisions; • sets clear objectives and measures; • monitors process, progress and results; provides feedback (both up and down). 		
<p>Delegating:</p> <ul style="list-style-type: none"> • Comfortably and effectively delegates both routine and important tasks and decisions; • broadly shares both responsibility and accountability; • tends to trust people to perform 		
<p>Fostering Diversity and Inclusiveness:</p> <ul style="list-style-type: none"> • Manages a diverse group of people equitably; • supports equal and fair treatment and opportunity for all. 		
<p>Developing Self:</p> <ul style="list-style-type: none"> • Shows evidence of personal development (e.g. software skills enhancement, financial training); • completes specialized training as appropriate (e.g. research, compliance, etc.); • identifies ways to improve efficiency and accuracy. 		

Section IV—OVERALL ASSESSMENT

Summary Comments: 	Overall Rating: <input type="checkbox"/> Outstanding <input type="checkbox"/> Above Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Below Expectations <input type="checkbox"/> Needs Improvement
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Staff Signature _____ **Date** _____

I have read this appraisal and it has been discussed with me. I understand that signing this appraisal does not necessarily mean that I agree with all of the information in it.

Comments (optional):

Executive Board Chair's Signature _____ **Date** _____

Staff are evaluated at the end of each semester (January and June).

The Vice-Principal does informal and formal observations of the teaching staff throughout the semester prior to the semiannual evaluations.

Crete Academy

Monthly Financial Presentation – January 2024

2nd Interim

January Highlights

- These financials serve as the 2nd Interim Reporting for Crete Academy.
- Current Enrollment stands at 338, with ADA is projecting a steady 332.87 ADA.
- School Fundraising received \$62K, with \$50K contributed by Dr. Ruth Milman.
- LCFF COLA percentages are as follows: 0.76% for FY24-25, 2.73% for FY25-26, 3.11% for FY26-27, and 3.17% for FY27-28.
- The CALPADS 1.17 Unduplicated count for FY23-24 has been updated to 291.
- The Deferred Revenues total \$1.28M with an added \$63K in ELOP funding.
- Revenue assumptions have been updated using a new FCMAT calculator v24.2C.
- Revenues are projecting at \$7.00M with a \$70K increase from prior forecast.
- Expenses have increased by \$36K this month and are forecasting at \$6.65M.
- The projected surplus has increased by \$34K and is now forecasted at \$347K.

Attendance Data and Metrics

Enrollment and Per Pupil Data

<i>Enrollment & Per Pupil Data</i>			
	<i><u>Actual</u></i>	<i><u>Forecast</u></i>	<i><u>Budget</u></i>
<i>Average Enrollment</i>	346	338	355
<i>ADA</i>	334	333	330
<i>Attendance Rate</i>	96.5%	94.4%	93.0%
<i>Unduplicated %</i>	90.3%	90.3%	90.3%
<i>Revenue per ADA</i>		\$21,039	\$19,335
<i>Expenses per ADA</i>		\$19,998	\$18,916

ADA is projected at 332.87.

Enrollment projection has been updated to 338.

Revenue

- Revenues are projecting at \$7.00M and increased by \$70K this month.
- State Aid Revenue decreased by \$18K and is forecasting at \$4.98M.
- Federal Revenue is projecting at \$462K after adding \$5K in ARP-HCY II revenues.
- Other State Revenue is projecting at \$1.32M, with \$18K from PY Lottery funds.
- Other Local Revenue increased by \$63K, forecasting at \$244K. This includes contributions such as \$50K from Dr. Ruth Milman, \$3K from The Ron and Roxann Regenstreif, \$3K from Lizeth A Cruz, \$1.8K from Schwab Charitable, \$1.5K from Clark Construction Group, LLC, \$1K from Community Products LLC, and \$750 from the American Online Giving Foundation, and other Cash/Stripe donations.

Revenue	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
State Aid-Rev Limit	\$ 2,100,018	\$ 2,056,349	\$ 43,669	\$ 4,978,002	\$ 4,972,006	\$ 5,996
Federal Revenue	206,917	208,241	(1,324)	462,169	369,163	93,006
Other State Revenue	99,821	498,519	(398,697)	1,319,515	1,042,347	277,168
Other Local Revenue	243,528	-	243,528	243,528	-	243,528
Total Revenue	\$ 2,650,284	\$ 2,763,108	\$ (112,824)	\$ 7,003,214	\$ 6,383,516	\$ 619,698

Expenses

- Expenses have increased by \$36K and forecasting at \$6.65M at 2nd Interim.
- Salary and Benefits are forecasted to be \$11K more but are mostly trending close to prior projections.
- Operational expenses have increased by \$25K due primarily to the following:
 - \$12K more in Software costs for PowerSchool: Student Information System.
 - \$11K more in Legal costs from YMC corporation.
 - \$8K more in Insurance for both Charter SAFE and Progressive.
 - \$9K less in Other Educational Consultant costs which are trending lower.

Expenses	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Certificated Salaries	\$ 994,179	\$ 1,145,823	\$ 151,644	\$ 1,721,912	\$ 1,872,155	\$ 150,243
Classified Salaries	640,978	622,561	(18,418)	1,081,727	978,310	(103,417)
Benefits	315,008	241,627	(73,381)	496,279	395,772	(100,507)
Books and Supplies	370,708	411,388	40,680	799,107	628,170	(170,937)
Subagreement Services	92,517	131,133	38,616	308,697	260,300	(48,397)
Operations	174,092	191,199	17,108	340,648	331,700	(8,948)
Facilities	217,912	347,958	130,046	608,713	596,500	(12,213)
Professional Services	475,790	644,437	168,647	1,286,593	1,167,832	(118,761)
Depreciation	6,835	8,458	1,624	12,960	14,500	1,540
Interest	-	-	-	-	-	-
Total Expenses	\$ 3,288,018	\$ 3,744,584	\$ 456,566	\$ 6,656,636	\$ 6,245,238	\$ (411,398)

