



## TEACH Public Schools

### TEACH Regular Board Meeting

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#### **Date and Time**

Tuesday February 25, 2025 at 5:00 PM PST

#### **Location**

Board Meeting Access Locations CA:

Alternate Public Access Locations:

TEACH Elementary  
8505 S Western Ave  
Los Angeles, CA 90047

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

3680 Wilshire Blvd.  
Los Angeles CA 90010

3740 S Crenshaw Blvd.  
Los Angeles, CA 90016

1340 W 106th St.  
Los Angeles, CA 90044

And via zoom:

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Time: Feb 25, 2025 05:00 PM Pacific Time (US and Canada)

Join Zoom Meeting

<https://teachpublicschools-org.zoom.us/j/86948105298>

Meeting ID: 869 4810 5298

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Meeting ID: 869 4810 5298

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**THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE**

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

**REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY**

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

**REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY**

Pursuant to the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in this meeting of the Governing

Board may request assistance by contacting TEACH Public Schools during normal business hours at as far in advance as possible, but no later than 24 hours before the meeting.

### FOR MORE INFORMATION

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

## Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>5:00 PM</b>
<b>A.</b> Record Attendance		Beth Bulgeron	2 m
<b>B.</b> Call the Meeting to Order		Cecilia Sandoval	
<b>C.</b> Public Comment		Cecilia Sandoval	5 m
<b>II. Consent Items</b>			<b>5:07 PM</b>
Consent Items- Items included as Consent Items will be voted on in one motion, unless a member of the Board requests than an item be removed and voted on separately, in which case the Board Chair will determine when it will be called and considered for action.			
<b>A.</b> Approve the Current Agenda and the Minutes from the January 28, 2025 Regular Board Meeting	Vote	Cecilia Sandoval	3 m
<b>III. Items for Potential Action</b>			<b>5:10 PM</b>
<b>A.</b> Consider and Approve LCAP revisions for TEACH Academy of Technologies	Vote	Beth Bulgeron	
<b>B.</b> Approve the LCAP Mid-Year Report	Vote	Beth Bulgeron	4 m
<b>C.</b> Approve the 2023-2024 School Accountability Report Card (SARC)	Vote	Enrique Robles	5 m
<b>D.</b> Approve E-Rate Contract for 2025-2028	Vote	Enrique Robles	3 m

	Purpose	Presenter	Time
These contracts are for discounted internet service and telecommunications.			
<b>E.</b> Principal Reports on Mid-Year Verified Assessments, Bright Spots, Progress on Annual Goals	Discuss	Sharon Rhee, Bridgette Brown, Sione Thompson	12 m
<b>F.</b> Consider and Approve the Second Interim Financial Report	Vote	Richard McNeel	8 m

**IV. Closing Items 5:42 PM**

<b>A.</b> Board or Public Comment	FYI	Cecilia Sandoval	5 m
<b>B.</b> Upcoming Meeting Date: March 25, 2025 at 5 pm	FYI	Cecilia Sandoval	1 m

The next Regular meeting will be held on March 25, 2025 at 5 pm

<b>C.</b> Adjourn Meeting	Discuss	Cecilia Sandoval	
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## Coversheet

### Approve the Current Agenda and the Minutes from the January 28, 2025 Regular Board Meeting

**Section:** II. Consent Items  
**Item:** A. Approve the Current Agenda and the Minutes from the January 28,  
2025 Regular Board Meeting  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** 2025\_01\_28\_board\_meeting\_minutes.pdf

DRAFT



## TEACH Public Schools

# Minutes

## TEACH Regular Board Meeting

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### Date and Time

Tuesday January 28, 2025 at 5:00 PM

### Location

#### Location

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Los Angeles, CA 90047

3680 Wilshire Blvd.  
Los Angeles CA 90010

3740 S Crenshaw Blvd.  
Los Angeles, CA 90016

1340 W 106th St.  
Los Angeles, CA 90044

and via zoom at:

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Topic: TEACH Board Meeting

Time: Jan 28, 2025 05:00 PM Pacific Time (US and Canada)

Join Zoom Meeting

<https://teachpublicschools-org.zoom.us/j/86989813522>

Meeting ID: 869 8981 3522

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Meeting ID: 869 8981 3522

Find your local number: <https://teachpublicschools-org.zoom.us/u/kzllweH8>

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**Directors Present**

A. Dragon (remote), C. Sandoval (remote), J. Lobdell (remote), M. Maye (remote), S. Burrows (remote)

**Directors Absent**

*None*

**Ex Officio Members Present**

R. Carranza

**Non Voting Members Present**

R. Carranza

**Guests Present**

B. Bulgeron (remote), E. Robles, L. Ramirez, M. Brown (remote), M. Pimienta (remote), R. McNeel (remote)

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**I. Opening Items**

**A. Record Attendance**

**B. Call the Meeting to Order**

C. Sandoval called a meeting of the board of directors of TEACH Public Schools to order on Tuesday Jan 28, 2025 at 5:01 PM.

**C. Public Comment**

There was no public comment.

**II. Consent Items**

**A.**



## **Approve the Current Agenda and the Minutes from the November 12, 2024 Regular Board Meeting**

J. Lobdell made a motion to approve the minutes from December 12, 2024 meeting TEACH Special Board Meeting on 12-12-24.

S. Burrows seconded the motion.

The board **VOTED** to approve the motion.

### **Roll Call**

S. Burrows Aye

M. Maye Aye

A. Dragon Aye

C. Sandoval Aye

J. Lobdell Aye

J. Lobdell made a motion to Approve the agenda.

S. Burrows seconded the motion.

The board **VOTED** to approve the motion.

### **Roll Call**

M. Maye Aye

C. Sandoval Aye

A. Dragon Aye

S. Burrows Aye

J. Lobdell Aye

## **III. Items for Potential Action**

### **A. Financial Report**

Richard McNeel gave the financial report and went over each page of the attached report in detail. He noted that each school had healthy indicators and pointed out where revenues were higher than projected.

### **B. Update on Staffing**

Dr. Carranza gave an update on staffing and explained that Mr. Thompson has moved over into the position of High School Principal and Frank Williams is taking over the role of CSI Coordinator.

### **C. Consider and Approve the Policy for Referrals to Continuation Schools**

S. Burrows made a motion to Approve the Referral to Continuation School Policy.

A. Dragon seconded the motion.

Beth explained the purpose of the policy.

The board **VOTED** to approve the motion.

### **Roll Call**

C. Sandoval Aye

M. Maye Aye

**Roll Call**

J. Lobdell Aye  
A. Dragon Aye  
S. Burrows Aye

**D. Updated Uniform Complaint Procedure (UPC)**

J. Lobdell made a motion to Approve the updated Uniform Complaint Procedure (UPC).  
M. Maye seconded the motion.  
Matt Brown explained the updates on the UPC and the purpose for those updates.  
The board **VOTED** to approve the motion.

**Roll Call**

J. Lobdell Aye  
S. Burrows Aye  
M. Maye Aye  
A. Dragon Aye  
C. Sandoval Aye

**E. CEO Report**

Dr. Carranza gave updates and the Board Chair asked about how the school was going to respond if ICE went on campus and what the school was doing for students who may be impacted. Carranza explained general responses that were aligned to other school districts and the advice received by LAUSD. Carranza went on to give an update on upcoming WASC visits, LAUSD over site visits and the Federal Programs review.

**IV. Closing Items**

**A. Upcoming Meeting Date: February 25, 2025 at 5 pm**

Board Chair reminded the team that the next Regular Board Meeting is scheduled for February 25, 2025 at 5 pm.

**B. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 5:27 PM.

Respectfully Submitted,  
C. Sandoval

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**Documents used during the meeting**

- TEACH-FY24-25 Financial Presentation as of 12.31.24 Close.pdf
- Draft Policy for Continuation School Placement.docx

- TEACH UCP 1 Policies and Procedures 2024-25.docx

# Coversheet

## Consider and Approve LCAP revisions for TEACH Academy of Technologies

**Section:** III. Items for Potential Action  
**Item:** A. Consider and Approve LCAP revisions for TEACH Academy of Technologies  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** 2024\_Local\_Control\_and\_Accountability\_Plan\_TEACH\_Academy\_of\_Technologies\_20250225 (1).pdf

# Local Control and Accountability Plan

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

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

## Plan Summary [2024-25]

### General Information

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

TEACH Academy of Technologies (TEACH Academy) is an independent public charter school located in South Los Angeles, California, at 10616 S. Western Ave. The school is nestled in a neighborhood surrounded by residential homes, small businesses, and is close to Los Angeles Southwest College. TEACH Academy serves approximately 469 students in grades 5-8. The student demographics include: 11.09% Students with Special Needs, 28.78% English Language Learners, 1% Foster Youth, and 98.29% Socioeconomically Disadvantaged.

TEACH Academy's mission is to create a high-quality, innovative teaching and learning environment focused on literacy, integrating state-of-the-art technologies across the core curriculum to achieve academic proficiency for all students. The school's vision is to establish a state-of-the-art community school in South Los Angeles that equips students with the skills and habits of mind needed to compete in the 21st century. TEACH Academy aims to reach students of all backgrounds by addressing their social, physical, emotional, moral, ethical, and intellectual needs, ensuring that the knowledge and experiences gained can be effectively applied to their daily lives upon graduation.

Founded by longtime Los Angeles educators Mildred Cunningham and Edith Morris, TEACH Academy was created to address the needs of the whole child, build character, and integrate advanced technology into instruction. The staff at TEACH focus on forging deep, lasting connections with students. In 2010, Cunningham and Morris established the middle school, TEACH Academy of Technologies, and expanded it into a high school in 2014. Their goal was to provide quality education for students in the historically disenfranchised community of South Los Angeles, preparing them to enter college and the workforce by creating an environment that nurtures both the hearts and minds of students. Teachers are encouraged to build positive relationships with students to foster a sense of safety and security, promoting individual growth and flourishing.

## Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

### Dashboard Data:

In 2023, The middle school scored red (the lowest rating for chronic absenteeism, English Learner progress, English Language Arts, and Math. The school scored blue (the highest rating) for suspension rates. The local indicators for 2023 include Metrics: TEACH annually measures its progress in meeting the Williams settlement requirements at 100% with all students having access to standards-aligned instructional materials and zero instances where facilities did not meet the “good repair” standard.

At the middle school, 42.9% of students missed 13 or more days of school in SY22-23. Proficiency rates in English Language Arts decreased from 23% in the 2021-2022 school year to 15% in the 2022-2023 school year. Proficiency rates in math decreased from 6% in the 2021-2022 school year to 4% in the 2022-2023 school year. The school proficiency rate of 4% is significantly lower than both the district at 29% and the state at 34%. In Science, proficiency rates increased from 5.56% in the 2021-2022 school year to 9.33% in the 2022-2023 school year.

As part of the Local Control and Accountability Plan (LCAP) development process, TEACH Academy of Technologies conducted a thorough examination of resource inequities to ensure that all student groups receive equitable access to high-quality educational opportunities. This process was embedded in our discussions regarding student needs, data analysis, and resource allocation.

Stakeholder engagement played a critical role in identifying areas where resources were not equitably distributed. Through meetings with parents, students, educators, classified staff, and community partners, we reviewed academic performance data, access to support services, and the availability of enrichment opportunities. Particular attention was given to historically underserved students, including English learners, students with disabilities, socioeconomically disadvantaged students, and students experiencing housing instability.

A comprehensive analysis of our budget and expenditures was conducted to ensure that funding allocations aligned with student needs. This included reviewing staffing assignments, instructional materials, intervention programs, and social-emotional supports. Based on this examination, TEACH Academy of Technologies made strategic investments to address disparities, such as increasing mental health resources, expanding tutoring services, and enhancing technology access for all students.

The findings from this resource equity review were incorporated into the LCAP goals, actions, and expenditures to ensure that our strategies effectively support student success. By maintaining a continuous cycle of evaluation and stakeholder input, TEACH Academy of Technologies remains committed to addressing inequities and fostering a learning environment where every student can thrive.

## Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

NA

## Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### ***Schools Identified***

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

TEACH Academy of Technologies has been identified as CSI

### ***Support for Identified Schools***

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

How the LEA supported or will support the development of the school's CSI plan based on a needs assessment and types of data to be reviewed:

The LEA has been supporting TEACH Academy of Technologies through a comprehensive needs assessment process. This assessment is based on multiple data sources, including student academic performance on state assessments, chronic absenteeism rates, English learner progress, suspension rates, and stakeholder feedback gathered from staff, parents, and students. The needs assessment also involved a detailed analysis of trends over time and comparison to state benchmarks. Using these data points, root cause analyses were conducted to identify underlying issues impacting student outcomes. These analyses formed the foundation of the school's CSI plan, which focuses on targeted interventions designed to address the specific needs revealed by the data.

How the LEA supported or will support the school's identification and selection of evidence-based practices to be included in the plan:

The LEA has provided guidance to TEACH Academy of Technologies in identifying and selecting evidence-based practices that meet the criteria outlined in the ESSA. The school leadership team, with support from the LEA, reviewed the What Works Clearinghouse and other relevant research databases to ensure that selected interventions align with Levels 1-3 evidence as defined by ESSA. These evidence-based strategies were chosen based on their proven effectiveness in similar educational contexts, focusing on improving literacy, mathematics performance, and social-emotional learning. In addition, staff participated in professional development sessions to understand the implementation and expected outcomes of these practices.

How the LEA supported or will support the school in identifying resource inequities and how those will be addressed through the CSI plan:

The LEA worked closely with the school to identify resource inequities through a detailed analysis of budget allocations, staffing levels, access to technology, and instructional materials. Key inequities included insufficient staffing ratios for specialized student support (e.g.,

counselors and interventionists) and limited access to high-quality instructional materials for English learners. To address these inequities, the CSI plan includes provisions for reallocating resources to high-need areas. Additionally, the school will monitor the equitable distribution of funding and materials across student subgroups to ensure all students have access to the necessary supports for academic success.

### ***Monitoring and Evaluating Effectiveness***

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

How the LEA supported or will support the school in monitoring and evaluating the implementation of the plan:

The LEA has established a structured system for monitoring the implementation of the CSI plan at TEACH Academy of Technologies. This includes regular progress checks led by a CSI coordinator who meets with the school leadership team monthly. These meetings focus on reviewing the fidelity of implementation of evidence-based interventions, tracking key performance indicators (such as student assessment data and attendance records), and adjusting strategies as needed. The LEA will provide additional support by conducting quarterly site visits to observe program implementation and ensure alignment with the school's identified goals.

How the LEA supported or will support the school in monitoring and evaluating the effectiveness of the plan:

The LEA has set up a continuous improvement framework to assess the effectiveness of the CSI plan. This framework includes the collection of both quantitative and qualitative data. Student achievement data, behavior metrics, and feedback from teachers, students, and parents will be analyzed regularly to evaluate the success of the interventions. The LEA will also utilize benchmark assessments to track student progress and will compare results to pre-established success criteria. Based on this analysis, the LEA will work with the school to refine interventions to ensure they are having the desired impact on student outcomes.



# Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Parents, students, administrators, Principals, teachers and other personnel	Participation in group analysis of data, prioritizing areas for student academic performance and identifying strategies to improve student performance in these areas.
Community groups, education partners and the public at large	Input and feedback on discussion draft of LCAP, participation in public hearing to provide input.
Individual parents and parent groups (ELAC and SSC)	Input at early stages on goals and priorities for the school, discussions about school-wide data and dashboard indicators.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

TEACH involved parents, students, educators, and other educational partners in a significant and purposeful way at various stages of the development of the LCAP. Specifically, TEACH included those representing each of the applicable student subgroups identified by the LCFF.

The first step in developing the LCAP was to complete a comprehensive data analysis. This stage involved administrators, teachers, parents and a representative student group.. Parents were given a primer on the various data points and then a larger group participated in a facilitated data analysis. The participating stakeholders then identified and prioritized areas for growth. The outside supporting organizations AADAP, Girls Club and After School All Stars participated in this LCAP development process.

These results were shared with a larger pool of parents during School Site Council, and Coffee with the Principal meetings. School Leadership incorporated input and feedback and shared a revised version with staff and other stakeholders. Updates were given at monthly governing board meetings and finally the school held a Public Hearing for final input and feedback.

One major example of how stakeholders influenced the final LCAP product was the emphasis on improving the academic results of Emerging Bilinguals.

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	Reduce Chronic Absenteeism. In 22-23, 56% of students were chronically absent (missing 13 or more days per year), TEACH Academy will reduce the rate to below 50% in 24-25, below 40% in 25-26 and below 35% in 26-27.	Focus Goal

### State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 7: Course Access (Conditions of Learning)

### An explanation of why the LEA has developed this goal.

TEACH will develop a policy for tardiness and absences among all three divisions with uniform interventions. In addition, all three divisions will conduct parent education sessions to emphasize the importance of school attendance.

Having a common K-12 policy and set of interventions for student absences offers numerous benefits:

**Consistency Across Grades:** A unified policy ensures that students and parents understand the expectations and consequences of absences from the early years through high school. This consistency helps in establishing routines and habits that support regular attendance.