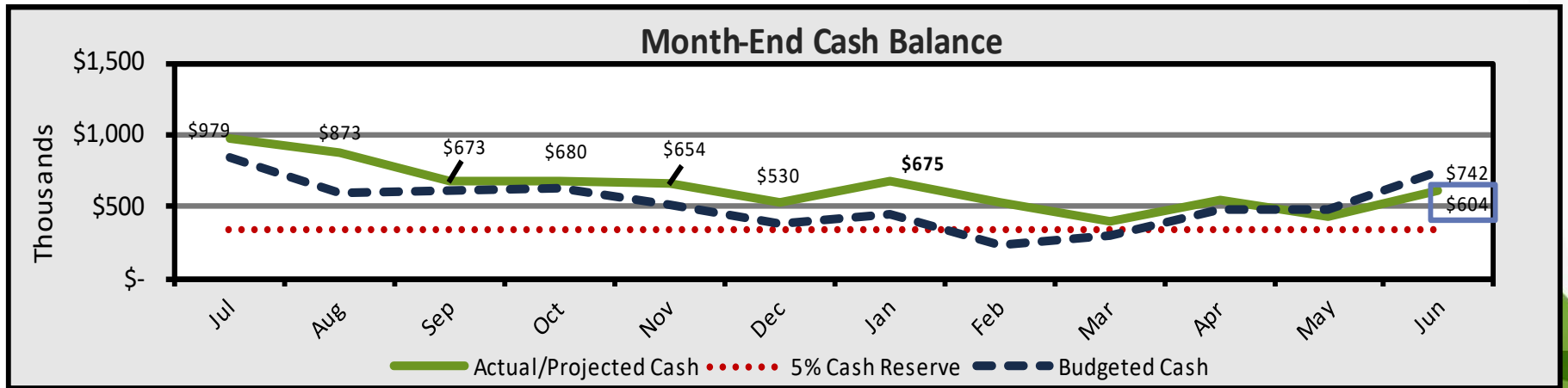
Fund Balance

- Crete has a year-end forecasted surplus of \$347K that increased by \$34K this month.
- The Ending Fund Balance is projected at \$761K and is 11.4% of Annualized Expenses.

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Total Surplus(Deficit)	\$ (637,734)	\$ (981,476)	\$ 343,742	\$ 346,578	\$ 138,278	\$ 208,300
Beginning Fund Balance	<u>414,354</u>	<u>414,354</u>		<u>414,354</u>	<u>414,354</u>	
Ending Fund Balance	<u>\$ (223,380)</u>	<u>\$ (567,122)</u>		<u>\$ 760,932</u>	<u>\$ 552,632</u>	
<i>As a % of Annual Expenses</i>	-3.4%	-9.1%		11.4%	8.8%	

Cash Balance

- Crete's month-ending cash balance was \$675K at 2nd Interim.
- The Days Cash on Hand metric is calculation right at 33 days.



Questions & Discussion

Appendix for the month follows:

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

Crete FY23-24 Budget
Monthly Cash Flow/Forecast FY23-24
 Revised 02/12/24



ADA = 332.87

	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
ADA = 330.15																
Revenues																
State Aid - Revenue Limit																
8011 LCFF State Aid	-	160,852	160,852	289,534	289,534	289,534	289,534	294,952	403,447	403,447	403,447	403,447	355,264	3,743,843	3,849,168	(105,325)
8012 Education Protection Account	-	-	-	14,528	-	-	14,528	-	16,810	-	-	-	20,708	66,574	66,030	544
8096 In Lieu of Property Taxes	61,151	122,301	81,534	81,534	81,534	81,534	81,534	81,534	168,870	84,435	84,435	84,435	72,754	1,167,585	1,056,808	110,777
	61,151	283,153	242,386	385,596	371,068	371,068	385,596	376,487	589,126	487,882	487,882	487,882	448,727	4,978,002	4,972,006	5,996
Federal Revenue																
8220 Federal Child Nutrition	-	-	-	-	64,512	40,107	49,451	21,356	21,356	21,356	42,712	21,356	42,712	324,916	228,173	96,743
8290 Title I, Part A - Basic Low Income	-	-	-	-	-	6,972	39,109	-	-	41,208	-	-	22,599	109,888	122,401	(12,513)
8291 Title II, Part A - Teacher Quality	-	-	-	-	-	-	-	-	-	-	-	-	13,098	13,098	9,402	3,696
8296 Other Federal Revenue	-	-	-	-	-	-	6,767	-	-	-	-	-	7,500	14,267	9,187	5,080
	-	-	-	-	64,512	47,079	95,327	21,356	21,356	62,564	42,712	21,356	85,909	462,169	369,163	93,006
Other State Revenue																
8520 Child Nutrition	-	-	-	-	17,370	10,624	12,478	2,021	2,021	2,021	2,021	2,021	4,043	54,622	21,597	33,025
8545 School Facilities (SB740)	-	-	-	-	-	-	-	31,702	-	44,777	-	44,777	44,777	166,034	131,315	34,720
8550 Mandated Cost	-	-	-	-	-	5,740	-	-	-	-	-	-	-	5,740	5,631	109
8560 State Lottery	-	-	-	-	-	-	27,034	-	-	17,216	-	-	34,640	78,890	78,246	645
8598 Prior Year Revenue	-	-	-	-	-	-	15,759	-	-	-	-	-	-	15,759	-	15,759
8599 Other State Revenue	-	1,176	1,176	2,116	2,116	2,116	2,116	-	-	249,618	-	249,618	488,419	998,470	805,559	192,911
	-	1,176	1,176	2,116	19,486	18,480	57,387	33,724	2,021	313,632	2,021	296,416	571,879	1,319,515	1,042,347	277,168
Other Local Revenue																
8660 Interest Revenue	1,663	1,541	1,081	1,020	983	353	409	-	-	-	-	-	-	7,050	-	7,050
8699 School Fundraising	22,687	9,848	1,183	36,353	11,948	91,625	62,835	-	-	-	-	-	-	236,478	-	236,478
	24,350	11,389	2,264	37,372	12,931	91,977	63,244	-	-	-	-	-	-	243,528	-	243,528
Total Revenue	85,501	295,718	245,826	425,084	467,996	528,604	601,554	431,566	612,504	864,077	532,615	805,654	1,106,514	7,003,214	6,383,516	619,698
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	24,602	119,066	99,976	99,641	101,938	119,617	125,782	113,402	113,402	113,402	113,402	22,727	-	1,166,958	1,237,656	70,698
1175 Teachers' Extra Duty/Stipends	-	-	-	-	-	-	-	400	400	400	400	400	-	2,000	4,000	2,000
1200 Pupil Support Salaries	-	-	-	-	-	-	-	1,225	625	625	625	625	-	3,725	7,500	3,775
1300 Administrators' Salaries	44,083	46,164	44,824	43,343	48,685	47,259	29,200	46,515	51,515	51,515	51,515	44,611	-	549,229	622,999	73,770
	68,685	165,230	144,800	142,985	150,622	166,875	154,982	161,542	165,942	165,942	165,942	68,363	-	1,721,912	1,872,155	150,243
Classified Salaries																
2100 Instructional Salaries	7,714	23,214	21,314	20,107	27,280	20,979	18,153	33,052	33,052	33,052	33,052	5,214	-	276,183	256,241	(19,942)
2200 Support Salaries	5,835	10,252	8,562	8,858	9,036	9,187	10,769	13,463	13,463	13,463	13,463	5,897	-	122,246	157,629	35,383
2300 Classified Administrators'	10,873	11,736	11,006	10,741	11,144	10,873	13,147	11,724	11,724	11,724	11,724	1,280	-	127,696	128,960	1,264
2400 Clerical and Office Staff Salaries	11,423	23,575	20,748	17,931	32,558	21,773	27,260	25,154	25,154	25,154	25,154	15,000	-	270,884	235,310	(35,574)
2900 Other Classified Salaries	5,886	27,265	31,130	36,227	36,769	28,802	38,852	18,197	18,197	18,197	18,197	7,000	-	284,719	200,170	(84,549)
	41,731	96,042	92,761	93,863	116,787	91,615	108,180	101,590	101,590	101,590	101,590	34,391	-	1,081,727	978,310	(103,417)
Benefits																
3301 OASDI	9,781	15,458	13,918	13,388	12,924	13,064	16,541	16,531	16,808	16,808	16,808	12,956	-	174,985	176,729	1,744
3311 Medicare	2,288	3,615	3,255	3,238	3,761	3,589	3,621	3,866	3,931	3,931	3,931	2,010	-	41,035	41,332	297
3401 Health and Welfare	(4,031)	(4,021)	81,277	25,007	(1,411)	41,071	20,528	9,333	9,333	9,333	9,333	9,333	-	205,087	91,000	(114,087)
3501 State Unemployment	-	(5,976)	5,804	-	-	-	(5,933)	1,622	811	406	406	406	-	(2,455)	7,566	10,021
3601 Workers' Compensation	-	-	19,633	3,562	-	3,561	1,780	3,733	3,795	3,795	3,795	1,458	-	45,113	39,907	(5,206)
3901 Other Benefits	1,259	1,980	2,127	2,723	2,519	2,533	2,574	3,670	3,732	3,732	3,732	1,933	-	32,515	39,239	6,724
	9,298	11,056	126,014	47,918	17,793	63,818	39,112	38,757	38,410	38,005	38,005	28,095	-	496,279	395,772	(100,507)