**Clear Communication:** With a common policy, communication about attendance expectations and interventions is straightforward and clear for all stakeholders, including students, parents, teachers, and administrators. Everyone knows what to expect, which can reduce confusion and misunderstandings.

**Early Identification and Intervention:** A consistent approach allows for early identification of attendance issues. Interventions can be applied uniformly and promptly, preventing minor attendance problems from escalating into chronic absenteeism.

**Equity and Fairness:** A common policy ensures that all students are held to the same standards and receive the same support and consequences, regardless of their school or grade level. This promotes fairness and equity within the education system.

**Streamlined Data Collection and Analysis:** Uniform policies make it easier to collect and analyze attendance data across all schools and grade levels. This data can be used to identify trends, evaluate the effectiveness of interventions, and make data-driven decisions to improve student attendance.

**Effective Resource Allocation:** Schools can better allocate resources, such as attendance officers, counselors, and support programs, knowing that interventions are standardized. This can lead to more efficient use of time and funding.

**Improved Student Outcomes:** Regular attendance is closely linked to academic success. By having a common policy and effective interventions, schools can help ensure that students are in class more consistently, which can lead to better educational outcomes.

**Parental Engagement:** A standardized approach to attendance can help engage parents more effectively. Clear expectations and consistent communication can encourage parents to prioritize attendance and collaborate with schools to address any barriers.

**Support for At-Risk Students:** Consistent interventions can be particularly beneficial for at-risk students, who may face challenges that impact their attendance. Uniform policies ensure that these students receive the support they need promptly and consistently.

Building a Culture of Attendance: A common K-12 policy helps in building a school culture that values and promotes regular attendance. This culture can influence students' attitudes toward school and reinforce the importance of being present.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Chronic Absenteeism Rate	56%			35% or lower	

## Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Counselors	Counselors support communication to families and support students with strategies that improve attendance.	\$239,088.00	No Yes

Action #	Title	Description	Total Funds	Contributing
<b>1.2</b>	Office Personnel	Support communication and notification to parents when students are absent.	\$339,206.00	No Yes
<b>1.3</b>	Assistant Principal- was Instructional Coach- Title change pending updated LCAP approval	By focusing on developing teacher capacity for classroom management and to provide engaging lessons, the Assistant Principal improves the school culture and climate and reduces barriers that keep students from coming to school.	\$112,148.00	No Yes
<b>1.4</b>	CMO support	CMO resources to develop and implement a policy and set of interventions for students who are chronically absent.	\$233,133.00	No Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	Improve student achievement in English Language Arts.	Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)  
Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

TEACH Academy proficiency rates in ELA have decreased from 23% in the 2021-2022 school year to 15% in the 2022-2023 school year. This goal was developed to reduce this downward trend. 1. Increasing Culturally Relevant Teaching Practices

Explanation:

Culturally relevant teaching involves incorporating students' cultural references in all aspects of learning. This approach respects and values students' cultural backgrounds and connects learning to their lived experiences.

Impact on ELA Achievement:

Engagement and Motivation: Students are more likely to engage with texts and writing assignments that reflect their cultural experiences and perspectives. This increased engagement leads to a deeper interest in ELA activities.

Comprehension and Connection: When students see their cultures reflected in the curriculum, they are better able to relate to and understand the material, enhancing their comprehension skills.

Critical Thinking: Exposure to diverse perspectives helps students develop critical thinking and analytical skills, which are crucial for interpreting and analyzing texts.

2. Teacher Coaching - Planning and Delivering Instruction

Explanation:

Teacher coaching involves providing teachers with regular, personalized support to improve their instructional strategies. This can include modeling lessons, offering feedback, and collaboratively planning lessons.

Impact on ELA Achievement:

Improved Instructional Quality: Teachers receive guidance on effective ELA teaching strategies, which improves the overall quality of instruction.

Targeted Support: Coaches can help teachers identify and address specific areas where students are struggling, leading to more targeted and effective interventions.

Confidence and Skill Development: Continuous coaching helps teachers develop confidence and refine their skills, leading to more effective and innovative teaching practices.

### 3. Principals Providing PD and Instructional Leadership - Teacher Observations, Lesson Plan Feedback

**Explanation:**

Instructional leadership by principals includes conducting teacher observations, providing feedback on lesson plans, and leading professional development sessions to enhance teaching practices.

**Impact on ELA Achievement:**

**Consistency and Alignment:** Principals ensure that ELA instruction aligns with school-wide goals and standards, promoting consistency across classrooms.

**Professional Growth:** Regular feedback and PD opportunities help teachers continuously improve their instructional techniques, stay updated with best practices, and incorporate new strategies into their teaching.

**Supportive Environment:** Principals who actively engage in instructional leadership create a culture of continuous improvement and support, fostering a positive environment for both teachers and students.

**Combined Impact**

When these strategies are implemented together, they create a comprehensive support system that enhances teaching and learning in ELA. Culturally relevant teaching practices engage and motivate students, teacher coaching improves instructional quality, and strong instructional leadership ensures alignment and continuous professional growth. This holistic approach leads to increased student achievement in ELA by making learning more relevant, instruction more effective, and professional development more meaningful.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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### Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Culturally relevant curriculum and instructional practices	Provide teachers with curriculum, PD, resources to provide engaging lessons. Provide an extended day for all students. Provide an after-school program for students as needed. Provide instructional support and IT support for students as needed. Provide Comprehensive Support and Improvement as needed.	\$1,669,657.00	No Yes
2.2	Assistant Principal Position	Assistant Principal will provide coaching, observations, feedback, and support to develop teacher capacity.	\$136,538.00	No Yes
2.3	Principal	Principal to provide instructional leadership school-wide, support teachers with lesson-planning and the development of assessments.	\$148,875.00	No Yes
2.4		Counselors support a healthy school culture, provide students with coping skills and focus on student social-emotional well-being. Improved school culture allows for more productive learning time and improved student outcomes.		No



# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

## Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
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# Goals and Actions

## Goal

Goal #	Description	Type of Goal
4		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

## Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
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# Goals and Actions

## Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

## Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
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# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$1,734,688.00	\$

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
39.617%	7.349%	\$310,992.00	46.966%

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

## Required Descriptions

### LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p><b>Action:</b> Counselors</p> <p><b>Need:</b></p> <p><b>Scope:</b> Schoolwide</p>	Counselors will support student and family engagement to increase attendance, provide students and families for strategies for academic success.	Reduction in chronic absenteeism; implementation of intervention plan.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	<p><b>Action:</b> Office Personnel</p> <p><b>Need:</b></p> <p><b>Scope:</b> Schoolwide</p>	Office staff will support families and students with outreach and support when students are absent; support attendance and engagement efforts.	Increased academic performance; reduced chronic absenteeism
1.3	<p><b>Action:</b> Assistant Principal- was Instructional Coach- Title change pending updated LCAP approval</p> <p><b>Need:</b></p> <p><b>Scope:</b> Schoolwide</p>	Coaching will help build capacity in teachers to plan, deliver and assess effective and engaging lessons.	Increased academic proficiency rates
1.4	<p><b>Action:</b> CMO support</p> <p><b>Need:</b></p> <p><b>Scope:</b> Schoolwide</p>	CMO will support strategic planning, development and implementation of systems and structures to support student learning.	Improved academic proficiency rates, reduced chronic absenteeism.
2.1	<p><b>Action:</b> Culturally relevant curriculum and instructional practices</p> <p><b>Need:</b></p>	Increase student engagement with academic material	Improved academic outcomes



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p><b>Scope:</b> Schoolwide</p>		
<p><b>2.2</b></p>	<p><b>Action:</b> Assistant Principal Position</p> <p><b>Need:</b></p> <p><b>Scope:</b> Schoolwide</p>	<p>Support the development of teachers to deliver engaging and effective lessons; develop a school culture conducive to academic achievement.</p>	<p>Improved academic achievement</p>
<p><b>2.3</b></p>	<p><b>Action:</b> Principal</p> <p><b>Need:</b></p> <p><b>Scope:</b> Schoolwide</p>	<p>The Principal provides educational leadership, directs school operations and leads staff in creating a culture focused on developing optimal conditions for learning.</p>	<p>Improved academic outcomes, reduced chronic absenteeism.</p>

**Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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

**Additional Concentration Grant Funding**

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

The above concentration grant funding will be used to fund 4.75 FTE's that will be able to provide direct services to students.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		1:67
Staff-to-student ratio of certificated staff providing direct services to students		1:18

# 2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	4,378,591.00	1,734,688.00	39.617%	7.349%	46.966%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,734,688.00	\$708,322.00	\$0.00	\$435,635.00	\$2,878,645.00	\$1,673,539.00	\$1,205,106.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Counselors	All	No Yes	School wide				\$239,088.00	\$0.00	\$239,088.00				\$239,088.00	
1	1.2	Office Personnel	All	No Yes	School wide				\$339,206.00	\$0.00	\$339,206.00				\$339,206.00	
1	1.3	Assistant Principal- was Instructional Coach- Title change pending updated LCAP approval	All	No Yes	School wide				\$112,148.00	\$0.00	\$112,148.00				\$112,148.00	
1	1.4	CMO support	All	No Yes	School wide				\$0.00	\$233,133.00	\$233,133.00				\$233,133.00	
2	2.1	Culturally relevant curriculum and instructional practices	All	No Yes	School wide				\$697,684.00	\$971,973.00	\$525,700.00	\$708,322.00		\$435,635.00	\$1,669,657.00	
2	2.2	Assistant Principal Position	All	No Yes	School wide				\$136,538.00	\$0.00	\$136,538.00				\$136,538.00	
2	2.3	Principal	All	No Yes	School wide				\$148,875.00	\$0.00	\$148,875.00				\$148,875.00	
2	2.4		All	No												

# 2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
4,378,591.00	1,734,688.00	39.617%	7.349%	46.966%	\$1,734,688.00	0.000%	39.617 %	<b>Total:</b>	\$1,734,688.00
								<b>LEA-wide Total:</b>	\$0.00
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$1,734,688.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Counselors	Yes	Schoolwide			\$239,088.00	
1	1.2	Office Personnel	Yes	Schoolwide			\$339,206.00	
1	1.3	Assistant Principal- was Instructional Coach- Title change pending updated LCAP approval	Yes	Schoolwide			\$112,148.00	
1	1.4	CMO support	Yes	Schoolwide			\$233,133.00	
2	2.1	Culturally relevant curriculum and instructional practices	Yes	Schoolwide			\$525,700.00	
2	2.2	Assistant Principal Position	Yes	Schoolwide			\$136,538.00	
2	2.3	Principal	Yes	Schoolwide			\$148,875.00	

# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,369,249.00	\$1,369,249.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Diagnostic Assessment Data	No	\$75,196.00	80,962.00
			Yes		
1	1.2	Personalized Education Plan	No	\$109,685.00	221,830.00
			Yes		
1	1.3	Instruction Program Feedback	Yes	\$107,671.00	107,124.00
1	1.4	Instructional Experiences Feedback	No	\$6,000.00	7,830.00
			Yes		
1	1.5	Monthly Meetings, Workshops or Trainings	No		
			Yes		
1	1.6	Use Communication Platforms	No		
1	1.7	Parent Committees	No		
2	2.1	IAB Administration	Yes	\$21,324.00	37,500.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	Professional Development	Yes	\$214,203.00	223,480.00
2	2.3	Use of Data in Planning	No Yes	\$127,454.00	185,028.00
2	2.4	Analyze and Disaggregate data	No		
2	2.5	Personalized Education Plan (Thrively)	Yes	\$5,000.00	5,292.00
2	2.6	English Learner Coordinator Position	No Yes	\$195,552.00	89,881.00
2	2.7	SPED Resource Teacher	No Yes	\$164,249.00	65,545.00
3	3.1	Professional Development to Analyze Data	Yes		
3	3.2	Professional Development to Research Instructional Strategies	Yes		
3	3.3	Teacher Observations	Yes	\$169,813.00	185,028.00
3	3.4	Provide Teacher Feedback			
3	3.5	Add a Site Administrators so there will be one administrator at each site focusing on the teacher development and academic needs of two grade levels (instead of one administrator covering 4 grade levels).			
4	4.1	Onboarding Calendar and Guide	No	\$21,324.00	55,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
			Yes		
4	4.2	Onboarding Internal Professional Development	Yes	\$32,183.00	28,466.00
4	4.3	Personalized Professional Development Plan	Yes	\$40,229.00	33,583.00
5	5.1	Data Dashboard			
5	5.2	Positive School Climate for Inquiry	Yes	\$55,229.00	21,350.00
5	5.3	Stakeholder Meeting Calendar	Yes	\$24,137.00	21,350.00

# 2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1,680,241.00	\$1,347,506.00	\$1,369,249.00	(\$21,743.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Diagnostic Assessment Data	Yes	\$75,196.00	80,962.00		
1	1.2	Personalized Education Plan	Yes	\$109,685.00	221,830.00		
1	1.3	Instruction Program Feedback	Yes	\$107,671.00	107,124.00		
1	1.4	Instructional Experiences Feedback	Yes	\$6,000.00	7,830.00		
1	1.5	Monthly Meetings, Workshops or Trainings	Yes				
2	2.1	IAB Administration	Yes	\$21,324.00	37,500.00		
2	2.2	Professional Development	Yes	\$192,460.00	223,480.00		
2	2.3	Use of Data in Planning	Yes	\$127,454.00	185,028.00		
2	2.5	Personalized Education Plan (Thrively)	Yes	\$5,000.00	5,292.00		
2	2.6	English Learner Coordinator Position	Yes	\$195,552.00	89,881.00		
2	2.7	SPED Resource Teacher	Yes	\$164,249.00	65,545.00		
3	3.1	Professional Development to Analyze Data	Yes				
3	3.2	Professional Development to Research Instructional Strategies	Yes				



Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.3	Teacher Observations	Yes	\$169,813.00	185,028.00		
4	4.1	Onboarding Calendar and Guide	Yes	\$21,324.00	55,000.00		
4	4.2	Onboarding Internal Professional Development	Yes	\$32,183.00	28,466.00		
4	4.3	Personalized Professional Development Plan	Yes	\$40,229.00	33,583.00		
5	5.2	Positive School Climate for Inquiry	Yes	\$55,229.00	21,350.00		
5	5.3	Stakeholder Meeting Calendar	Yes	\$24,137.00	21,350.00		

# 2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
4,231,653.00	1,680,241.00	0	39.706%	\$1,369,249.00	0.000%	32.357%	\$310,992.00	7.349%

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
    - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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

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

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

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

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

# Plan Summary

## Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

## Requirements and Instructions

### General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

### Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

### Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

### **Comprehensive Support and Improvement**

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

#### Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

#### Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

#### Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## **Engaging Educational Partners**

### **Purpose**

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

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

### **Requirements**

**School districts and COEs:** *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

**Charter schools:** *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## Instructions

### Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

### Complete the table as follows:

#### Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

#### Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.



- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

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

### Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

### Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

#### Focus Goal(s)

##### Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

##### Type of Goal

Identify the type of goal being implemented as a Focus Goal.

##### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

##### An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

### Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

#### Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
  - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
  - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

#### Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

#### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

#### An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

**Note:** EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

## Broad Goal

### Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

### Type of Goal

Identify the type of goal being implemented as a Broad Goal.

### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

### **Maintenance of Progress Goal**

#### Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

#### Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

#### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

### **Measuring and Reporting Results:**

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
  
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #
<ul style="list-style-type: none"> <li>● Enter the metric number.</li> </ul>
Metric
<ul style="list-style-type: none"> <li>● Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.</li> </ul>
Baseline
<ul style="list-style-type: none"> <li>● Enter the baseline when completing the LCAP for 2024–25.                             <ul style="list-style-type: none"> <li>○ Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).</li> <li>○ Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.</li> <li>○ Indicate the school year to which the baseline data applies.</li> <li>○ The baseline data must remain unchanged throughout the three-year LCAP.                                     <ul style="list-style-type: none"> <li>▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain</li> </ul> </li> </ul> </li> </ul>

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

## Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

## Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

## Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

## Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the **“Measuring and Reporting Results”** part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . Leave blank until then.

**Goal Analysis:**

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

**Note:** When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
  - Include a discussion of relevant challenges and successes experienced with the implementation process.
  - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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



## A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

## A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

### **Actions:**

Complete the table as follows. Add additional rows as necessary.

#### Action #

- Enter the action number.

#### Title

- Provide a short title for the action. This title will also appear in the action tables.

#### Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

## Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

## Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
  - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

## Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

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

### Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

### Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

## LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

### For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

## Requirements and Instructions

Complete the tables as follows:

### Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

### Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

### Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

### LCFF Carryover — Percentage

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

**LCFF Carryover — Dollar**

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

**Total Percentage to Increase or Improve Services for the Coming School Year**

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

**Required Descriptions:**

**LEA-wide and Schoolwide Actions**

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

**Identified Need(s)**

Provide an explanation of the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

**How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis**

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

### **Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

**Note for COEs and Charter Schools:** In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

### **Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

### **Identified Need(s)**

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

### **How the Action(s) are Designed to Address Need(s)**

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

### **Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

### **Additional Concentration Grant Funding**

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

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

## Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

## Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).



Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

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

### Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### **Contributing Actions Annual Update Table**

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

### **LCFF Carryover Table**

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

California Department of Education  
November 2023

# Coversheet

## Approve the LCAP Mid-Year Report

**Section:** III. Items for Potential Action  
**Item:** B. Approve the LCAP Mid-Year Report  
**Purpose:** Vote

**Submitted by:**

**Related Material:**

2025\_LCAP\_Mid-Year\_Monitoring\_Report\_for\_the\_2024-25\_LCAP\_TEACH\_Preparatory\_Mildred\_S.\_Cunningham\_&\_Edith\_H.\_Morris\_ES\_20250224.pdf

2025\_LCAP\_Mid-Year\_Monitoring\_Report\_for\_the\_2024-25\_LCAP\_TEACH\_Academy\_of\_Technologies\_20250224.pdf

2025\_LCAP\_Mid-Year\_Monitoring\_Report\_for\_the\_2024-25\_LCAP\_TEACH\_Tech\_Charter\_High\_School\_20250224.pdf

## Monitoring Goals, Actions, and Resources for the 2024-25 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2024-25 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year’s local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year’s local control and accountability plan.

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



**Goal 1****Goal Description**

Reduce the rate of chronic absenteeism.

**Expected Annual Measurable Objectives**

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	Chronic Absenteeism	56%			50%	30% or lower

**Actions & Measuring and Reporting Results**

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	<b>CMO resources</b> CMO will provide support to develop and implement a policy and interventions for when students are absent. The CMO will conduct a comprehensive analysis to determine core reasons students miss school and evidence-based solutions.	No Yes	Fully Implemented	50%		\$250,000.00	\$145,432.00
1.2	<b>Office Staff</b> Office Staff will communicate with parents when students are absent.	No Yes	Fully Implemented	50%		\$143,896.00	\$65,557.06
1.3	<b>Counselor and Assistant Principal Position</b> The counselor and AP will ensure implementation of policy and interventions to address chronic absenteeism. These positions will support teachers, students and families to address the core reasons for students missing school.	No Yes	Fully Implemented	50%		\$323,673.00	\$91,377.30



**Goal 2****Goal Description**

Improve academic performance in math.

**Expected Annual Measurable Objectives**

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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**Actions & Measuring and Reporting Results**

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	<b>Curriculum</b> Continue use of iReady, Smarty Ants and other curriculum to support Tier one and Tier 2 and 3 interentions.	No Yes	Fully Implemented	N/A		\$70,827.00	\$70,827.00
2.2	<b>Teacher looping and peer-to-peer mentoring</b> Teacher looping and peer-to-peer mentoring pairs new teachers with more experienced teachers for support and capacity building. Looping teachers provides multiple benefits described above .	No Yes	Fully Implemented	N/A		\$250,494.00	\$72,159.40
2.3	<b>Assistant Principal</b> Supports teacher development, provides PD for teachers to maximize use of selected curriculum.	No Yes	Fully Implemented	N/A		\$0.00	

**Goal 3****Goal Description**

Improve the English Language Arts proficiency rates of Emerging Bilinguals

**Expected Annual Measurable Objectives**

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	SBAC (CAASP) Proficiency rates	7.5%			N/A	25% Proficient or higher

**Actions & Measuring and Reporting Results**

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	The AP will build teacher capacity, provide coaching and PD on supporting Emerging Bilingual students in all grade levels.	No Yes	Fully Implemented	N/A			

## Goal 4

Goal Description

### Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027

### Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

## Goal 5

Goal Description

### Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027

### Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

# Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	3,706,990	3,619,000
LCFF Supplemental/Concentration Grants	1,038,383	1,009,061

## Monitoring Goals, Actions, and Resources for the 2024-25 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2024-25 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year’s local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year’s local control and accountability plan.

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



## Goal 1

### Goal Description

Reduce Chronic Absenteeism. In 22-23, 56% of students were chronically absent (missing 13 or more days per year), TEACH Academy will reduce the rate to below 50% in 24-25, below 40% in 25-26 and below 35% in 26-27.

### Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	Chronic Absenteeism Rate	56%			42%	35% or lower

## Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	<b>Counselors</b> Counselors support communication to families and support students with strategies that improve attendance.	No Yes	Fully Implemented	42%		\$239,088.00	\$113,757.57
1.2	<b>Office Personnel</b> Support communication and notification to parents when students are absent.	No Yes	Fully Implemented	42%		\$339,206.00	\$142,028.76
1.3	<b>Assistant Principal- was Instructional Coach- Title change pending updated LCAP approval</b> By focusing on developing teacher capacity for classroom management and to provide engaging lessons, the Assistant Principal improves the school culture and climate and reduces barriers that keep students from coming to school.	No Yes	Fully Implemented	42%		\$112,148.00	\$75,625.98

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.4	<b>CMO support</b> CMO resources to develop and implement a policy and set of interventions for students who are chronically absent.	No Yes	Fully Implemented	42%		\$233,133.00	\$116,566.50

**Goal 2****Goal Description**

Improve student achievement in English Language Arts.

**Expected Annual Measurable Objectives**

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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**Actions & Measuring and Reporting Results**

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	<b>Culturally relevant curriculum and instructional practices</b> Provide teachers with curriculum, PD, resources to provide engaging lessons.	No Yes	Partially Implemented	N/A		\$565,096.00	\$290,387.28
2.2	<b>Assistant Principal Position</b> Assistant Principal will provide coaching, observations, feedback, and support to develop teacher capacity.	No Yes	Fully Implemented	N/A		\$136,538.00	\$76,134.44
2.3	<b>Principal</b> Principal to provide instructional leadership school-wide, support teachers with lesson-planning and the development of assessments.	No Yes	Fully Implemented	N/A		\$148,875.00	\$82,985.15
2.4	Counselors support a healthy school culture, provide students with coping skills and focus on student social-emotional well-being. Improved school culture allows for more	No					

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	productive learning time and improved student outcomes.						

### Goal 3

Goal Description

### Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027

### Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

## Goal 4

Goal Description

### Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027

### Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

## Goal 5

Goal Description

### Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027

### Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

# Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	6,113,279	5,964,184
LCFF Supplemental/Concentration Grants	1,734,688	1,692,601



## Monitoring Goals, Actions, and Resources for the 2024-25 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2024-25 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year’s local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year’s local control and accountability plan.

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

## Goal 1

### Goal Description

Reduce the rate of chronic absenteeism across all grade levels from 45% (baseline SY 2022-2023) to 30% (year one- SY24-25), 25% (SY25-26), and 20% or lower by SY26-27.

### Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	Chronic Absenteeism Rates	45% chronic absenteeism rate			41%	20% or lower

## Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	<b>Community Liaison Position</b> The Community Liaison position (shared among the three divisions) supports attendance by providing direct outreach to families, implementing interventions and conducting home visits.	No Yes	Fully Implemented	41%		\$120,575.00	\$57,901.08
1.2	<b>CMO support to develop and implement an intervention policy to improve attendance</b> The CMO will support a system-wide policy and set of interventions to support increased attendance.	No Yes	Fully Implemented	41%		\$394,418.00	\$160,678.00
1.3	<b>Office Staff</b> The office staff will support family involvement and the implementation of interventions when students are absent or chronically absent.	No Yes	Fully Implemented	41%		\$235,935.00	\$88,718.76

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.4	<b>Counselor Support</b> The Counselors will also support improved attendance by providing interventions and family outreach when students are absent or chronically absent.	No Yes	Fully Implemented	41%		\$249,390.00	\$123,727.91

## Goal 2

Goal Description
<p><b>Improve Academic Achievement in Math. In SY 22-23, 87% of students tested below grade level in math, trailing both state and district numbers. TEACH Tech In the area of math achievement, in 2021-2022, the proficiency rate was 16% and this decreased slightly in 2022-2023 to 13%.</b></p> <p><b>The goal is to increase proficiency rates to 20% in SY 24-25, 25% in SY 25-26 and 30% in SY 26-27</b></p>

### Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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## Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	<p><b>CPM math curriculum</b> TEACH Tech will continue to implement the CPM math curriculum and provide professional development to teachers to increase capacity and instructional strategies specific to the curriculum.</p>	No Yes	Partially Implemented	N/A		\$72,000.00	\$16,312.12
2.2	<p><b>Retain qualified math teachers through competitive salaries/bonuses</b> TEACH Tech will offer competitive salaries and or bonus structures for teacher retention in hard to fill positions such as math.</p>	No Yes	Fully Implemented	N/A		\$398,060.00	\$177,264.03

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.3	<b>Ability grouping</b> Students will be placed according to diagnostic assessments.	No Yes	Fully Implemented	N/A		\$237,466.00	\$75,316.85

## Goal 3

### Goal Description

Increase English Language Proficiency of Emerging Bilinguals

### Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	ELA Proficiency rates of students identified as Emerging Bilinguals as measured by the SBAC (CAAASP)	18.75% of students identified as Emerging Bilinguals scored proficient in ELA on the SBAC			N/A	35% of students identified as Emerging Bilinguals score proficient in ELA on the SBAC

### Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	<b>Emerging Bilingual Coordinator position</b> the position of Emerging Bilingual Coordinator dedicated to serving ELD students and to supporting teachers in serving ELD studen	No Yes	Fully Implemented	N/A		\$115,028.00	\$56,873.63
3.2	<b>Professional Development</b> Professional development for all teachers to support English Language acquisition across disciplines	No Yes	Partially Implemented	N/A		\$30,000.00	\$8,470.00

## Goal 4

Goal Description

### Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027

### Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

## Goal 5

Goal Description

### Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027

### Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures



# Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	6,550,407	5,629,349
LCFF Supplemental/Concentration Grants	1,852,872	1,581,220

# Coversheet

## Approve the 2023-2024 School Accountability Report Card (SARC)

**Section:** III. Items for Potential Action  
**Item:** C. Approve the 2023-2024 School Accountability Report Card (SARC)  
**Purpose:** Vote

**Submitted by:**

**Related Material:**

2024\_School\_Accountability\_Report\_Card\_TEACH\_Academy\_of\_Technologies\_20250224.pdf  
2024\_School\_Accountability\_Report\_Card\_TEACH\_Tech\_Charter\_High\_School\_20250224.pdf  
2024\_School\_Accountability\_Report\_Card\_TEACH\_Preparatory\_Mildred\_S.\_Cunningham\_&\_Edit  
h\_H.\_Morris\_ES\_20250224.pdf

# TEACH Academy of Technologies

## 2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

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

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

**Admission Requirements for the University of California (UC)**

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

**Admission Requirements for the California State University (CSU)**

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

**2024-25 School Contact Information**

<b>School Name</b>	TEACH Academy of Technologies
<b>Street</b>	10000 S. Western Avenue
<b>City, State, Zip</b>	Los Angeles, CA 90047
<b>Phone Number</b>	323-872-0809
<b>Principal</b>	Bridgette Brown
<b>Email Address</b>	bbrown@teachps.org
<b>School Website</b>	www.teachps.org
<b>Grade Span</b>	5-8
<b>County-District-School (CDS) Code</b>	19647330122242

**2024-25 District Contact Information**

<b>District Name</b>	TEACH Academy of Technologies
<b>Phone Number</b>	213-241-1000
<b>Superintendent</b>	Alberto M. Carvalho
<b>Email Address</b>	superintendent@lausd.net
<b>District Website</b>	www.lausd.net

**2024-25 School Description and Mission Statement**

The mission of TEACH Academy of Technologies is to cultivate a high-quality, innovative teaching and learning environment that emphasizes literacy while integrating state-of-the-art technologies across the core curriculum to ensure academic proficiency for all students

TEACH Academy of Technologies will create an educational environment that fosters success both in the classroom and the community. To this end, the school will work relentlessly toward the following program goals:

1. Prepare students for academic success in high school and post-secondary education.

## 2024-25 School Description and Mission Statement

2. Develop students into responsible and active participants in their community.
3. Empower students to become lifelong learners.

## About this School

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 5	65
Grade 6	141
Grade 7	136
Grade 8	127
<b>Total Enrollment</b>	<b>469</b>

### 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	53.7
Male	46.3
Black or African American	38.2
Hispanic or Latino	60.8
Two or More Races	0.9
White	0.2
English Learners	28.8
Foster Youth	2.1
Socioeconomically Disadvantaged	98.3
Students with Disabilities	11.1

## A. Conditions of Learning **State Priority: Basic**

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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	11.00	69.31	22369.20	82.26	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.90	5.63	714.60	2.63	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.80	11.31	1398.60	5.14	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.56	1060.30	3.90	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	2.00	13.06	1651.30	6.07	18854.30	6.86
<b>Total Teaching Positions</b>	16.00	100.00	27194.20	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	3.50	27.48	23128.20	84.33	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.80	6.16	804.50	2.93	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	8.60	66.36	1474.90	5.38	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	1009.60	3.68	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	0.00	0.00	1009.30	3.68	15831.90	5.67
<b>Total Teaching Positions</b>	12.90	100.00	27426.80	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	3.20	25.99	22355.10	82.56	231142.40	83.24
<b>Intern Credential Holders Properly Assigned</b>	1.00	7.92	1101.40	4.07	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	8.30	66.01	1596.00	5.89	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	1053.60	3.89	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	0.00	0.00	971.50	3.59	14303.80	5.15
<b>Total Teaching Positions</b>	12.60	100.00	27077.80	100.00	277698.00	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
<b>Permits and Waivers</b>	0.00	0.00	0
<b>Misassignments</b>	1.80	8.60	8.3
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and Misassignments</b>	1.80	8.60	8.3

### Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00	0
<b>Local Assignment Options</b>	0.00	0.00	0
<b>Total Out-of-Field Teachers</b>	0.00	0.00	0

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	12.00	71.3	76
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	13.20	28.6	29.9

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	McGraw Hill Reading Wonders (Grade 5) & McGraw Hill StudySync (Grades 6-8)	Yes	0
<b>Mathematics</b>	McGraw Hill Reveal Math (Grade 5), McGraw Hill National Reveal Math (Grade 6) & CPM (Grades 7 & 8)	Yes	0
<b>Science</b>	McGraw Hill California Inspire Science	Yes	0
<b>History-Social Science</b>	McGraw Hill IMPACT: CALIFORNIA (Grades 5-8)	Yes	0
<b>Foreign Language</b>	Vista Higher Learning Encuentros	Yes	0

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

## School Facility Conditions and Planned Improvements

The school site has been thoroughly assessed and is determined to be in good repair, ensuring a safe and well-maintained environment for students and staff. Routine inspections have confirmed that all facilities, including classrooms, restrooms, common areas, and outdoor spaces, meet safety and operational standards. At this time, no major repairs, upgrades, or maintenance needs have been identified. The school remains committed to ongoing facility monitoring and preventative maintenance to uphold a high standard of safety, cleanliness, and functionality.

Year and month of the most recent FIT report: October 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			NONE
<b>Interior:</b> Interior Surfaces	X			NONE



## School Facility Conditions and Planned Improvements

<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X		NONE
<b>Electrical</b>	X		NONE
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X		NONE
<b>Safety:</b> Fire Safety, Hazardous Materials	X		NONE
<b>Structural:</b> Structural Damage, Roofs	X		NONE
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X		NONE

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	15	10	41	43	46	47
<b>Mathematics</b> (grades 3-8 and 11)	4	3	29	32	34	35

## 2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	469	460	98.08	1.92	10.46
<b>Female</b>	248	244	98.39	1.61	9.84
<b>Male</b>	221	216	97.74	2.26	11.16
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	185	181	97.84	2.16	6.67
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	276	274	99.28	0.72	12.77
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--

<b>White</b>	--	--	--	--	--
<b>English Learners</b>	125	125	100.00	0.00	0.80
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	372	364	97.85	2.15	11.02
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	47	46	97.87	2.13	2.17

## 2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	469	461	98.29	1.71	3.25
<b>Female</b>	248	244	98.39	1.61	2.05
<b>Male</b>	221	217	98.19	1.81	4.61
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	185	182	98.38	1.62	0.55
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	276	274	99.28	0.72	5.11
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	125	125	100.00	0.00	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0

<b>Socioeconomically Disadvantaged</b>	372	365	98.12	1.88	3.29
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	47	46	97.87	2.13	0.00

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>Science</b> (grades 5, 8 and high school)	9.55	4.64	20.46	21.89	30.29	30.73

## 2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	200	194	97.00	3.00	4.64
Female	99	96	96.97	3.03	5.21
Male	101	98	97.03	2.97	4.08
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	77	74	96.10	3.90	4.05
Filipino	0	0	0	0	0
Hispanic or Latino	120	119	99.17	0.83	5.04
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	50	50	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	159	154	96.86	3.14	4.55
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	17	94.44	5.56	0.00

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

## 2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
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## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2024-25 Opportunities for Parental Involvement

TEACH Academy of Technologies will create a school culture where parents and families are embraced as partners in each child's education. Research shows that one of the strongest predictors of student success is parental involvement. Therefore, parents of TEACH Academy students are both encouraged and expected to actively participate in their child's educational journey.

To support this partnership, TEACH Academy provides translation services and materials in students' home languages to ensure effective communication. Additionally, staff will receive ongoing training on best practices for engaging parents. To strengthen relationships further, TEACH Academy will implement administrative procedures to assess parent satisfaction with school staff.

Equally important, TEACH Academy of Technologies will provide ongoing parent education classes and workshops. These sessions will focus on helping parents:

- Create a home environment that fosters learning.
- Set high academic and personal expectations for their children.
- Support their children in developing a vision for their future.

Other workshops will emphasize the importance of parental involvement in school activities and decision-making.

As part of this commitment, TEACH Academy of Technologies operates the TEACH Parent Center, located at the 1750 campus, adjacent to the 10000 campus. This center offers parent workshops, educational opportunities, and resources designed to support family engagement and student success.

Before admission, all parents/guardians are encouraged to:

- a) Attend an orientation to learn about the school's philosophy and expectations.
- b) Sign a non-binding agreement acknowledging their understanding of TEACH Academy's mission, programs, and the role of parent engagement.

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	533	508	226	44.5
Female	289	274	132	48.2
Male	244	234	94	40.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	217	201	101	50.2
Filipino	--	--	--	--
Hispanic or Latino	308	299	121	40.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	141	139	57	41.0
Foster Youth	16	12	4	33.3
Homeless	--	--	--	--
Socioeconomically Disadvantaged	516	497	221	44.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	70	69	37	53.6

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	6.94	0.46	0.55	0.6	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.02	0.02	0.02	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.94	0.00
Female	9.00	0.00
Male	4.51	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	11.52	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.90	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	3.55	0.00
Foster Youth	31.25	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	6.98	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	10.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 School Safety Plan

TEACH Public Schools is committed to maintaining safe and secure campuses for all students and staff. The Comprehensive School Safety Plan (CSSP) was last reviewed and updated for the 2024-25 school year and approved at the TEACH Regular Board Meeting on July 30, 2024. It is reviewed and updated annually to align with the latest safety protocols and best practices.



## 2024-25 School Safety Plan

The CSSP is discussed with faculty during the Summer Institute in August and reinforced through smaller forums throughout the school year, including minimum days and professional development days. A student representative is also included in relevant discussions to ensure student perspectives are considered.

### Key Elements of the CSSP

The CSSP outlines essential policies and procedures, including:

- Securing the physical campus through surveillance, controlled access points, and routine safety inspections.
- Emergency preparedness and response protocols, such as fire drills, lockdowns, earthquake procedures, and crisis management plans.
- Student and staff safety initiatives, including anti-bullying programs, conflict resolution training, and mental health support services.
- Visitor management procedures to ensure all guests sign in and undergo proper identification checks before accessing the campus.
- Collaboration with local law enforcement and emergency responders for coordinated response efforts.
- Ongoing staff training and student education on safety awareness, digital responsibility, and emergency preparedness.

### Training & Drills

All school employees are required to complete annual CSSP training as part of their onboarding and ongoing professional development. Safety drills are conducted monthly to ensure preparedness and familiarity with emergency procedures.

TEACH Public Schools remains dedicated to fostering a safe, orderly, and inclusive learning environment for all students, staff, and families.

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26		10	
Mathematics	28		5	
Science	26		10	
Social Science	26		10	

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	4	6	
Mathematics	24	4	6	
Science	24	4	6	
Social Science	24	4	6	

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26		10	
Mathematics	26		10	
Science	26		10	
Social Science	26		10	

## 2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	234.5

### 2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

### Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$19,143	\$4,309	\$14,834	\$65,406
District	N/A	N/A	\$11,484	\$85,275
Percent Difference - School Site and District	N/A	N/A	25.5	-26.4
State	N/A	N/A	\$10,771	\$101,084
Percent Difference - School Site and State	N/A	N/A	31.7	-42.9

### Fiscal Year 2023-24 Types of Services Funded

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## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/csl/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$52,399	\$56,573
<b>Mid-Range Teacher Salary</b>	\$83,696	\$87,186
<b>Highest Teacher Salary</b>	\$103,915	\$119,665
<b>Average Principal Salary (Elementary)</b>	\$130,400	\$148,486
<b>Average Principal Salary (Middle)</b>	\$143,735	\$154,835
<b>Average Principal Salary (High)</b>	\$147,353	\$170,008
<b>Superintendent Salary</b>	\$440,000	\$338,699
<b>Percent of Budget for Teacher Salaries</b>	24.89	31.41
<b>Percent of Budget for Administrative Salaries</b>	4.73	4.86

## Professional Development

### Student-Centered Learning & Instructional Approach

Research suggests that students learn best when they are actively engaged in the learning process. At TEACH Academy, students are expected to be fully engaged in the curriculum and learning objectives at all times. Teachers play a critical role in this process by consistently communicating learning objectives to students and employing both formative and summative assessments to measure mastery of concepts and state content standards. This approach ensures that students actively participate in conversations about learning objectives, instruction, and assessment.

Furthermore, TEACH Academy embraces a student-centered approach that supports a culturally relevant curriculum, connecting learning to students' interests and prior experiences. Building strong, meaningful connections with parents and involving them in conversations about their child's education further ensures that the academic program reflects the diverse community we serve.

### Research-Based Instructional Strategies

As part of the curriculum design process, evidence-based instructional strategies are embedded into daily classroom culture to enhance student achievement. TEACH Academy integrates strategies highlighted in Classroom Instruction That Works by Marzano, Pickering, and Pollock (2001)—a comprehensive study that identifies high-impact teaching practices proven to improve student success across all grade levels and subjects.

Teachers are encouraged to continuously refine their instructional practices by focusing on the three key elements of effective pedagogy:

1. Instructional Strategies – Implementing research-backed teaching methods to maximize student engagement and learning outcomes.
2. Management Techniques – Establishing a structured yet flexible classroom environment that promotes positive behavior and academic success.
3. Curriculum Design – Developing rigorous, standards-aligned lessons that foster critical thinking and real-world application.

To support these goals, TEACH Academy provides ongoing professional development and resources to help educators create meaningful, project-based learning experiences across all grade levels and subject areas.

### Instructional Methods & Learning Strategies

## Professional Development

The curriculum at TEACH Academy is designed to engage students through a diverse set of instructional strategies, curriculum resources, and materials, including:

- Direct instruction for foundational skill development.
- Research-based projects that encourage inquiry and problem-solving.
- Cooperative group work to enhance peer collaboration and communication skills.
- Interdisciplinary learning that integrates multiple subject areas for deeper understanding.
- Clearly defined “Learning Targets” to provide students with clear goals and expectations.
- Rubric-based self-assessment to promote student reflection and ownership of learning.
- Community involvement & partnerships to bring real-world experiences into the classroom.
- Computer-Assisted Blended Learning, where students receive personalized instruction at their level while teachers facilitate and monitor progress. This approach allows students to engage in independent learning and practice while receiving targeted support as needed.

By implementing these innovative teaching strategies, TEACH Academy ensures that students are actively engaged, challenged, and supported in their academic journey, preparing them for high school, college, and beyond.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	15	15	15

# TEACH Tech Charter High School

## 2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

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

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

**Admission Requirements for the University of California (UC)**

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

**Admission Requirements for the California State University (CSU)**

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

**2024-25 School Contact Information**

<b>School Name</b>	TEACH Tech Charter High School
<b>Street</b>	10616 S. Western Avenue
<b>City, State, Zip</b>	Los Angeles, CA 90047
<b>Phone Number</b>	323-872-0708
<b>Principal</b>	Sione Thompson
<b>Email Address</b>	SThompson@teachps.org
<b>School Website</b>	www.teachps.org
<b>Grade Span</b>	9-12
<b>County-District-School (CDS) Code</b>	19647330129627

**2024-25 District Contact Information**

<b>District Name</b>	TEACH Tech Charter High School
<b>Phone Number</b>	213-241-1000
<b>Superintendent</b>	Alberto M. Carvalho
<b>Email Address</b>	superintendent@lausd.net
<b>District Website</b>	www.lausd.net

**2024-25 School Description and Mission Statement**

The mission of TEACH Public Schools is to create a high-quality, innovative teaching and learning environment that prioritizes literacy while integrating state-of-the-art technology across the core curriculum to ensure academic proficiency for all students.

At TEACH Tech Charter High School (TTCHS), our innovative educational model provides students with a rigorous, Common Core State Standards-based college preparatory program designed to equip them with the skills, knowledge, and confidence needed to succeed in higher education and beyond. Our real-world learning approach, which includes project-based learning and internships, engages students in practical applications of their studies, motivating them to see the relevance of their

## 2024-25 School Description and Mission Statement

education and preparing them for college and career pathways.

### Focus on College Readiness & Social-Emotional Support

TTCHS recognizes that academic success is deeply connected to social-emotional well-being. To ensure students are fully prepared for college and beyond, we provide a comprehensive support system that nurtures both their academic and personal growth. Our approach includes:

- College and Career Counseling – Dedicated counselors help students explore college and career options, navigate the admissions process, and access financial aid and scholarship opportunities.
- Personalized Academic Support – Individualized learning plans ensure that students receive the targeted instruction they need to meet college-readiness benchmarks.
- Social-Emotional Learning (SEL) Curriculum – SEL is embedded into the school day, teaching students self-awareness, emotional regulation, relationship-building, and responsible decision-making skills.
- Mentorship and Advisory Programs – Each student has a faculty mentor who provides guidance, academic check-ins, and support in navigating personal and academic challenges.
- Mental Health and Wellness Resources – On-campus counseling services and partnerships with community organizations provide students with access to mental health support, ensuring they have the tools to manage stress and develop resilience.

### Technology-Enhanced Learning & Student Support

At TTCHS, technology is a cornerstone of instruction and student support, ensuring equitable access to high-quality learning experiences. Our technology integration strategy includes:

- 1:1 Student Devices – Every student has access to a personal device to support digital literacy, research, and interactive learning.
- Blended Learning Models – A combination of in-person instruction and online learning platforms allows students to learn at their own pace while receiving real-time support from teachers.
- Data-Driven Instruction – Teachers use real-time data from digital assessments to monitor student progress and adjust instruction to meet individual needs.
- Online College & Career Readiness Platforms – Students have access to tools such as college search databases, virtual college tours, resume-building software, and career exploration resources.

Through a combination of rigorous academics, personalized support, social-emotional learning, and cutting-edge technology, TTCHS empowers students to graduate college-ready, career-prepared, and equipped to thrive in the 21st century.

## About this School

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	105
Grade 10	102
Grade 11	108
Grade 12	91
<b>Total Enrollment</b>	<b>406</b>



## 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.2
Male	49.8
Black or African American	34.2
Hispanic or Latino	64.8
White	1
English Learners	23.6
Foster Youth	2
Socioeconomically Disadvantaged	94.8
Students with Disabilities	13.3

### A. Conditions of Learning **State Priority: Basic**

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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	17.30	87.84	22369.20	82.26	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	714.60	2.63	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	1398.60	5.14	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	1060.30	3.90	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	2.40	12.16	1651.30	6.07	18854.30	6.86
<b>Total Teaching Positions</b>	19.70	100.00	27194.20	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	17.50	84.32	23128.20	84.33	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	804.50	2.93	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	3.10	14.87	1474.90	5.38	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	1009.60	3.68	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	0.10	0.77	1009.30	3.68	15831.90	5.67
<b>Total Teaching Positions</b>	20.80	100.00	27426.80	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	9.60	70.08	22355.10	82.56	231142.40	83.24
<b>Intern Credential Holders Properly Assigned</b>	0.80	6.03	1101.40	4.07	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	3.20	23.89	1596.00	5.89	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	1053.60	3.89	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	0.00	0.00	971.50	3.59	14303.80	5.15
<b>Total Teaching Positions</b>	13.70	100.00	27077.80	100.00	277698.00	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
<b>Permits and Waivers</b>	0.00	0.00	0
<b>Misassignments</b>	0.00	3.10	3.2
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	3.10	3.2

### Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00	0
<b>Local Assignment Options</b>	0.00	0.00	0
<b>Total Out-of-Field Teachers</b>	0.00	0.00	0

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.60	18	48.6
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.50	0	37.5

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill StudySync	Yes	
Mathematics	CPM	Yes	
Science	McGraw Hill California Inspire Science Series	Yes	
History-Social Science	McGraw-Hill Education IMPACT: CALIFORNIA	Yes	
Foreign Language	Vista Higher Learning Encuentros	Yes	

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

## School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report		October 2024		
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			

## School Facility Conditions and Planned Improvements

<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	56	49	41	43	46	47
<b>Mathematics</b> (grades 3-8 and 11)	13	11	29	32	34	35

## 2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	102	100	98.04	1.96	49.00
<b>Female</b>	49	48	97.96	2.04	52.08
<b>Male</b>	53	52	98.11	1.89	46.15
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	33	32	96.97	3.03	43.75
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	69	68	98.55	1.45	51.47
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0

<b>White</b>	0	0	0	0	0
<b>English Learners</b>	24	24	100.00	0.00	8.33
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	79	78	98.73	1.27	50.00
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	13	12	92.31	7.69	0.00

## 2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	102	100	98.04	1.96	11.00
<b>Female</b>	49	48	97.96	2.04	8.33
<b>Male</b>	53	52	98.11	1.89	13.46
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	33	32	96.97	3.03	3.13
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	69	68	98.55	1.45	14.71
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	0	0	0	0	0
<b>English Learners</b>	24	24	100.00	0.00	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0

<b>Socioeconomically Disadvantaged</b>	79	78	98.73	1.27	8.97
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	13	12	92.31	7.69	0.00

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>Science</b> (grades 5, 8 and high school)	1.45	2.63	20.46	21.89	30.29	30.73



## 2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	82	76	92.68	7.32	2.63
Female	37	35	94.59	5.41	5.71
Male	45	41	91.11	8.89	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	27	25	92.59	7.41	8.00
Filipino	0	0	0	0	0
Hispanic or Latino	55	51	92.73	7.27	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	15	15	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	61	56	91.80	8.20	1.79
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

## 2023-24 Career Technical Education Programs

## 2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	100

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

## 2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	95%	97%	97%	95%	97%

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

## 2024-25 Opportunities for Parental Involvement

One of the strongest predictors of student success is parental involvement in their child’s education. At TEACH Tech Charter High School (TTCHS), parents are encouraged and expected to take an active role in their child’s academic journey. We are committed to fostering a school culture that embraces parents and families as valued partners in preparing students for college, careers, and beyond.

### Effective Communication & Family Engagement

To ensure clear and effective communication, TTCHS provides translation services and materials in students’ home languages. Additionally, staff receive ongoing training on best practices for engaging and supporting parents. To continuously improve our efforts, TTCHS will implement administrative procedures to assess parent satisfaction with school staff and services.

### Parent Education & Support

Equally important, TTCHS offers ongoing parent education classes and workshops to equip families with tools to support their child’s success. These sessions help parents:

- Create a home environment that fosters learning and academic growth

## 2024-25 Opportunities for Parental Involvement

- Set high expectations and encourage college and career readiness
- Support their child in developing a vision for their future
- Understand the significance of their involvement in school activities

### Parent Commitment to Student Success

Prior to admission, all parents/guardians are encouraged to:

- a) Attend an orientation session to gain a deeper understanding of TTCHS's mission, academic programs, and expectations.
- b) Sign a non-binding agreement acknowledging their understanding of the TTCHS philosophy, program, and targeted outcomes, and their commitment to active parent involvement.

By working together, TTCHS, students, and families can build a strong foundation for academic success, social-emotional well-being, and lifelong learning.

## C. Engagement

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
<b>Dropout Rate</b>	13.8	8.8	7.2	7.8	8.5	6.5	7.8	8.2	8.9
<b>Graduation Rate</b>	86.2	90.1	89.7	87.4	86.1	88.5	87	86.2	86.4

#### 2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	97	87	89.7
<b>Female</b>	42	40	95.2
<b>Male</b>	55	47	85.5
<b>Non-Binary</b>	0.0	0.0	0.0
<b>American Indian or Alaska Native</b>	0	0	0.00
<b>Asian</b>	0	0	0.00
<b>Black or African American</b>	31	29	93.5
<b>Filipino</b>	0	0	0.00
<b>Hispanic or Latino</b>	66	58	87.9
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	0	0	0.00
<b>White</b>	0	0	0.00
<b>English Learners</b>	31	28	90.3
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	0.0	0.0	0.0
<b>Socioeconomically Disadvantaged</b>	97	87	89.7
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	11	11	100.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	460	431	176	40.8
Female	229	216	93	43.1
Male	231	215	83	38.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	163	151	66	43.7
Filipino	--	--	--	--
Hispanic or Latino	291	274	107	39.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	110	104	45	43.3
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	427	409	168	41.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	61	60	23	38.3

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	9.57	0.46	0.55	0.6	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.02	0.02	0.02	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	9.57	0.00
Female	7.86	0.00
Male	11.26	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	13.50	0.00
Filipino	0.00	0.00
Hispanic or Latino	7.22	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	8.18	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	10.07	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	16.39	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 School Safety Plan

TEACH Public Schools is committed to maintaining safe and secure campuses for all students and staff. This Comprehensive School Safety Plan outlines TEACH's policies and expectations for ensuring a secure physical campus, effective emergency response, and a safe, orderly learning environment.

## 2024-25 School Safety Plan

To uphold these standards:

- All school employees will receive training on the Comprehensive School Safety Plan upon joining TEACH and will review any updates annually.
- Staff members will implement and maintain policies, practices, and procedures to ensure the physical security of the campus.
- Schools will take proactive measures to enhance the safety and protection of students and staff in both daily operations and emergency situations.