Crete FY23-24 Budget
Monthly Cash Flow/Forecast FY23-24
 Revised 02/12/24



ADA = 332.87

	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Books and Supplies																
4100 Textbooks and Core Materials	-	-	-	-	-	-	-	7,633	7,633	6,833	-	-	-	22,100	22,700	600
4200 Books and Reference Materials	-	-	-	-	-	-	-	4,440	3,440	3,440	3,440	-	-	14,760	17,000	2,240
4302 School Supplies	5,427	11,609	16,291	571	859	2,011	170	11,992	10,592	10,592	10,592	10,592	-	91,298	96,300	5,002
4305 Software	15,952	22,215	2,117	14,672	859	1,399	12,726	1,000	1,000	500	500	500	-	73,439	-	(73,439)
4310 Office Expense	-	3,881	9,270	9,129	11,321	10,988	16,975	13,833	13,833	12,733	12,733	12,733	-	127,431	151,500	24,069
4400 Noncapitalized Equipment	-	-	-	84	77	36,686	4,947	18,320	10,320	10,320	-	-	-	80,754	90,900	10,146
4700 Food Services	-	-	-	27,463	81,020	1,244	50,743	60,171	42,171	42,171	42,171	42,171	-	389,324	249,770	(139,554)
	21,379	37,706	27,678	51,920	94,136	52,328	85,561	117,389	88,989	86,589	69,436	65,996	-	799,107	628,170	(170,937)
Subagreement Services																
5101 Nursing	-	-	-	457	-	-	-	2,413	1,983	1,983	1,983	1,983	-	10,804	11,800	996
5103 Substitute Teacher	-	-	2,147	-	-	514	308	-	-	-	-	-	-	2,969	-	(2,969)
5104 Transportation	-	-	9,781	9,781	12,072	19,678	-	3,000	3,000	3,000	500	500	-	61,312	-	(61,312)
5105 Security	-	150	-	-	-	3,356	-	-	-	-	-	-	-	3,506	-	(3,506)
5106 Other Educational Consultants	(78,830)	23,629	3,325	37,786	22,923	22,944	2,496	28,767	41,767	41,767	41,767	41,767	-	230,106	248,500	18,394
	(78,830)	23,779	15,253	48,024	34,995	46,492	2,804	34,180	46,750	46,750	44,250	44,250	-	308,697	260,300	(48,397)
Operations and Housekeeping																
5201 Auto and Travel	-	-	-	35	24	1,951	157	2,416	2,416	2,416	2,416	2,416	-	14,247	15,200	953
5300 Dues & Memberships	60	60	65	738	65	-	35	1,200	650	650	650	650	-	4,823	6,600	1,777
5400 Insurance	-	-	27,132	11,854	-	16,297	8,153	3,867	1,967	1,967	1,967	1,967	-	75,169	65,000	(10,169)
5501 Utilities	-	516	471	3,567	-	513	8,263	5,650	8,150	8,150	8,150	8,150	-	51,580	37,500	(14,080)
5502 Janitorial Services	1,015	7,145	21,822	12,985	-	24,728	14,840	13,217	13,217	13,217	13,217	13,217	-	148,618	157,300	8,682
5516 Miscellaneous Expense	-	-	-	-	-	-	-	2,910	3,960	3,960	3,960	3,960	-	18,750	19,600	850
5900 Communications	699	2,097	1,399	1,731	-	3,497	2,098	5,283	2,483	2,483	2,483	2,483	-	26,738	29,500	2,762
5901 Postage and Shipping	-	-	-	-	26	-	54	244	100	100	100	100	-	724	1,000	276
	1,774	9,819	50,889	30,910	115	46,986	33,600	34,787	32,943	32,943	32,943	32,943	-	340,648	331,700	(8,948)
Facilities, Repairs and Other Leases																
5601 Rent	17,650	-	35,300	49,800	17,650	17,650	19,215	17,650	17,650	17,650	17,650	17,650	-	245,515	180,000	(65,515)
5602 Additional Rent	-	-	-	-	-	124	1,056	79,788	32,922	32,922	32,922	32,922	-	212,656	252,300	39,644
5603 Equipment Leases	2,056	1,294	3,797	3,552	4,517	4,264	2,652	5,114	3,883	3,883	3,883	3,883	-	42,780	46,200	3,420
5604 Other Leases	-	-	-	-	-	-	425	-	-	-	-	-	-	425	-	(425)
5610 Repairs and Maintenance	1,852	8,600	2,243	10,108	575	2,422	11,109	15,967	14,917	16,411	13,217	9,917	-	107,336	118,000	10,664
	21,558	9,894	41,340	63,460	22,742	24,461	34,457	118,519	69,372	70,866	67,672	64,372	-	608,713	596,500	(12,213)
Professional/Consulting Services																
5801 IT	3,725	3,725	-	-	-	14,900	9,117	4,933	4,933	4,933	7,833	7,833	-	61,934	58,800	(3,134)
5802 Audit & Taxes	900	4,212	-	-	-	-	-	9,740	5,333	5,333	-	-	-	25,519	15,800	(9,719)
5803 Legal	-	-	-	-	3,872	256	7,727	3,710	710	710	710	710	-	18,405	7,100	(11,305)
5804 Professional Development	-	-	-	-	2,873	1,000	344	19,956	19,956	19,956	19,956	19,956	-	103,995	105,900	1,905
5805 General Consulting	4,500	23,568	14,975	30,606	32,285	11,539	40,143	62,736	62,736	62,736	62,736	62,736	-	471,298	533,000	61,702
5806 Special Activities/Field Trips	-	624	1,500	16,443	15,963	23,161	4,949	61,850	61,850	50,451	-	-	-	236,791	249,700	12,909
5809 Other taxes and fees	197	197	4,197	13	220	48	310	300	300	300	300	300	-	6,683	-	(6,683)
5810 Payroll Service Fee	500	515	510	510	510	515	15	985	500	500	500	500	-	6,060	6,000	(60)
5811 Management Fee	9,309	9,309	9,309	9,309	9,459	9,395	1,885	10,213	10,213	10,213	10,213	10,213	-	109,040	111,712	2,671
5812 District Oversight Fee	2,381	4,762	3,175	3,175	3,175	3,173	3,175	3,765	5,891	4,879	4,879	4,879	2,471	49,780	49,720	(60)
5813 County Fees	-	-	-	-	750	-	-	-	-	-	-	-	-	750	-	(750)
5814 SPED Encroachment	11,645	23,291	15,527	15,527	15,527	15,527	15,527	12,700	12,700	12,700	12,700	12,700	-	176,071	-	(176,071)
5815 Public Relations/Recruitment	-	-	-	-	-	-	313	2,583	4,343	4,343	4,343	4,343	-	20,267	30,100	9,833
	33,157	70,203	49,193	75,583	84,634	79,515	83,504	193,471	189,466	177,054	124,170	124,170	2,471	1,286,593	1,167,832	(118,761)
Depreciation																
6900 Depreciation Expense	-	-	-	110	4,329	1,307	1,089	1,225	1,225	1,225	1,225	1,225	-	12,960	14,500	1,540
	-	-	-	110	4,329	1,307	1,089	1,225	1,225	1,225	1,225	1,225	-	12,960	14,500	1,540
Interest																
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	118,752	423,728	547,928	554,771	526,153	573,396	543,290	801,460	734,687	720,964	645,232	463,805	2,471	6,656,636	6,245,238	(411,398)
Monthly Surplus (Deficit)	(33,251)	(128,010)	(302,102)	(129,687)	(58,157)	(44,792)	58,264	(369,894)	(122,183)	143,114	(112,617)	341,849	1,104,043	346,578	138,278	208,300

Crete FY23-24 Budget
Monthly Cash Flow/Forecast FY23-24
 Revised 02/12/24



ADA = 332.87

	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(33,251)	(128,010)	(302,102)	(129,687)	(58,157)	(44,792)	58,264	(369,894)	(122,183)	143,114	(112,617)	341,849	1,104,043	346,578		
Cash flows from operating activities																
Depreciation/Amortization	-	-	-	110	4,329	1,307	1,089	1,225	1,225	1,225	1,225	1,225	-	12,960		
Public Funding Receivables	378,713	56,975	-	-	-	-	-	217,650	-	-	-	-	(1,106,514)	(453,177)		
Grants and Contributions Rec.	-	76,652	-	-	-	-	16,309	-	-	-	-	(175,000)	-	(82,039)		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Prepaid Expenses	(45,601)	(58,772)	107,784	62,950	(7,342)	9,054	(27,535)	-	-	-	-	-	-	40,537		
Other Assets	-	-	-	(33,948)	-	-	-	-	-	-	-	-	-	(33,948)		
Accounts Payable	(169,615)	(85,400)	(74,832)	(7,786)	(33,244)	(64,233)	(11,299)	-	-	-	-	-	2,471	(443,937)		
Accrued Expenses	(137,641)	16,412	(24,650)	15,143	4,473	(56,510)	46,590	-	-	-	-	-	-	(136,183)		
Other Liabilities	44,706	35,260	93,675	127,136	63,468	63,468	62,173	-	-	-	-	-	-	489,886		
Cash flows from investing activities																
Purchases of Prop. And Equip.	(14,000)	(18,967)	-	(26,300)	-	(32,573)	-	-	-	-	-	-	-	(91,841)		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Change in Cash	23,312	(105,851)	(200,125)	7,618	(26,472)	(124,280)	145,592	(151,018)	(120,958)	144,339	(111,392)	168,074				
Cash, Beginning of Month	955,543	978,855	873,004	672,879	680,498	654,025	529,746	675,337	524,319	403,361	547,699	436,307				
Cash, End of Month	978,855	873,004	672,879	680,498	654,025	529,746	675,337	524,319	403,361	547,699	436,307	604,381				

Crete Academy

Budget vs Actual

For the period ended January 31, 2024

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenues							
State Aid - Revenue Limit							
LCFF State Aid	\$ 289,534	\$ 304,884	\$ (15,350)	\$1,479,840	\$1,558,294	\$ (78,454)	\$3,849,168
Education Protection Account	14,528	-	14,528	29,056	33,015	(3,959)	66,030
In Lieu of Property Taxes	81,534	74,406	7,128	591,122	465,040	126,082	1,056,808
Total State Aid - Revenue Limit	385,596	379,290	6,306	2,100,018	2,056,349	43,669	4,972,006
Federal Revenue							
Federal Child Nutrition	49,451	21,676	27,774	154,069	76,438	77,631	228,173
Title I, Part A - Basic Low Income	39,109	-	39,109	46,081	122,401	(76,320)	122,401
Title II, Part A - Teacher Quality	-	-	-	-	9,402	(9,402)	9,402
Other Federal Revenue	6,767	-	6,767	6,767	-	6,767	9,187
Total Federal Revenue	95,327	21,676	73,650	206,917	208,241	(1,324)	369,163
Other State Revenue							
State Child Nutrition	12,478	2,052	10,427	40,472	7,235	33,237	21,597
School Facilities (SB740)	-	65,657	(65,657)	-	65,657	(65,657)	131,315
Mandated Cost	-	-	-	5,740	5,631	109	5,631
State Lottery	27,034	17,216	9,819	27,034	17,216	9,819	78,246
Prior Year Revenue	15,759	-	15,759	15,759	-	15,759	-
Other State Revenue	2,116	201,390	(199,274)	10,816	402,780	(391,964)	805,559
Total Other State Revenue	57,387	286,314	(228,927)	99,821	498,519	(398,697)	1,042,347
Other Local Revenue							
Interest Revenue	409	-	409	7,050	-	7,050	-
School Fundraising	62,835	-	62,835	236,478	-	236,478	-
Total Other Local Revenue	63,244	-	63,244	243,528	-	243,528	-
Total Revenues	601,554	687,281	(85,727)	2,650,284	2,763,108	(112,824)	6,383,516
Expenses							
Certificated Salaries							
Teachers' Salaries	125,782	123,766	(2,016)	690,621	742,594	51,972	1,237,656
Teachers' Extra Duty/Stipends	-	400	400	-	2,400	2,400	4,000
Pupil Support Salaries	-	625	625	-	4,375	4,375	7,500
Administrators' Salaries	29,200	56,636	27,436	303,557	396,454	92,897	622,999
Total Certificated Salaries	154,982	181,427	26,445	994,179	1,145,822	151,644	1,872,155
Classified Salaries							
Instructional Salaries	18,153	23,295	5,142	138,761	163,063	24,302	256,241
Support Salaries	10,769	14,330	3,561	62,499	100,309	37,811	157,629
Supervisors' and Administrators' Salaries	13,147	11,724	(1,424)	79,521	82,065	2,545	128,960
Clerical and Office Staff Salaries	27,260	21,392	(5,868)	155,268	149,743	(5,526)	235,310
Other Classified Salaries	38,852	18,197	(20,654)	204,930	127,381	(77,549)	200,170
Total Classified Salaries	108,180	88,937	(19,243)	640,978	622,561	(18,418)	978,310
Benefits							
OASDI/Medicare/Alternative, certificated positions	16,541	16,763	222	95,074	109,640	14,565	176,729
Medicare/Alternative, certificated positions	3,621	3,920	299	23,366	25,642	2,275	41,332
Health and Welfare Benefits, certificated positions	20,528	7,583	(12,945)	158,420	53,083	(105,337)	91,000
State Unemployment Insurance, certificated positions	(5,933)	1,892	7,824	(6,105)	4,161	10,266	7,566
Workers' Compensation Insurance, certificated positions	1,780	3,785	2,005	28,536	24,757	(3,779)	39,907
Other Benefits, certificated positions	2,574	3,722	1,148	15,716	24,343	8,627	39,239
Total Benefits	39,112	37,665	(1,448)	315,008	241,627	(73,381)	395,772
Books & Supplies							
Textbooks and Core Materials	-	-	-	-	22,700	22,700	22,700
Books and Reference Materials	-	-	-	-	17,000	17,000	17,000
School Supplies	170	8,025	7,855	36,940	56,175	19,235	96,300
Software	12,726	-	(12,726)	69,939	-	(69,939)	-
Office Expense	16,975	12,625	(4,350)	61,564	88,375	26,811	151,500
Business Meals	-	-	-	77	-	(77)	-
Noncapitalized Equipment	4,947	-	(4,947)	41,717	90,900	49,183	90,900
Food Services	50,743	22,706	(28,036)	160,470	136,238	(24,232)	249,770
Total Books & Supplies	85,561	43,356	(42,205)	370,708	411,388	40,680	628,170
Subagreement Services							