By fostering a culture of preparedness and vigilance, TEACH Public Schools ensures that every student has a safe and supportive environment conducive to learning.

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	4	15	2
Mathematics	25	9	14	2
Science	27	3	9	2
Social Science	24	7	8	

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	4	14	
Mathematics	23	11	15	
Science	24	4	10	
Social Science	23	6	9	

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	13	9	1
Mathematics	20	14	7	
Science	22	10	5	
Social Science	22	12	7	

## 2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	203

## 2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	



## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$16,526	\$2,680	\$13,846	\$69,238
<b>District</b>	N/A	N/A	\$11,484	\$85,275
<b>Percent Difference - School Site and District</b>	N/A	N/A	18.6	-20.8
<b>State</b>	N/A	N/A	\$10,771	\$101,084
<b>Percent Difference - School Site and State</b>	N/A	N/A	25.0	-37.4

## Fiscal Year 2023-24 Types of Services Funded

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$52,399	\$56,573
<b>Mid-Range Teacher Salary</b>	\$83,696	\$87,186
<b>Highest Teacher Salary</b>	\$103,915	\$119,665
<b>Average Principal Salary (Elementary)</b>	\$130,400	\$148,486
<b>Average Principal Salary (Middle)</b>	\$143,735	\$154,835
<b>Average Principal Salary (High)</b>	\$147,353	\$170,008
<b>Superintendent Salary</b>	\$440,000	\$338,699
<b>Percent of Budget for Teacher Salaries</b>	24.89	31.41
<b>Percent of Budget for Administrative Salaries</b>	4.73	4.86

## 2023-24 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

<b>Percent of Students in AP Courses</b>	17.9
--	------

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	2
Fine and Performing Arts	0
Foreign Language	1
Mathematics	1
Science	0
Social Science	2
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	6

## Professional Development

At TEACH Tech Charter High School (TTCHS), we are committed to maintaining a safe, secure, and academically rigorous learning environment that supports college and career readiness for all students. To achieve this, ongoing professional development is essential in ensuring that staff are well-equipped to maintain campus safety, respond effectively to emergencies, and support students' academic and social-emotional growth.

### Commitment to Staff Training & Development

To uphold these high standards, TTCHS ensures that:

- All school employees receive training on the Comprehensive School Safety Plan upon joining TTCHS and participate in annual reviews and updates.
- Staff members are provided with ongoing professional development on best practices for campus safety, student support, and emergency preparedness.
- Faculty and support staff are trained in creating a structured and inclusive classroom environment that promotes student engagement, social-emotional well-being, and academic success.
- Administrators and educators collaborate on refining policies, procedures, and intervention strategies to proactively ensure the safety and protection of students and staff in both daily operations and emergency situations.

### Professional Development for College Readiness & Student Success

At TTCHS, professional learning extends beyond safety training to include college and career readiness-focused professional development. Staff receive training in:

- Integrating college preparatory strategies into daily instruction to ensure students are meeting rigorous academic expectations.
- Supporting students' social-emotional needs through trauma-informed practices, mental health awareness, and restorative justice techniques.
- Utilizing technology effectively to enhance instruction, personalize learning, and provide students with digital tools essential for higher education and careers.
- Building strong school-family partnerships to increase parent engagement in their child's academic progress and postsecondary planning.

## Professional Development

By fostering a culture of continuous learning and preparedness, TTCHS ensures that staff are equipped with the knowledge, skills, and strategies needed to provide students with a safe, structured, and high-quality educational experience that prepares them for college, careers, and lifelong success.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	15	15	15

# TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School

## 2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

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

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### DataQuest



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

#### California School Dashboard



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

<b>Internet Access</b>	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.
<b>Admission Requirements for the University of California (UC)</b>	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

## 2024-25 School Contact Information

<b>School Name</b>	TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School
<b>Street</b>	8505 S. Western Ave.
<b>City, State, Zip</b>	Los Angeles, CA 90047
<b>Phone Number</b>	323-872-0708
<b>Principal</b>	Sharon Rhee
<b>Email Address</b>	srhee@teachps.org
<b>School Website</b>	www.teachps.org
<b>Grade Span</b>	TK-4
<b>County-District-School (CDS) Code</b>	19647330138305

## 2024-25 District Contact Information

<b>District Name</b>	TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School
<b>Phone Number</b>	(213) 241-1000
<b>Superintendent</b>	Alberto M. Carvalho
<b>Email Address</b>	superintendent@lausd.net
<b>District Website</b>	www.lausd.net

## 2024-25 School Description and Mission Statement

TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School (TEACH Prep ES) is the third school operated by TEACH Public Schools, Inc., serving the Westmont/Gramercy Park community alongside TEACH Academy of Technologies (grades 5-8) and TEACH Tech Charter High School. Founded by longtime Los Angeles educators Mildred Cunningham and Edith Morris, TEACH Public Schools was created with a vision to address the whole child's needs, build character, and integrate state-of-the-art technology into instruction. Our dedicated staff prioritizes forging deep, lasting connections with students, ensuring a supportive and enriching educational experience.

The mission of TEACH Public Schools is to create a high-quality, innovative teaching and learning environment that focuses on literacy; integrating state-of-the-art technologies across the core curriculum to achieve academic proficiency for all students.

Our vision is to reach students of all backgrounds by nurturing the whole child—supporting their social, physical, emotional, and intellectual needs. Upon graduation, the knowledge and experiences acquired at our schools will be effectively applied to their daily lives.

TEACH Public Schools are innovative, dynamic, and student-centered institutions committed to fostering a culture of creativity, critical thinking, and academic excellence. We firmly believe that all children can learn when given the right opportunities and high-quality instruction. As philosopher G. Givhan states, "What you pay attention to grows." By maintaining a steadfast focus on our students and using data-driven practices, we empower both teachers and students to grow, achieve, and succeed in the 21st century.

## About this School

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	71
Grade 1	43
Grade 2	54
Grade 3	52
Grade 4	52
<b>Total Enrollment</b>	<b>272</b>

### 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.4
Male	52.6
Black or African American	42.3
Hispanic or Latino	56.3
White	1.5
English Learners	34.6
Foster Youth	0.7
Socioeconomically Disadvantaged	97.1
Students with Disabilities	7

## **A. Conditions of Learning State Priority: Basic**

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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	5.00	83.33	22369.20	82.26	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	714.60	2.63	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	16.67	1398.60	5.14	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	1060.30	3.90	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	0.00	0.00	1651.30	6.07	18854.30	6.86
<b>Total Teaching Positions</b>	6.00	100.00	27194.20	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	3.60	36.04	23128.20	84.33	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.50	5.01	804.50	2.93	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	5.90	59.06	1474.90	5.38	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	1009.60	3.68	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	0.00	0.00	1009.30	3.68	15831.90	5.67
<b>Total Teaching Positions</b>	9.90	100.00	27426.80	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.



## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	6.00	66.67	22355.10	82.56	231142.40	83.24
<b>Intern Credential Holders Properly Assigned</b>	2.00	22.22	1101.40	4.07	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	11.11	1596.00	5.89	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	1053.60	3.89	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	0.00	0.00	971.50	3.59	14303.80	5.15
<b>Total Teaching Positions</b>	9.00	100.00	27077.80	100.00	277698.00	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
<b>Permits and Waivers</b>	0.00	0.00	0
<b>Misassignments</b>	1.00	5.90	1
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and Misassignments</b>	1.00	5.90	1

### Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00	0
<b>Local Assignment Options</b>	0.00	0.00	0
<b>Total Out-of-Field Teachers</b>	0.00	0.00	0

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	16.60	84.4	20
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	16.60	20.6	20

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected: 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Reading Wonders	Yes	0
Mathematics	McGraw Hill Reveal Math	Yes	0
Science	McGraw Hill California Inspire Science	Yes	0
History-Social Science	McGraw Hill IMPACT: CALIFORNIA	Yes	0
Foreign Language	N/A		
Health	N/A		
Visual and Performing Arts	N/A		

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

## School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report: October 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b>	X			

## School Facility Conditions and Planned Improvements

Overall Cleanliness, Pest/Vermin Infestation				
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	17	12	41	43	46	47
<b>Mathematics</b> (grades 3-8 and 11)	7	9	29	32	34	35

## 2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	104	104	100.00	0.00	11.54
<b>Female</b>	53	53	100.00	0.00	7.55
<b>Male</b>	51	51	100.00	0.00	15.69
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	43	43	100.00	0.00	9.30
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	60	60	100.00	0.00	13.33
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0

<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	30	30	100.00	0.00	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	81	81	100.00	0.00	9.88
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

### 2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	104	104	100.00	0.00	8.65
<b>Female</b>	53	53	100.00	0.00	5.66
<b>Male</b>	51	51	100.00	0.00	11.76
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	43	43	100.00	0.00	9.30
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	60	60	100.00	0.00	6.67
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	30	30	100.00	0.00	3.33
<b>Foster Youth</b>	--	--	--	--	--

<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	81	81	100.00	0.00	4.94
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

<b>Subject</b>	<b>School 2022-23</b>	<b>School 2023-24</b>	<b>District 2022-23</b>	<b>District 2023-24</b>	<b>State 2022-23</b>	<b>State 2023-24</b>
<b>Science</b> (grades 5, 8 and high school)			20.46	21.89	30.29	30.73

## 2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
-------------	-------------------------------	---	--	--	--------------------------

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2024-25 Opportunities for Parental Involvement

One of the strongest predictors of student success is parental involvement in their child’s education. At TEACH Prep ES, parents are encouraged and expected to take an active role in their child’s learning journey. We are committed to fostering a school culture that embraces parents and families as valued partners in every child’s education.

To ensure effective communication, TEACH Prep ES provides translation services and materials in the child’s home language. Additionally, staff will receive ongoing training on best practices for engaging and supporting parents. To continuously improve our efforts, the school will implement administrative procedures to assess parent satisfaction with school staff and services.

Equally important, TEACH Prep ES will offer ongoing parent education classes and workshops. These sessions will help parents:

- Create a home environment that fosters learning
- Set high expectations for their children
- Support their children in developing a vision for their future
- Understand the significance of their involvement in school activities

Prior to admission, all parents/guardians are encouraged to:

- Attend an orientation session
- Sign a non-binding agreement acknowledging their understanding of the TEACH Prep ES philosophy, program, and targeted outcomes, and their commitment to active parent involvement.

By working together, TEACH Prep ES, students, and families can build a strong foundation for academic success and lifelong learning.



## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	303	294	147	50.0
Female	143	138	72	52.2
Male	160	156	75	48.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	129	123	70	56.9
Filipino	--	--	--	--
Hispanic or Latino	170	167	74	44.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	93	92	41	44.6
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	297	288	144	50.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	31	30	18	60.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.46	0.55	0.6	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.02	0.02	0.02	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 School Safety Plan

TEACH Public Schools is committed to maintaining safe and secure campuses for all students and staff. This Comprehensive School Safety Plan outlines TEACH's policies and expectations for ensuring a secure physical campus, effective emergency

## 2024-25 School Safety Plan

response, and a safe, orderly learning environment.

To uphold these standards:

- All school employees will receive training on the Comprehensive School Safety Plan upon joining TEACH and will review any updates annually.
- Staff members will implement and maintain policies, practices, and procedures to ensure the physical security of the campus.
- Schools will take proactive measures to enhance the safety and protection of students and staff in both daily operations and emergency situations.

By fostering a culture of preparedness and vigilance, TEACH Public Schools ensures that every student has a safe and supportive environment conducive to learning.

## D. Other SARC Information Information Required in the SARC

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

### 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		11	
1	26		11	
2	26		12	
3	30		12	
4	25		12	

### 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	27		2	
1	22	1	1	
2	27		2	
3	25		2	
4	27		2	

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	26		2	
1	22		2	
2	27		2	
3	26		2	
4	26		2	

## 2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

## 2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

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

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$17,809	\$3,227	\$14,582	\$69,372
District	N/A	N/A	\$11,484	\$85,275
Percent Difference - School Site and District	N/A	N/A	23.8	-20.6
State	N/A	N/A	\$10,771	\$101,084
Percent Difference - School Site and State	N/A	N/A	30.1	-37.2

## Fiscal Year 2023-24 Types of Services Funded

After School Education and Safety Grant (State Grant)

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$52,399	\$56,573
Mid-Range Teacher Salary	\$83,696	\$87,186
Highest Teacher Salary	\$103,915	\$119,665
Average Principal Salary (Elementary)	\$130,400	\$148,486
Average Principal Salary (Middle)	\$143,735	\$154,835
Average Principal Salary (High)	\$147,353	\$170,008
Superintendent Salary	\$440,000	\$338,699
Percent of Budget for Teacher Salaries	24.89	31.41
Percent of Budget for Administrative Salaries	4.73	4.86

## Professional Development

At TEACH Prep ES, students are expected to be actively engaged in the curriculum and learning objectives at all times. Teachers will continuously communicate these objectives to students while using both formative and summative assessments to monitor mastery of key concepts and state content standards.

Research strongly supports that learning is most effective when students are actively involved in their own educational journey. This means students must participate in discussions about learning objectives, instructional strategies, and assessments. A student-centered approach fosters deeper engagement and ensures a culturally relevant curriculum that connects with

## Professional Development

students' interests and prior experiences. Additionally, frequent, meaningful communication with parents will further strengthen the academic program, ensuring it reflects the diverse community being served.

### Research-Based Instructional Practices

As part of our curriculum design, research-based instructional strategies proven to increase student achievement will be embedded into daily classroom practices. Teachers will implement strategies outlined in Classroom Instruction That Works (Marzano, Pickering, and Pollock, 2001), which highlights teaching methods that have a high probability of enhancing student achievement across all subjects and grade levels.

Teachers will be challenged to examine the three essential elements of effective pedagogy:

1. Instructional Strategies – Best practices that actively engage students.
2. Management Techniques – Creating structured, supportive learning environments.
3. Curriculum Design – Aligning instruction with standards and student needs.

To support high-quality instruction, teachers will receive training and support in developing standards-aligned assessments and project-based instructional activities at each grade level and across content areas.

### Instructional Strategies & Curriculum Design

Our foundational coursework will incorporate a diverse repertoire of instructional strategies, curriculum resources, and materials, including:

- Direct instruction
- Research-based projects
- Cooperative group work and collaborative projects
- Interdisciplinary approaches to curriculum
- Clearly defined “Learning Targets” presented to students by all teachers
- Rubric-based self-assessment to encourage student reflection and growth
- Involvement of community members and educational partners in instructional activities
- Computer-Assisted Blended Learning – Students receive targeted instruction at their individual level within a larger class setting. Teachers act as facilitators, monitoring student progress and addressing learning challenges in real time, while other students engage in independent learning and practice.