Crete Academy

Budget vs Actual

For the period ended January 31, 2024

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Nursing	-	983	983	457	6,883	6,426	11,800
Substitute Teacher	308	-	(308)	2,969	-	(2,969)	-
Transportation	-	-	-	51,312	-	(51,312)	-
Security	-	-	-	3,506	-	(3,506)	-
Other Educational Consultants	2,496	24,850	22,354	34,273	124,250	89,977	248,500
Total Subagreement Services	2,804	25,833	23,029	92,517	131,133	38,616	260,300
Operations & Housekeeping							
Auto and Travel	157	1,382	1,225	2,167	8,291	6,124	15,200
Dues & Memberships	35	550	515	1,023	3,850	2,827	6,600
Insurance	8,153	5,417	(2,737)	63,436	37,917	(25,519)	65,000
Utilities	8,263	3,125	(5,138)	13,330	21,875	8,545	37,500
Janitorial Services	14,840	13,108	(1,732)	82,535	91,758	9,224	157,300
Miscellaneous Expense	-	1,960	1,960	-	9,800	9,800	19,600
Communications	2,098	2,458	360	11,521	17,208	5,687	29,500
Postage and Shipping	54	100	46	80	500	420	1,000
Total Operations & Housekeeping	33,600	28,100	(5,500)	174,092	191,199	17,108	331,700
Facilities, Repairs & Other Leases							
Rent	19,215	15,000	(4,215)	157,265	105,000	(52,265)	180,000
Additional Rent	1,056	21,025	19,969	1,181	147,175	145,994	252,300
Equipment Leases	2,652	3,850	1,198	22,133	26,950	4,817	46,200
Other Leases	425	-	(425)	425	-	(425)	-
Repairs and Maintenance	11,109	9,833	(1,275)	36,909	68,833	31,924	118,000
Total Facilities, Repairs & Other Leases	34,457	49,708	15,251	217,912	347,958	130,046	596,500
Professional/Consulting Services							
IT	9,117	4,900	(4,217)	31,467	34,300	2,833	58,800
Audit & Taxes	-	-	-	5,112	15,800	10,688	15,800
Legal	7,727	592	(7,135)	11,855	4,142	(7,713)	7,100
Professional Development	344	10,590	10,246	4,217	52,950	48,733	105,900
General Consulting	40,143	53,300	13,157	157,616	266,500	108,884	533,000
Special Activities/Field Trips	4,949	83,233	78,285	62,640	166,467	103,827	249,700
Other Taxes and Fees	310	-	(310)	5,183	-	(5,183)	-
Payroll Service Fee	15	500	485	3,075	3,500	425	6,000
Management Fee	1,885	9,309	7,424	57,975	65,165	7,190	111,711
District Oversight Fee	3,175	3,793	618	23,016	20,563	(2,453)	49,720
County Fees	-	-	-	750	-	(750)	-
SPED Encroachment	15,527	-	(15,527)	112,571	-	(112,571)	-
Public Relations/Recruitment	313	3,010	2,697	313	15,050	14,737	30,100
Total Professional/Consulting Services	83,504	169,227	85,723	475,790	644,437	168,647	1,167,832
Depreciation							
Depreciation Expense	1,089	1,208	119	6,835	8,458	1,624	14,500
Total Depreciation	1,089	1,208	119	6,835	8,458	1,624	14,500
Total Expenses	543,290	625,462	82,173	3,288,018	3,744,584	456,566	6,245,238
Change in Net Assets	58,264	61,818	(3,554)	(637,733)	(981,476)	343,742	138,278
Net Assets, Beginning of Period	(281,644)			414,354			
Net Assets, End of Period	\$ (223,380)			\$ (223,380)			

Crete Academy

Statement of Financial Position

January 31, 2024

	Current Balance	Beginning Year Balance	YTD Change	YTD % Change
Assets				
Current Assets				
Cash & Cash Equivalents	\$ 675,337	\$ 955,543	\$ (280,206)	-29%
Accounts Receivable	134,566	606,241	(471,675)	-78%
Public Funding Receivables	-	56,975	(56,975)	-100%
Prepaid Expenses	46,350	86,888	(40,537)	-47%
Total Current Assets	856,254	1,705,646	(849,392)	-50%
Long-Term Assets				
Property & Equipment, Net	130,210	45,204	85,006	188%
Deposits	33,806	(142)	33,948	-23985%
Total Long Term Assets	164,016	45,062	118,954	264%
Total Assets	\$ 1,020,270	\$ 1,750,708	\$ (730,438)	-42%
Liabilities				
Current Liabilities				
Accounts Payable	\$ (301,058)	\$ 145,351	\$ (446,409)	-307%
Accrued Liabilities	241,666	377,848	(136,183)	-36%
Deferred Revenue	1,281,902	792,016	489,886	62%
Other Current Liabilities	21,140	21,140	-	0%
Total Current Liabilities	1,243,649	1,336,354	(92,705)	-7%
Total Liabilities	1,243,649	1,336,354	(92,705)	-7%
Total Net Assets	(223,380)	414,354	(637,733)	-154%
Total Liabilities and Net Assets	\$ 1,020,270	\$ 1,750,708	\$ (730,438)	-42%

Crete Academy

Statement of Cash Flows

For the period ended January 31, 2024

	Month Ended 01/31/24	YTD Ended 01/31/24
Cash Flows from Operating Activities		
Change in Net Assets	\$ 58,264	\$ (637,733)
Adjustments to reconcile change in net assets to net cash flows from operating activities:		
Depreciation	1,089	6,835
Decrease/(Increase) in Operating Assets:		
Public Funding Receivables	-	56,975
Grants, Contributions & Pledges Receivable	16,309	471,675
Prepaid Expenses	(27,535)	40,537
Other Assets	-	(33,948)
Accounts Payable	(11,299)	(446,409)
Accrued Expenses	46,590	(136,183)
Deferred Revenue	62,173	489,886
Total Cash Flows from Operating Activities	145,592	(188,365)
Cash Flows from Investing Activities		
Purchase of Property & Equipment	-	(91,841)
Total Cash Flows from Investing Activities	-	(91,841)
Change in Cash & Cash Equivalents	145,592	(280,206)
Cash & Cash Equivalents, Beginning of Period	529,746	955,543
Cash and Cash Equivalents, End of Period	\$ 675,337	\$ 675,337

Crete Academy

Check Register

For the period ended January 31, 2024

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
10329	Anthony HouseHolder	Enrichment Svcs - 12/23	1/8/2024	\$ 150.00
10330	California Department of Education	Overpayment od FY2022-2023 Title II	1/8/2024	\$ 113.00
10331	First-Citizens Bank & Trust CO	Copier Lease	1/8/2024	310.54
10332	Freshlunches, Inc dba Unity Meals	Food Svcs - 11/23	1/8/2024	49,238.27
10333	Learning Enrichment Afterschool Program	Supper Reimbursement	1/8/2024	154.36
10334	The Fruitguys LLC	Food Svcs - 12/23	1/8/2024	1,350.00
10335	Yogitherapi LLC	Enrichment Svcs - 12/23	1/8/2024	496.00
10336	Young, Minney & Corr LLP	Legal Svcs - 10/23	1/8/2024	7,246.76
10337	Charter Communications	Communication Svcs - 12/01/23 - 12/31/23	1/12/2024	1,399.00
10338	Cintas Corp	Office Supplies	1/12/2024	1,725.68
10339	City of Angels Moving	Moving Svcs	1/12/2024	421.25
10340	Jackson Lewis P.C.	Legal Svcs - rendered through 11/30/23	1/12/2024	480.00
10341	Kaiser Foundation Health Plan Inc	Health Ins - 11/23	1/12/2024	51,127.98
10342	Methodology IT	IT Svcs - 01/24	1/12/2024	5,717.31
10343	OS4CS	Consulting Svcs - 12/23	1/12/2024	5,250.00
10344	Pa'Cjon Smith LCSW PPSC	Supervision with MSW intern	1/12/2024	2,000.00
10345	Plantitas Verdes	Plant Maintenance - 12/23	1/12/2024	200.00
10346	St. John the Evangelist Catholic Church	Utilities - 08/23 - 12/23	1/12/2024	7,817.00
10347	Bobbie Hudgins	Enrichment Svcs - 01/24	1/22/2024	2,250.00
10348	Charter Communications	Communication Svcs - 01/01/24 - 01/31/24	1/22/2024	699.00
10349	Charter Communications	Communication Svcs - 01/01/24 - 01/31/24	1/22/2024	1,399.00
10350	DataMatrix	Copier Lease - 11/18/23 - 01/17/24	1/22/2024	1,345.72
10351	DataMatrix	Copier Lease - 12/06/23 - 02/05/24	1/22/2024	768.77
10352	J Garcia Electric & General	Maintenance and Repairs	1/22/2024	2,200.00
10353	Methodology IT	Enterprise Switch	1/22/2024	8,347.00
10354	Progressive	Insurance - 11/13/23 - 12/03/23	1/22/2024	2,731.25
10355	Republic Services #902	Trash Svcs - 01/01/23 - 01/31/23	1/22/2024	1,065.85
10356	RPM Development	Painting Svcs - 01/24	1/22/2024	1,612.00
10357	Scholastic	School Supplies	1/22/2024	131.78
10358	Signarama LAX	Front Logo	1/22/2024	1,941.98
10359	SoCalGas	Utilities - 11/15/23 - 12/14/23	1/22/2024	309.00
10360	Vision Service Plan	Vision Ins. - 01/24	1/22/2024	329.01
10361	Wells Fargo Vendor Financial Services, LLC	Copier Lease - 12/13/23 - 01/12/24	1/22/2024	139.39
10362	New Bethel Apotolic Church of God in Christ	Rent - 01/24	1/23/2024	1,300.00
10363	4717 Crenshaw Blvd LLC	Rent - 02/24	1/26/2024	2,915.00
10364	Archdiocese of Los Angeles	Rent - 02/24	1/26/2024	15,000.00
10365	CharterSafe	Package Premium and Workers' Comp Ins - 02/24	1/26/2024	7,202.00
10366	County of Los Angeles	Cafeteria Food Safety Inspection - PR0246555	1/26/2024	197.00
10367	David's Lock & Key	Maintenance and Repairs	1/26/2024	2,640.16
10368	First-Citizens Bank & Trust CO	Copier Lease	1/26/2024	594.82
10369	Garcia's Window Cleaners	Window Cleaning Svcs	1/26/2024	1,100.00
10370	Marlin Leasing Corporation	Copier Lease	1/26/2024	103.09
10371	Plant Based Cleaning Co	Cleaning Svcs - 12/23	1/26/2024	13,774.00
10372	Safety Centric	New Aiphone System Installation	1/26/2024	3,356.46
10373	Scout Education Inc	Substitute Svcs - 01/10/24	1/26/2024	308.00
10374	Powerschool Group LLC	Power School License	1/26/2024	12,262.53
10375	Charter Impact LLC	Student Data Svcs - 07/23	1/29/2024	1,885.00
ACH	Merch	Merch Fee	1/2/2024	140.81
ACH	Teqlease, Inc	Security Equipment	1/2/2024	158.56
ACH	TASC	Health and Dependent Care	1/11/2024	62.50
ACH	Home Depot Commercial Revolve Card	Home Depot CC	1/16/2024	225.08
ACH	Wellls Fargo	Well Fargo CC	1/16/2024	1,325.72
ACH	Rippling Payments Inc	Rippling Statement - 12/14/2023 - 01/13/2024	1/17/2024	25,876.43
ACH	LADWP	Utilities	1/23/2024	136.71
ACH	Fleetcor Funding	Software	1/24/2024	453.49
ACH	TASC	Participant Fee	1/26/2024	35.00
ACH	TASC	Health and Dependent Care	1/29/2024	62.50
ACH	American Express	AMEX CC - 01/24	1/29/2024	8,349.36