By integrating these research-based instructional practices, TEACH Prep ES will ensure that students receive a rigorous, engaging, and personalized educational experience that prepares them for academic success and lifelong learning.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	15	15	15

# Coversheet

## Approve E-Rate Contract for 2025-2028

**Section:** III. Items for Potential Action  
**Item:** D. Approve E-Rate Contract for 2025-2028  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** 2025 Bid Matrix TEACH Public Schools - Google Sheets.pdf  
Spectrum Bid Response\_17022941\_FY2025\_02062025\_FINAL.pdf  
InTCHSolutions\_2025 TEACHPS RFP Response\_FINAL.pdf

<b>Bid Evaluation Factors</b>	<b>Vendor 1</b>	<b>Vendor 2</b>	<b>Vendor 3</b>	<b>Vendor 4</b>
Price of Eligible Products and Services (Price must be most heavily weighted factor)	AT&T	Spectrum	Cytranet	Verizon
<b>50 Points</b>	45	50	35	40
Prior Experience with the Vendor				
<b>20 Points</b>	10	20	0	0
Vendor References				
<b>10 Points</b>	10	10	10	10
Technical Sufficiency				
<b>10 Points</b>	10	10	10	10
Flexible Invoicing				
<b>5 Points</b>	5	5	5	5
Local or In-State				
<b>5 Points</b>	5	5	5	5
<b>TOTAL POINTS</b>	85	100	65	70
<b>Category of Service</b>				
Internet Access	Internet Access	Internet Access	Internet Access	Internet Access
Internal Connections				
Name of Evaluator	Enrique Robles	Enrique Robles	Enrique Robles	Enrique Robles
Name of Evaluator				
Date	2/19/2025	2/19/2025	2/19/2025	2/19/2025
	36 Month / 1 Gbps	36 Month / 1 Gbps	36 Month / 1 Gbps	36 Month / 1 Gbps



<b>Bid Evaluation Factors</b>	<b>Vendor 1</b>	<b>Vendor 2</b>	<b>Vendor 3</b>	<b>Vendor 4</b>
Price of Eligible Products and Services (Price must be most heavily weighted factor)	AT&T	T-Mobile	Kajeet	
<b>50 Points</b>	45	40	50	
Prior Experience with the Vendor				
<b>20 Points</b>	0	10	20	
Vendor References				
<b>10 Points</b>	10	10	10	
Technical Sufficiency				
<b>10 Points</b>	10	10	10	
Flexible Invoicing				
<b>5 Points</b>	5	5	5	
Local or In-State				
<b>5 Points</b>	5	5	5	
<b>TOTAL POINTS</b>	75	80	100	
<b>Category of Service</b>				
Internet Access	Internet Access	Internet Access	Internet Access	
Internal Connections				
Name of Evaluator	Enrique Robles	Enrique Robles	Enrique Robles	
Name of Evaluator				
Date	2/19/2025	2/19/2025	2/19/2025	

TEACH Public Schools - TEACH Regular Board Meeting - Agenda - Tuesday February 25, 2025 at 5:00 PM  
Funding Year 2025-2026 Bid Evaluation Matrix 2/20/2025

Bid Evaluation Factors	Vendor 1	Vendor 2	Vendor 3	Vendor 4	Vendor 5	Vendor 6
Price of Eligible Products and Services (Price must be most heavily weighted factor)	Optimus Tech. Comp.	GigaKOM	Questivity Inc	InTECHSolutions	CDWG	Tech Verb
<b>50 Points</b>	25	30	45	35	50	40
Prior Experience with the Vendor						
<b>20 Points</b>	0	0	0	20	0	10
Vendor References						
<b>10 Points</b>	10	10	10	10	10	10
Technical Sufficiency						
<b>10 Points</b>	10	10	10	10	10	10
Flexible Invoicing						
<b>5 Points</b>	5	5	5	5	5	5
Local or In-State						
<b>5 Points</b>	5	5	5	5	5	5
<b>TOTAL POINTS</b>	55	60	75	85	80	80
<b>Category of Service</b>						
Internet Access	Internal Connections	Internal Connections	Internal Connections	Internal Connections	Internal Connections	Internal Connections
Internal Connections						
Name of Evaluator	Enrique Robles	Enrique Robles	Enrique Robles	Enrique Robles	Enrique Robles	Enrique Robles
Name of Evaluator						
Date	2/19/2025	2/19/2025	2/19/2025	2/19/2025	2/19/2025	2/19/2025
Type	Meraki	Meraki	Meraki	Meraki	Aruba	Meraki

# Spectrum Enterprise

## Proposal for TEACH Public Schools

Form 470 Application Number: 250013430

Presented To:

Enrique Robles  
Administrator  
1846 West Imperial Highway  
Los Angeles, CA 90047  
erate-tpes@teachps.org

Presented By:

Bonny Thompson  
Strategic Account Manager - Gov't/Ed  
17777 Center Court Dr.  
Cerritos, CA 90703  
(562) 677-0472  
bonny.thompson@charter.com





February 5, 2025

Enrique Robles  
Administrator  
TEACH Public Schools  
1846 West Imperial Highway  
Los Angeles, CA 90047  
erate-tpes@teachps.org

Dear Enrique:

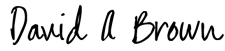
Spectrum Enterprise<sup>1</sup> ("Spectrum") is pleased to submit the enclosed response to your Form 470 highlighting the benefits of adding network solutions to your existing services. Our response demonstrates Spectrum's ability to continue to provide network solutions that will keep TEACH Public Schools on the cutting edge.

As an existing Spectrum customer, TEACH Public Schools will continue to enjoy best-in-class services and be in a better position to seamlessly integrate new services into your telecommunications inventory.

Growing our partnership ensures TEACH Public Schools benefit from a strong telecommunications foundation and maximizes your ability to create new opportunities and drive innovation in your community. Spectrum provides advanced broadband services to more than 16,000 schools and libraries representing over 2,500 school districts across the country, making us one of the top service providers within the E-Rate program.

Thank you for the opportunity to respond to your Form 470. Bonny Thompson is leading Spectrum's effort. Please do not hesitate to contact Bonny at (562) 677-0472 or bonny.thompson@charter.com.

Sincerely,

DocuSigned by:  
  
F5E211496B4D477...

David Brown  
Director, Sales Vertical Accounts

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<sup>1</sup> Spectrum Enterprise is a commercial brand of Charter Communications, Inc. The legal entity submitting this proposal is Charter Communications Operating, LLC, a subsidiary of Charter Communications, Inc.



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## TERMS OF OFFER

This proposal alone shall not be considered an acceptance of an offer by TEACH Public Schools ("Customer") or otherwise be sufficient to create a binding contract between TEACH Public Schools and Spectrum.

Spectrum's bid is based upon services being delivered under the terms of the Spectrum Enterprise Service Agreement which incorporates the Spectrum Commercial Terms of Service (available at <https://enterprise.spectrum.com/legal/terms-and-conditions.html> or any successor URL) plus any related attachments, Service Level Agreements and applicable Service Order(s) (collectively, the "Agreement").

Spectrum remains open to negotiating the Agreement, and once a mutually negotiated contract is entered into by the parties, it shall supersede and replace any terms and conditions of the Form 470.

In the event only a portion of Spectrum's proposal is accepted, Spectrum reserves the right to further negotiate the terms of such partial acceptance prior to final bid award acceptance by Spectrum.

In the event of a bid award to Spectrum by TEACH Public Schools based on this proposal, if the full Agreement is not executed by the applicable Federal Communications Commission ("FCC") submission deadline due to delays in negotiation, and the parties have not terminated such negotiations, then for purposes of FCC rules and related Universal Service Administrative Company ("USAC") requirements, an agreement incorporating the terms of the Spectrum Enterprise Service Agreement and the bid locations, services, bandwidth capacities, and pricing contained in this proposal will be deemed to exist.

The terms of this proposal are confidential and should not be disclosed directly or indirectly to any third party, except as may be required by law.

The qualifications stated herein apply to all parts, provisions, and documents of the Form 470 and Spectrum's response, regardless of whether an explicit exception or qualification is taken thereto by Spectrum.



## TERMS AND ABBREVIATIONS

Technology evolves at a rapid pace and Spectrum stays on the cutting edge of that evolution. The terms used to describe specific technologies or services are sometimes cumbersome and become abbreviated for colloquial use. We have provided a list of the terms used throughout this proposal and their corresponding abbreviations for your convenience. Capitalized terms used but not defined herein shall have the meanings assigned in the Agreement.

GENERAL TERMS	ABBREVIATION
INFORMATION TECHNOLOGY	IT
SERVICE PROPOSAL TERMS	ABBREVIATION
MONTHLY RECURRING CHARGE	MRC
ONE-TIME CHARGE	OTC
QUANTITY	QTY
INTERNET PROTOCOL	IP



## EXECUTIVE SUMMARY

Spectrum is pleased to provide this response illustrating our ability to provide TEACH Public Schools with network solutions. We take pride in being an innovative resource for businesses, schools and communities. Our reliable and economical service is a natural fit with your mission.

### Bring Advanced and Affordable Technology to Your Schools and Libraries

Advanced network solutions and computing technologies in the classroom have become vital to education. Unfortunately, today's challenging economic environment has put education and technology budgets under tremendous pressure. It is a challenge for schools to get access to affordable technologies that help drive greater student achievements.

The Federal Government created the E-Rate program to help fund communications services for schools and libraries. This program offers 20-90 percent off standard retail rates on qualified communications services to eligible schools and libraries.

### Spectrum's Solution

Since 1998, Spectrum has worked with thousands of E-Rate accounts. Our experience in this area provides E-Rate specialists who understand:

- ▶ rules and regulations to participate in the program, and
- ▶ billing and standard discounts

Federally funded E-Rate discounts have made today's technology more affordable.

### Get Powerful Services with the Financial Benefits of E-Rate

Research shows that technology use is a top-five indicator of better discipline, better attendance, and increases in college enrollment. Educational organizations are leveraging E-Rate by partnering with Spectrum to reduce cost and implement technology for greater student achievement.

### Unsurpassed Expertise and Customer Support

A network of specially trained, industry experts support Spectrum. We have around-the-clock, U.S. based business support centers and knowledgeable, locally based technicians who are specifically trained to help with your unique needs. Our dedicated work ethic, shared knowledge, and proprietary systems allow us to ensure that the solutions we are proposing to TEACH Public Schools will match your specific and discrete needs.

When you collaborate with Spectrum for network solutions, we assign an account team who will support your services and address your needs:

- ▶ **Account Manager:** a dedicated, market expert who is available for consultation.
- ▶ **Sales Engineering:** trained technical experts who customize designs based on your requirements.
- ▶ **E-Rate Specialists:** experienced with E-Rate rules and regulations and are billing and standard discounts experts





- ▶ **Project Management:** customer focused experts who manage your build and communicate with you every step of the way.
- ▶ **Client Services:** your point of contact; responsible for providing you with accurate billing and consultation on future growth.
- ▶ **Enterprise Network Operations Center (“ENOC”) and Enterprise Technical Support (“ETS”):** 24/7 facilities that work together to continuously monitor the network and provide a resource for technical support.

Customers have direct access to our Government Subsidized Programs (“GSP”) department which specializes in government-funded programs for eligible customers.

To support E-Rate program participation, Spectrum:

- ▶ Provides to the Customer an (“FCC”) Form 471 Funding Recommendation Letter after the FCC Form 470 and awarded Agreement review.
- ▶ Reviews FCC Form 471 for possible errors and omissions and distributes to the customer accompanying Receipt Acknowledgement Letter (“RAL”) Modification recommendation necessary to maximize eligible funding.
- ▶ Monitors Service Provider Invoicing (“SPI”) submissions and SPI discount application (FCC Form 474), and
- ▶ Will be available to address program questions or concerns via email.

## IMPLEMENTATION PLAN

Upon award of the project, Spectrum will meet with Customer's technical staff to create the project work plan. The work plan will include an assessment of site readiness with specific recommendations based upon site visits. A project work schedule will be jointly prepared with Customer, identifying key project milestones.

### Sample Implementation Timeline

Description	Resource	Result	Time Duration
Project Initiation	Internal	Project released to Spectrum's Service Delivery team. Project manager makes contact with Customer	1 week
Project Initiation	Internal	Internal kickoff design review, develop deployment strategy, review timelines, risks, project materials ordered, construction tasks begin	1 week
Project Execution	External	External kickoff call with Customer	1 week
Project Execution & Control	Internal / External	Recurring internal / external project meetings to update status, review action items, and go over project risks	1 week
Project Execution & Control	Internal / External	Weekly recurring internal and Customer project meetings, material receipt, fiber construction activities, facility build-outs, equipment deployment, provisioning, risk mitigation, test and turn-up for sites that become ready	4 weeks
Project Closure	Internal / External	Test and turn-up documents delivered to Customer, ENOC enrollment for monitoring	1 week

Spectrum's project implementation plan is to be used as an estimate only. Milestones are projected dates. Actual dates and time frames may vary due to, but not limited to, inclement weather.

The team that will be assigned to this project is experienced in designing, implementing and maintaining large scale networks. We have project managers in-house who will be dedicated to this project and who will be the point of contact for the entire project life cycle. Our project managers understand the importance of deadlines and customer expectations.

Spectrum operates with a team concept so that cross-checking of work outputs and resource backup is always in place, and more than one individual understands each process from beginning to end. Qualified personnel with depth of knowledge in the same processes and procedures used in this project are accessible in the event an assigned team member becomes unavailable.

Upon completion of the construction, the project will be handed off to a local network technician who will install the Spectrum provided and owned Cisco or comparable switch(es), as applicable, at Customer's site. The network technician will work with the



ENOC to verify connectivity and to provision the correct bandwidth. Once installation and testing are complete, Customer will be notified that the Service is available for use.



## SPECTRUM SERVICE PROPOSAL

Spectrum's proposal, including pricing, is subject to the following contingencies:

- ▶ Final engineering, design and site visits; and
- ▶ Acceptance of and entering into the Agreement (as may be negotiated by the parties as stated in the Terms of Offer section above), which shall govern the contractual relationship between the parties and the provision of the services under such contract.

### Investment for Spectrum Services

Service Location	Service	Bandwidth / Product Description	Initial Order Term (Months)	QTY	MRC	OTC
10045 S Western Ave Los Angeles, CA 90047	Enterprise Network Edge	1 Gbps	12	1	\$900.00	\$0.00
10045 S Western Ave Los Angeles, CA 90047	Enterprise Network Edge	2 Gbps	12	1	\$1,300.00	\$0.00
10045 S Western Ave Los Angeles, CA 90047	Enterprise Network Edge	5 Gbps	12	1	\$1,780.00	\$0.00
10045 S Western Ave Los Angeles, CA 90047	Enterprise Network Edge	1 Gbps	36	1	\$350.00	\$0.00
10045 S Western Ave Los Angeles, CA 90047	Enterprise Network Edge	2 Gbps	36	1	\$600.00	\$0.00
10045 S Western Ave Los Angeles, CA 90047	Enterprise Network Edge	5 Gbps	36	1	\$1,000.00	\$0.00
10045 S Western Ave Los Angeles, CA 90047	Enterprise Network Edge	1 Gbps	60	1	\$350.00	\$0.00
10045 S Western Ave Los Angeles, CA 90047	Enterprise Network Edge	2 Gbps	60	1	\$487.00	\$0.00
10045 S Western Ave Los Angeles, CA 90047	Enterprise Network Edge	5 Gbps	60	1	\$925.00	\$0.00
10000 S Western Ave Los Angeles CA 90047	Enterprise Network Edge	1 Gbps	12	1	\$900.00	\$0.00
10000 S Western Ave Los Angeles CA 90047	Enterprise Network Edge	2 Gbps	12	1	\$1,300.00	\$0.00
10000 S Western Ave Los Angeles CA 90047	Enterprise Network Edge	5 Gbps	12	1	\$1,780.00	\$0.00
10000 S Western Ave Los Angeles CA 90047	Enterprise Network Edge	1 Gbps	36	1	\$350.00	\$0.00
10000 S Western Ave	Enterprise Network Edge	2 Gbps	36	1	\$600.00	\$0.00



Los Angeles CA 90047						
10000 S Western Ave Los Angeles CA 90047	Enterprise Network Edge	5 Gbps	36	1	\$1,000.00	\$0.00
10000 S Western Ave Los Angeles CA 90047	Enterprise Network Edge	1 Gbps	60	1	\$350.00	\$0.00
10000 S Western Ave Los Angeles CA 90047	Enterprise Network Edge	2 Gbps	60	1	\$487.00	\$0.00
10000 S Western Ave Los Angeles CA 90047	Enterprise Network Edge	5 Gbps	60	1	\$925.00	\$0.00
10600 S Western Ave, Los Angeles, CA 90047	Enterprise Network Edge	1 Gbps	12	1	\$900.00	\$0.00
10600 S Western Ave, Los Angeles, CA 90047	Enterprise Network Edge	2 Gbps	12	1	\$1,300.00	\$0.00
10600 S Western Ave Los Angeles, CA 90047	Enterprise Network Edge	5 Gbps	12	1	\$1,780.00	\$0.00
10600 S Western Ave Los Angeles, CA 90047	Enterprise Network Edge	1 Gbps	36	1	\$350.00	\$0.00
10600 S Western Ave Los Angeles, CA 90047	Enterprise Network Edge	2 Gbps	36	1	\$600.00	\$0.00
10600 S Western Ave Los Angeles, CA 90047	Enterprise Network Edge	5 Gbps	36	1	\$1,000.00	\$0.00
10600 S Western Ave Los Angeles, CA 90047	Enterprise Network Edge	1 Gbps	60	1	\$350.00	\$0.00
10600 S Western Ave Los Angeles, CA 90047	Enterprise Network Edge	2 Gbps	60	1	\$487.00	\$0.00
10600 S Western Ave Los Angeles, CA 90047	Enterprise Network Edge	5 Gbps	60	1	\$925.00	\$0.00
10616 S Western Ave Los Angeles, CA 90047	Enterprise Network Edge	1 Gbps	12	1	\$900.00	\$0.00
10616 S Western Ave Los Angeles, CA 90047	Enterprise Network Edge	2 Gbps	12	1	\$1,300.00	\$0.00
10616 S Western Ave Los Angeles, CA 90047	Enterprise Network Edge	5 Gbps	12	1	\$1,780.00	\$0.00
10616 S Western Ave Los Angeles, CA 90047	Enterprise Network Edge	1 Gbps	36	1	\$350.00	\$0.00
10616 S Western Ave Los Angeles, CA 90047	Enterprise Network Edge	2 Gbps	36	1	\$600.00	\$0.00
10616 S Western Ave Los Angeles, CA 90047	Enterprise Network Edge	5 Gbps	36	1	\$1,000.00	\$0.00



10616 S Western Ave Los Angeles, CA 90047	Enterprise Network Edge	1 Gbps	60	1	\$350.00	\$0.00
10616 S Western Ave Los Angeles, CA 90047	Enterprise Network Edge	2 Gbps	60	1	\$487.00	\$0.00
10616 S Western Ave Los Angeles, CA 90047	Enterprise Network Edge	5 Gbps	60	1	\$925.00	\$0.00
8505 S Western Ave Los Angeles, CA 90047	Enterprise Network Edge	1 Gbps	12	1	\$900.00	\$0.00
8505 S Western Ave Los Angeles, CA 90047	Enterprise Network Edge	2 Gbps	12	1	\$1,300.00	\$0.00
8505 S Western Ave Los Angeles, CA 90047	Enterprise Network Edge	5 Gbps	12	1	\$1,780.00	\$0.00
8505 S Western Ave Los Angeles, CA 90047	Enterprise Network Edge	1 Gbps	36	1	\$350.00	\$0.00
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8505 S Western Ave Los Angeles, CA 90047	Enterprise Network Edge	1 Gbps	60	1	\$350.00	\$0.00
8505 S Western Ave Los Angeles, CA 90047	Enterprise Network Edge	2 Gbps	60	1	\$487.00	\$0.00
8505 S Western Ave Los Angeles, CA 90047	Enterprise Network Edge	5 Gbps	60	1	\$925.00	\$0.00

Spectrum's proposal includes Services and pricing for Services and Service Location(s) requested in Customer's Form 470. However, the Form 470 indicates a "Quantity" of "0" for the Managed Internal Broadband Services. Please review Spectrum's E-Rate Funding Contingency clause below in the event funding is denied by USAC for any Services awarded to Spectrum as a result of this Form 470 response.