Total Disbursements Issued in January \$ 259,931.12

Crete Academy
60-Day Compliance Calendar
January 31, 2024

Area	Due Date	Description	Completed By	Board Must Approve	Signature Required	Additional Information
FINANCE	Feb-15	Board of Equalization Property Tax Exemption - Property used exclusively for public schools, community colleges, state colleges, and state universities is exempt from property taxation (article XIII, section 3, subd. (d), Revenue and Taxation Code section 202, subd. (a)(3)). The property is exempt from taxation on the basis of its exclusive use for public school purposes. If the property is not owned by the public school, the owner of the property is required to file a claim for the Lessor's Exemption. If the owner of the property does not claim the exemption, the public school may file the Public School Exemption claim.	Charter Impact with Crete support	No	Yes	https://www.boe.ca.gov/proptaxes/lessor_exemption.htm
FINANCE	Feb-15	2nd Interim Financial Report - Local educational agencies (LEAs) are required to file two reports during a fiscal year (interim reports) on the status of the LEA's financial health. The first interim report is due December 15 for the period ending October 31. The second is due March 15 for the period ending January 31	Charter Impact	Yes	Yes	https://www.cde.ca.gov/fg/fi/ir/interimstatus.asp
FINANCE	Feb-20	Certification of the First Principal Apportionment - The Principal Apportionment includes funding for the Local Control Funding Formula, the primary source of an LEA's general purpose funding; Special Education (AB 602); and funding for several other programs. The First Principal Apportionment (P-1), certified by February 20, is based on the first period data that LEAs report to CDE in November through January. P-1 supersedes the Advance Apportionment calculations and establishes each LEA's monthly state aid payment for February through May.	FYI	No	No	https://www.cde.ca.gov/fg/aa/pa/
DATA	Feb-26	CRDC - 2023-24 Submission Window (Dec 11, 2023-Feb 26, 2024) - The CRDC collects key information on civil rights indicators, including student enrollment and educational programs and services, most of which is disaggregated by race and ethnicity, sex, limited English proficiency, and disability status.	Crete with Charter Impact support	No	No	https://crdc.communities.ed.gov/#program
FINANCE	Feb-28	E-Rate FCC Form 470 Due date (FY2024) - To requests bids for service, applicants certify an FCC Form 470 in the E-rate Productivity Center (EPC). This is a formal process to identify and request the products and services you need so that potential service providers can review your requests and submit bids. The FCC Form 470 must be certified in EPC at least 28 days before the close of the filing window. February 28, 2024 is the deadline to certify an FY2023 FCC Form 470 and still be able to certify an FCC Form 471 within the FY2024 filing window.	Crete	No	No	https://www.usac.org/sl/tools/forms/
DATA	Mar-01	CALPADS - Fall 2 deadline - Please be mindful that Level-2 certification within CALPADS means that these data have been reviewed and approved by your superintendent or IRC administrator. Failure to properly review and amend these data in CALPADS within the allotted amendment window will result in the improper certification of official Fall 2 data within CALPADS, which can impact a number of things, including LCFF funding, student course enrollments, staff assignments and English learner education services. Students' course enrollments, teacher course assignments, staff job assignments, FTE count and English Learner education services are reported datasets.	Charter Impact submits with data provided by Crete	No	No	https://www.cde.ca.gov/ds/sp/cl/rptcalendar.asp
FINANCE	Mar-01	Every Student Succeeds Act Per-Pupil Expenditure Application -The Elementary and Secondary Education Act of 1965 (ESEA), as reauthorized by the Every Student Succeeds Act (ESSA), requires state educational agencies (SEAs) and their local educational agencies (LEAs) to prepare and publish annual report cards that contain specified data elements, including LEA and school-level per-pupil expenditures (PPE).	Charter Impact	No	No	https://www3.cde.ca.gov/essars
FINANCE	Mar-01	Prop 39 (facilities) - Deadline for a charter school to respond to a district's preliminary Proposition 39 proposal.	Crete	No	Yes	https://www.cde.ca.gov/sp/cs/as/proposition39.asp
FINANCE	Mar-27	E-Rate FCC Form 471 Due date (FY2024) - To apply for program discounts, applicants file an FCC Form 471 in EPC to provide USAC with information about the services they are requesting and the discount(s) for which they are eligible.	Crete	No	No	https://www.usac.org/sl/tools/forms/
FINANCE	Based on Authorizer	Audit Firm Selection - In accordance with Education Code (EC) Section 41020 (b) (3), if the governing board of a Local Educational Agency (LEA) does not have an audit contract in place by April 1, the County Superintendent of Schools, having jurisdiction over the LEA, shall provide for the audit and charge the LEA's fund for the cost incurred.	Crete	Yes	No	https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=41020.&lawCode=EDC
FINANCE	TBD	Federal Stimulus Annual Report - Local educational agencies (LEAs) are required to report to the California Department of Education (CDE) on funds received through the CARES Act, the CRRSA Act, and the ARP. (ESSER I, GEER, ESSER II, ESSER III). LEAs are required to report status of funds for the period July 1, 2022 - June 30, 2023.	Charter Impact with Crete support	No	No	https://www.cde.ca.gov/fg/cr/anreporthehelp.asp