Pricing is provided only for the sites shown in the Service Proposal. Pricing for additional sites shall be determined upon Spectrum's receipt of site information for the new service location, evaluation of the requested services, performance of surveys, and other information that may be required.

Pricing shown above is exclusive of taxes, fees and surcharges. The MRCs and OTCs are subject to taxes, fees and surcharges as described in Section 7(b) (Taxes, Surcharges and Fees) of the Agreement.

Eligibility of products and services for E-Rate School Program discounts is determined by the FCC and administered by the School and Libraries Division of USAC. In the event Managed Network Edge, Managed Network WiFi or Managed Network Switch Services (the "Managed Services") are denied as an eligible service by USAC, Customer will be responsible for payment of the full amount of any MRC related to the Managed Network Services ordered by Customer.



## E-Rate Funding Contingency

Customer's Service Order shall incorporate the following clause as it relates to funding:

Customer may submit this Service Order and the Agreement to the Schools and Libraries Division of the Universal Service Administrative Company, (i.e., the entity appointed by the Federal Communications Commission to administer the Universal Service Program with respect to Schools and Libraries (E-Rate) funding) as part of any application seeking a federal subsidy or funding.

Customer is responsible for notifying Spectrum of its election of either the Service Provider Invoice (SPI) or Billed Entity Applicant Reimbursement (BEAR) discount method by May 15th prior to the applicable funding year. Customer must complete and return an E-Rate Discount Election Form to Spectrum prior to such date, or Customer will be deemed to have chosen the BEAR discount method for the funding year.

Upon Spectrum's receipt of appropriate notice that Customer is an approved E-Rate program participant for a Service, Spectrum will invoice Customer for the Service in accordance with E-Rate guidelines and/or rules. If Spectrum invoices Customer for a Service pursuant to any E-Rate program rates, discounts or credits in advance of receiving such notice and Customer's request for E-Rate program funding is denied, limited or reduced, Spectrum will invoice Customer and Customer will pay the difference between such invoiced amount(s) and the actual amount of the charges for the Service as described in this Service Order. Notwithstanding anything herein to the contrary, Customer's obligations under this Service Order shall remain in full force and effect in the event Customer withdraws or is removed from the E-Rate program, receives E-Rate program funding that is less than Customer's requested funding amount, or is denied E-Rate program funding for any Service described in this Service Order. For the avoidance of doubt, Customer is solely responsible for all charges for services, as described in this Service Order, that were installed prior to the E-Rate program funding year start date.

## Upgrade Path

Spectrum agrees to include the following clause in applicable Service Orders:

Customer shall have the option to add Services or, if applicable, increase speed and bandwidth during the Order Term of the Service Order, provided Spectrum is able to accommodate Customer's request. Customer will notify Spectrum of its desired additional Services or increased speed and bandwidth and shall be responsible for the corresponding increase in MRCs for such additional Services or increased speed and bandwidth, as well as construction and installation costs (if applicable). Added services may be coterminous with the Initial Order Term of the original Service Order if the parties agree upon appropriate MRCs and any OTCs to account for the decreased Initial Order Term for such additional Services. Spectrum agrees to include language within individual Service Orders that set forth the specific upgrade options available to the Customer during the Order Term.

## California Teleconnect Funding Contingency

Customer's Service Order shall incorporate the following clause as it relates to funding:



If state funding for the California Teleconnect Fund (“CTF”) is exhausted, or if Customer fails to qualify for CTF discounts, Customer will be back-billed for CTF discounts advanced by Spectrum. Furthermore, if Customer fails to receive E-Rate discounts from the Universal Service Administrative Company (“USAC”), Customer will be back-billed for all such discounts advanced by Spectrum. Customer is required to comply with all federal E-Rate and CTF rules. Spectrum reserves the right to suspend both CTF and E-Rate discounts to Customer in the event that Customer (i) fails to abide by all federal E-Rate and CTF rules, or (ii) withdraws its request for E-Rate and/or CTF funding.

### Non-Appropriation

Upon request, Customer’s Service Order will incorporate the following clause as it relates to funding:

Non-Appropriation. Notwithstanding anything to the contrary in the Service Agreement, if funds are not appropriated for a fiscal year for Services provided under this Service Order at a given Service Location (a “Non-Appropriation”), Customer shall have the right to terminate, without liability, such Services at the Service Location (“Non-Appropriated Services”) as of the end of the funded fiscal year (or such shorter funded term, if applicable). The foregoing termination right is conditioned upon the following: Customer shall (a) provide Spectrum with at least thirty (30) days written notice of termination prior to the start of such fiscal year (or within five (5) days following budget approval, if budget approval occurs less than 30 days prior to or following the start of such fiscal year); (b) describe in the termination notice how such Non-Appropriation did not result from the act or failure to act by Customer in the course of establishing its proposed budget or in satisfying budget filing requirements; (c) pay Spectrum all amounts due for Non-Appropriated Services through the date of termination; (d) for the Non-Appropriated Services, pay Spectrum upon receipt of invoice all construction and installation expenses incurred by Spectrum, OTCs, and any expenses incurred by Spectrum related to the Non-Appropriation, including, without limitation, any applicable third-party termination charges; and (e) return to Spectrum or permit Spectrum to remove, in Spectrum’s discretion, the Spectrum Equipment in the same condition as when received, ordinary wear and tear excepted. Customer shall be responsible for reimbursing Spectrum for the repair or replacement of any Spectrum Equipment not returned in accordance with this paragraph.

Capitalized terms used but not defined herein shall have their respective meaning assigned in the Service Agreement.

### Service Activation

So long as Customer properly performs all necessary site preparation and provides Spectrum with all required consents, Spectrum shall endeavor to meet the July 1 service activation date for USAC funding. However, due to time constraints which are required for construction, design, permits, and various other factors, Spectrum may not be able to meet the USAC funding date. Therefore, Spectrum encourages new customers to file for funding at the earliest availability within USAC’s guidelines and obtain a Funding Commitment Decision Letter, to allow Spectrum as much time as possible to meet the July 1 service activation date. Additionally, it may be in the best interest of Spectrum’s new customers to file through USAC for temporary funding for their current provider for a period sufficient to cover Spectrum’s implementation timeline. Spectrum’s





implementation goal is 90 to 120 days after full execution of the Agreement and applicable Service Order by the parties. However, upon award an updated timeline will be provided after a project team has been assigned.

### USAC Filing Information

Charter Communications Operating, LLC is in good standing with the FCC and USAC, and its USAC identifiers are as follows:

Service Provider Identification Number (“SPIN”): 143050436

Funding Request Number (“FRN”): 002526580

Spectrum complies with all applicable FCC lowest corresponding price (LCP) rules with respect to the Agreement.

Eligibility of products and services for E-Rate School Program discounts is determined by the FCC and administered by the Schools and Libraries Division of USAC. Customer is responsible for understanding USAC rules and eligibility of services for E-Rate funding.

### USAC Invoice Options

Spectrum will provide discounts via the Form 474 (SPI Form) as long as funding has been approved through the E-Rate program, in which case discounts will be applied to the billing account via credit adjustments. Alternatively, funding may be obtained by filing a Form 472 (BEAR Form). Spectrum will only invoice USAC via SPI Form 474 once funding has been committed and both the Form 486 and Receipt of Service Confirmation Form have been filed with USAC.

### Compliance with Law and General Statement

Regarding any terms and conditions in Customer’s Form 470, Spectrum complies with all applicable laws and regulations. See Spectrum’s Terms of Offer section and this Service Proposal section for additional information.

Spectrum does not currently conduct business with or use equipment or services provided or manufactured by entities identified on the Covered List published by the Public Safety and Homeland Security Bureau on the FCC’s website.

## **APPENDIX**

- **Enterprise Network Edge for K-12 Education**
- **Managed Network Edge and Enterprise Network Edge Service Level Agreement**

PRODUCT BRIEF

# Enterprise Network Edge for K-12 schools and districts



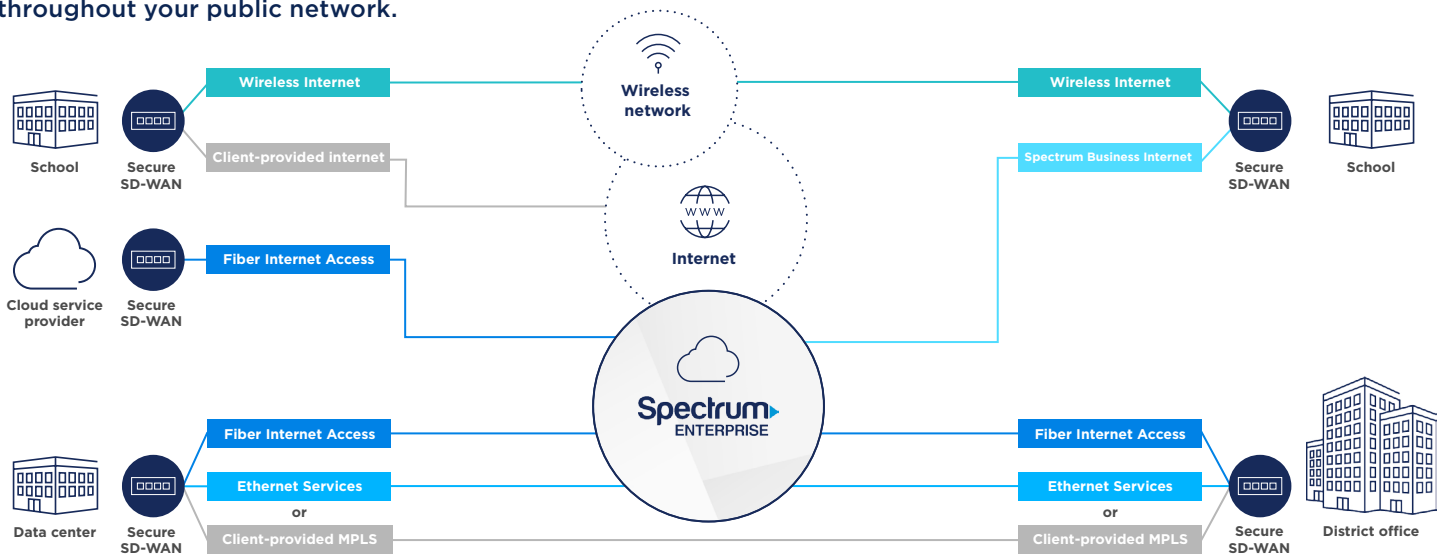
Providing secure, uncompromising performance as your network needs evolve.

Enterprise Network Edge gives large-scale schools and districts the ability to transition to a hybrid network architecture built around advanced SD-WAN technologies. Powered by Fortinet, Enterprise Network Edge offers access to multiple cloud instances and advanced security with throughput speeds up to 100 Gbps. It delivers a better digital learning experience for your teams and creates a flexible network that can quickly meet the evolving needs of your school or district.

**Powerful, adaptable and fully supported: Enterprise Network Edge enhances the digital experience.**

Enterprise Network Edge also supports single-site schools or districts that require high-capacity throughput speeds and low latency while providing security. No matter what your needs are, Enterprise Network Edge can support your most demanding applications. And as your trusted partner, Spectrum Enterprise® will provide a consultative approach from design through implementation to ensure a smooth network transition. Available services include security features and routing, SD-WAN, remote access, WiFi and switching, and can be provisioned in a virtual environment.

**Enterprise Network Edge simplifies the transition to a hybrid architecture and creates a secure SD-WAN environment throughout your public network.**



Access points, switches and security appliances are all E-rate eligible.

Spectrum Enterprise is recognized as an SD-WAN Product of the Year by TMC Internet Telephony.\*

**Award-winning SD-WAN services**



\* "INTERNET TELEPHONY Announces Winners of the 2023 SD-WAN Product of the Year Awards," March 22, 2023.

**PRODUCT BRIEF** ENTERPRISE NETWORK EDGE FOR K-12 SCHOOLS AND DISTRICTS**Product highlights**

- **Scalable performance:** Adopt an SD-WAN solution with low latency, intelligent routing for critical applications and scalability for thousands of locations.
- **Designed for the cloud:** Connect to multiple cloud service providers simultaneously to create a seamless and secure user experience.
- **Enhanced security:** Incorporate firewalls and unified threat management (UTM) with provider-managed, integrated security from the edge to the cloud.
- **Remote learning ready:** Enable remote faculty and staff to securely connect to your network with support for up to 50,000 people and no additional licenses to buy.
- **Flexible management:** Choose the level of management you desire, allowing your team to control what they want and consult with us for the rest.
- **Comprehensive control:** Gain visibility into performance, routing, SD-WAN configuration, firewall settings and other network components across locations with a centralized portal.
- **Multiple connectivity options:** Connectivity and service-level agreement (SLA) to meet your needs, based on our national reach as a facilities-based provider.
- **Minimize expenses:** Create a more secure, cost-effective SD-WAN solution with no infrastructure to purchase, no hardware to maintain and no vendor lock-in — all for one monthly cost.
- **Several deployment options:** Select the network architecture that best fits your needs — a public/private structure or transition to a fully public network over time.

**Key benefits**

- Supports productivity across multiple locations and cloud connections for an exceptional digital learning experience.
- Gives faculty, staff and students consistent, high-performing access to the cloud applications that streamline workflows.
- Strengthens the security of your network with automated updates while supporting throughput speeds up to 100 Gbps.
- Extends your network resources to teachers and staff at home or on the road to facilitate collaboration and communication no matter their location.
- Minimizes time spent on network administration by giving your team a range of options — from co-managed to a fully managed solution.
- Offers instant visibility into network usage and performance of your public network for faster and better decision making.
- Expands your connection options with choices such as dedicated Fiber Internet Access, Ethernet Services, Spectrum Business Internet and Wireless Internet, or bring your own internet, Ethernet or MPLS.
- Lowers costs and creates efficiencies compared to MPLS and other private networks.
- Provides the ability to transition at your own pace while continuing to meet the needs of your organization.

**Services available**

- **Security and routing:** A complete, high-performing advanced firewall and UTM, backed by a network security leader while efficiently resolving advanced routing issues with application-aware routing.
- **SD-WAN:** Seamlessly and automatically connect multiple locations.
- **Remote access:** Empower mobile workers with simple, enhanced security access to your network from any device, at any time, in any location while protecting your organization.
- **WiFi:** Connect teachers, staff, students and visitors to next-generation WiFi that provides speed, reliability and performance with security that begins at the wireless access point.
- **Switching:** Prioritize traffic on the data link and network layers (layers two and three) with cloud-managed, enterprise-grade switching.
- **Virtual edge:** Provide seamless, enhanced security access to your cloud-based, business-critical applications with key cloud service providers.

**Learn more**

[enterprise.spectrum.com/k12ed](https://enterprise.spectrum.com/k12ed)

**About Spectrum Enterprise**

Spectrum Enterprise, a part of Charter Communications, Inc., is a national provider of scalable, fiber technology solutions serving many of America's largest businesses and communications service providers. The broad Spectrum Enterprise portfolio includes [networking and managed services solutions](#): [Internet access](#), [Ethernet access and networks](#), [Voice](#) and [TV solutions](#). The Spectrum Enterprise team of experts works closely with clients to achieve greater business success by providing solutions designed to meet their evolving needs. For more information, visit [enterprise.spectrum.com](https://enterprise.spectrum.com).

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COMMUNICATIONS

**Spectrum**  
ENTERPRISE™



# Spectrum Enterprise Managed Network Edge and Enterprise Network Edge Service Level Agreement

This document outlines the Service Level Agreement (“SLA”) for Managed Network Edge (“MNE”) Service and Enterprise Network Edge (“ENE”) Service (collectively, the “Network Edge Services,” and each a “Network Edge Service”).

This SLA is a part of, and is hereby incorporated by reference into, the Spectrum Enterprise Service Agreement (including the terms and conditions, attachments, and Service Orders described therein, the “Agreement”). To the extent any provision of this SLA conflicts with the Agreement, this SLA shall control. Any applicable credits are issued only for the affected Network Edge Service(s) (the “Affected Service”). Capitalized words used, but not defined herein, shall have the meanings given to them in the Agreement.

## I. On-Time Provisioning

The On-Time Provisioning SLA target measures on-time achievement of Spectrum Enterprise-committed scheduled activation of a new Spectrum Enterprise Network Edge Service. Scheduled activation date is established following completion of all needed site surveys, pre-wiring steps and confirmation of equipment and technician availability. When multiple Network Edge Services are ordered at a Customer location there may be individual activation dates established for each Service. Notwithstanding anything to the contrary herein, the On-Time Provisioning SLA does not apply to MNE Teleworker, MNE AnyConnect, MNE Virtual Edge (vMX), or ENE Virtual Machine Services.

On-Time Provisioning SLA	Service Credit
Spectrum and Customer agreed upon Service activation date	50% of the standard NRC installation charge*

\* Not applicable for non-standard NRC Network Edge Service installation charge (e.g., construction or access charges).

If the agreed upon Service activation date is missed due to Spectrum Enterprise’s failure, Customer will be eligible for a Service Credit.

## II. Service Availability

The Spectrum Enterprise Network Edge Service offers a Service Availability SLA target for each of the unique Network Edge Service offerings which require customer premises equipment (“CPE”) to deliver the Service (i.e., MNE/ENE Network Edge, MNE/ENE Switch, MNE WiFi, and MNE Camera). Notwithstanding anything to the contrary herein, the Service Availability SLA does not apply to the MNE Teleworker or MNE AnyConnect Services.

Network Edge Service “Service Availability” is based on the individual Network Edge Service offering and is based on the total number of minutes in a calendar month during which the Spectrum Enterprise Network Edge Service is available to exchange data between Network Edge Service devices and is calculated by taking the total number of minutes of Service availability (Service uptime) and divided by the total number of possible minutes in that month. Service Disruptions, subject to Excluded Disruptions, as each defined below, shall be used to determine downtime for each of the unique Network Edge Service offering.

A “Service Disruption” is defined as loss of connection to an individual Network Edge Service CPE device for a duration that makes the Service no longer available to the customer. The Service Disruption period begins on the earlier of (i) when Spectrum Enterprise opens a trouble ticket in connection with a Service Disruption that Spectrum Enterprise detects and verifies, or (ii) when Customer reports a Service Disruption by contacting Customer Care, and then Spectrum Enterprise validates that the Service is affected and creates a corresponding trouble ticket. The Service Disruption ends when the affected Service has been restored.



“Excluded Disruptions” means (i) planned outages, (ii) routine or urgent maintenance, (iii) time when Spectrum Enterprise is unable to gain access to Customer’s premises to troubleshoot, repair or replace equipment or the Service, (iv) Service problems resulting from acts or omissions of Customer or Customer’s representatives or agents, (v) Customer equipment failures or power failures, (vi) Customer is not prepared to release the Service for testing, Service problems resulting from an outage of or disruption to the underlying Internet access service, and (vii) Force Majeure Events.

This SLA only applies when the Service Disruption is caused by the individual Network Edge Service CPE device. In the event the Network Edge Service is not available due to downtime caused by Spectrum Enterprise’s Internet Service which qualifies for Service Credits, then Service Credits will not be available for the same event causing the downtime.

Duration of Service Disruption	Credit Amount is Percentage of One Month’s MRC
≤5 minutes (99.99% Service Availability)	N/A
> 5 minutes and ≤ 4 hours	10%
> 4 hours and ≤ 8 hours	15%
> 8 hours and ≤ 12 hours	20%
> 12 hours and ≤ 16 hours	30%
>16 hours and ≤ 24 hours	40%
>24 hours	50%

Credits for Service Disruptions will be offered as a percent of the individual Network Edge Service MRC.

### III. On-Site CPE Replacement

The Spectrum Enterprise Network Edge Service offers an On-site CPE Replacement SLA target. In the event of a Service Disruption caused by a faulty or defective Spectrum Enterprise Network Edge Service CPE, Spectrum Enterprise’s target to repair or replace such CPE is within 4 hours. Customer must contact the Spectrum Enterprise Network Operations Center (“NOC”) to open a trouble ticket of which Spectrum Enterprise will determine if the CPE is the source of the Service Disruption.

CPE Replacement SLA Target	
On-site with replacement Network Edge Service CPE	Within 4 hours after the determination has been made by Spectrum Enterprise NOC that the issue is CPE related. (365x24x7)**

\*\* Notwithstanding anything to the contrary herein, (i) Hawaii locations will be excluded from the On-site CPE Replacement SLA, (ii) the On-Site CPE Replacement SLA does not apply to MNE AnyConnect Service, MNE vMX Service, or ENE Virtual Machine Service, and (iii) MNE Teleworker replacement CPE will be shipped via overnight courier within 24 hours of Spectrum Enterprise’s determination that CPE needs to be replaced.

### IV. Mean Time to Restore (“MTTR”)

The Spectrum Enterprise Network Edge Service has a Mean Time to Restore (MTTR) target of four hours to restore Service in the event of a Service failure not associated with the respective access service. Notwithstanding anything to the contrary herein, the MTTR SLA does not apply to MNE Teleworker or MNE AnyConnect Services.

MTTR per calendar month is calculated as follows:



$\frac{\text{Total cumulative length of time to restore Network Edge Services}}{\text{Total number of trouble tickets per Network Edge Service}}$
---

MTTR	Target
Mean Time to Restore is the average time it takes to restore the Network Edge Service.	4 Hours

## V. Proactive Outage Notification

The Spectrum Enterprise Network Edge Service provides proactive monitoring for the individual CPE devices that are deployed within a Service location. If a Service Disruption arises with respect to an individual Network Edge Service, Spectrum Enterprise will assess the situation and if necessary will open a trouble ticket and will notify the Customer's designated technical contact via email. If Spectrum Enterprise fails to notify Customer (e.g. via email) of a Service Disruption, then Customer will qualify for a credit which is a percentage of the MRC. Proactive notifications are delayed when SNMP is not enabled on client provided access circuits, and in that circumstance Customer shall not be eligible for a credit. Notwithstanding anything to the contrary herein, the SLA in this section does not apply to MNE Teleworker or MNE AnyConnect Services.

Credits for Proactive Outage Notification are as follows:

Proactive Outage Notification SLA	Credit Amount
Once a Service Disruption has been identified by Spectrum Enterprise, Customer will be notified by email within 15 minutes	10% of the MRC

## VI. Incident Response

Spectrum Enterprise monitors the availability and health of the Network Edge Service CPE devices deployed to Service Locations. In the event of an unplanned incident that results in a Service Disruption, Spectrum Enterprise will assess the situation and if necessary open a trouble ticket on Customer's behalf to resolve the issue. Customer will be notified via email of the incident and will prioritize based the criteria specified below.

Incident Response Criteria for Network Edge Services:

Incident Severity	Definition	Notification Target
High	An incident in which one or many Network Edge Service CPE devices are unreachable and may affect the overall performance of the network.	Within 15 minutes
Medium	An incident in which the Network Edge Service CPE are reporting degraded performance. An example of this type of incident would be packet loss errors on the network.	Within 20 minutes
Low	An incident where an individual Network Edge Service CPE is affected and having a minimal impact to the overall network.	Within 30 minutes



## VII. Configuration Change Requests

The Spectrum Enterprise Network Edge Service offers a configuration change request acknowledgement target and configuration change target. The targets are only available for non-Service Disruption configuration changes submitted by an authorized Customer contact. Configuration change requests can be submitted by contacting the Spectrum Enterprise NOC or via the Spectrum Enterprise web portal 365x24x7.

### **Configuration Change Request Acknowledgement Target:**

Spectrum Enterprise will use commercially reasonable efforts to acknowledge a Customer submitted service configuration change request within two (2) hours of receiving the request via the Spectrum Enterprise web portal.

### **Configuration Change Target:**

For configuration changes, Spectrum Enterprise has a target completion timeframe of within twenty-four (24) hours following Spectrum Enterprise's acknowledgment of the properly submitted configuration change request. However, some configuration changes may require additional investigation and collaboration, for which a completion timeframe of greater than twenty-four (24) hours may be required.

## VIII. Network Maintenance

### **Maintenance Notice:**

Customer understands that from time to time, Spectrum Enterprise will perform network maintenance for network improvements and preventive maintenance. In some cases, Spectrum Enterprise will need to perform urgent network maintenance, which will usually be conducted within the routine maintenance windows. Spectrum Enterprise will use reasonable efforts to provide advance notice of the approximate time, duration, and reason for any urgent maintenance outside of the routine maintenance windows.

### **Maintenance Windows:**

Routine maintenance may be performed Monday – Friday, 12 a.m. – 6 a.m. local time.

## IX. Remedies

### **Service Credits:**

If the actual performance of a Network Edge Service during any calendar month is less than the SLA assurances outlined within this document and Customer is in compliance with the terms of the Agreement and this SLA, then Customer may request credit equal to the corresponding percentage of MRCs for the Affected Service as set forth in this SLA. Any credit to be applied will be off-set against amounts due from Customer to Spectrum Enterprise in the billing cycle following the date Spectrum Enterprise makes its credit determination. Credit requests must be submitted to Spectrum Enterprise within thirty (30) days following the calendar month in which the SLA target was missed. Spectrum Enterprise will exercise commercially reasonable efforts to respond to such credit requests within thirty (30) days of receipt thereof.

SLA targets set forth herein that do not have corresponding financial credits are pursued by Spectrum Enterprise as service level objectives on a commercially reasonable efforts basis, and no financial consequences or liability shall accrue to Spectrum Enterprise for missing such SLA targets.

Customer may request only one credit per SLA herein per month for the Affected Service. Additionally, should one event impact more than one Network Edge Service hereunder, Customer shall receive the single highest of the qualifying credits only. Except as set forth below, the credits described in this SLA shall constitute Customer's sole and exclusive remedy, and Spectrum Enterprise's sole and exclusive liability, with respect to any missed SLA targets. Service Credits hereunder shall not be cumulative per Service.



# InTCHSolutions

Information & Technology Engineering

**Request for Proposal  
TEACH Public Schools**

**Category One | Category Two**

**BEN: 17022941**

**E-Rate Year 25**

**Form 470#250009536**

**Due: Thursday, Jan 9, 2025**

## **Prepared by:**

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**InTCHSolutions**  
Information & Technology Engineering

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**InTCHSolutions**  
Information & Technology Engineering

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# INTCHSOLUTIONS CORPORATION

## RFP: E-RATE CATEGORY 2

### TEACH PS

## 1 – INTCHSOLUTIONS (InTeCHSolutions) CORPORATION

is an employee-owned business, founded in 2016 with the belief of providing high quality consulting I.T and engineering services to clients ranging from corporate enterprises, education, and government entities.

We are a bonded CA state licensed C-7/C-10 contractor (License CA 1101216) and a certified USAC service provider (SPIN Number: 143053966). Our staff have over 30 years of experience and provide expertise services ranging from I.T. Network Infrastructure and Architecture design to implementation, Firewall and Security, Data Center, Cloud migration/management/integration and C-7/C-10 Cabling/Fiber Installations. We provide turnkey A-Z white glove services following industry standards.

Our specialization is architecting solutions to any technical related problem, fast agile deployment and installation, and engineering grade documentation for our service deliverables. We utilize engineering, artificial intelligence (A.I.) tools, and systematic sigma six and agile processes to complete our end goals and projects.

Our staff and company belief, in addition, to top tier customer service is to give back to the community and support out-reach programs, non-profit organizations, and educational organizations.

Please see following pages for a overview of the company and services we offer.



# InTCHSolutions

## Information & Technology Engineering

[www.InTCHSolutions.com](http://www.InTCHSolutions.com)

## ABOUT US

Formed in 2022, InTCHSolutions emerged as a pioneering employee-owned enterprise in network engineering. Our founding members come from esteemed backgrounds, with prior experience in prominent positions at companies such as F5 Network Inc, Tesla, Amazon, UPS, Northrop Grumman, and others within the S&P 500 cohort. Together, our team boasts over 30 years of collective experience, covering a wide range of domains such as network engineering design, architecture, and implementation. We take pride in our repertoire of published and approved technology patents, coupled with our expertise in C-7 and C-10 cabling/fiber deployment across projects of varying scales, ranging from educational institutions to commercial enterprises.

At InTCHSolutions, we specialize in a variety of services including Network Infrastructure Design, Security Solutions, and much more. Our commitment to excellence, coupled with our dynamic team, enables us to deliver unparalleled solutions tailored to meet the unique needs of our clients across industries.



## THE TEAM

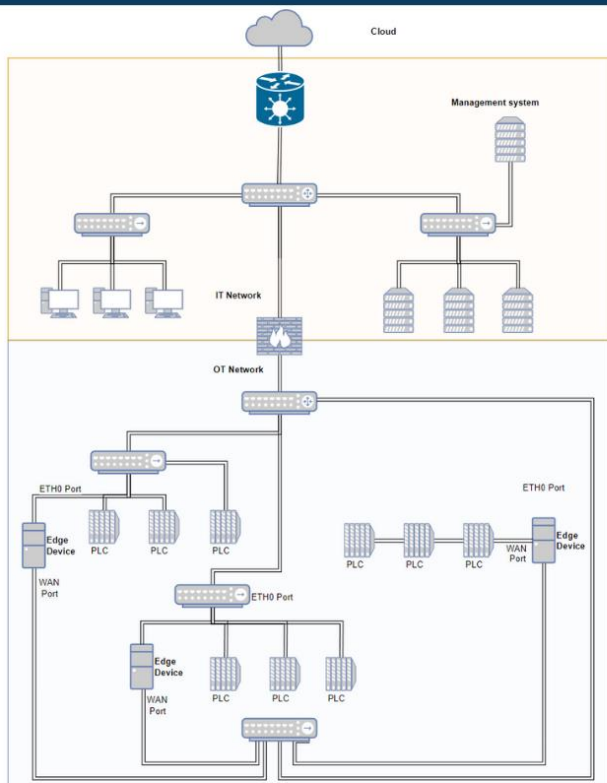
Our team comprises dedicated electrical and network engineers committed to delivering innovative solutions to our clients. With a deep understanding of cutting-edge technologies and a passion for problem-solving, we collaborate closely to design and implement systems that meet our clients' specific needs. From designing efficient electrical systems to optimizing network infrastructure, we leverage our expertise and experience to ensure seamless integration and reliable performance. Our goal is to exceed expectations and provide tailored solutions that empower our clients to succeed in their endeavors.

# InTCHSolutions

## Information & Technology Engineering

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# DESIGNING NEW SOLUTIONS



## BUILDING YOUR NETWORK WITH US

Starting with careful planning specific to your company's requirements, we develop methods that maximize efficiency and expandability. Further, our knowledgeable staff develops creative solutions ranging from Network Configuration to Cabling Methodology, making sure the solution are always compatible and dependable with new or existing network infrastructure.

We prioritize smooth interoperability with your current infrastructure to ensure minimal disturbance during the deployment of these solutions through precise integration. Ultimately, thorough validation guarantees that your network satisfies the highest requirements for dependability and quality in every way. With the help of this tried-and-true process, your company can confidently handle the challenges of network development, propelling your enterprise forward with speed and efficiency.

## SERVICES WE PROVIDE

### NETWORK INFRASTRUCTURE DESIGN

- Complimentary Network Consultation and Tailored Design Services
- Access Control
- Network Auditing
- Routing and Switching Architecting
- Cutting-edge Network Security Solutions
- Voice IP/Call Manager
- Firewall
- WLAN Design

### NETWORK IMPLEMENTATION AND INTEGRATION

- Project Management
- Turnkey - Network Switch and Access Point Installation
- Network Verification and Testing
- Network Management
- Configuration Services
- Full System Testing, Verification, and Documentation Generation

### FIBER | CAT6A CABLING

- C7/C10 Fiber SM/MM and CAT6/6A Cabling
- Connectivity speed testing
- Cable Certification Reporting
- Network Cabinet, Patch panel, Keystone, labeling, mapping Installation
- Documentation - Map, Speed, Distance

CONTACT US - 949.998.4143  
Engineering@InTCHSolutions.com

OUR PARTNERS



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## 2 - COVER LETTER

Date: January 2, 2025

<p><b>From:</b> Brandon Nguyen InTCHSolutions (InTeCHSolution) P: 949.998.4143 C: 562.607.8829 BNguyen@InTCHSolutions.com</p>	<p><b>To:</b> Attention: Enrique Robles TEACH Public Schools 1846 W. Imperial Hwy Los Angeles, CA 90047 (323) 872-0808 erate-tpes@teachps.org</p>
---	---

Dear TEACH Public Schools,

Thank you for giving InTCHSolutions (InTeCHSolutions) the opportunity to submit a proposal for this E-Rate Project

InTCHSolutions has a rich history of delivering exceptional results in the field of information technology. One of the key strengths of our firm lies in our personnel. Our team comprises a staff with diverse backgrounds and expertise, having over 30 years of industry experience in the field of I.T. network design, architecture, implementation, and C-7/C-10 cable/fiber ranging from small to large scale projects from education to commercial industry following enterprise standards.

The proposed team has years of experience with a variety of enterprise level network infrastructure working with systems such as but not limited to CISCO and JUNIPER NETWORKS.

For this project, our firm is partnering with Cisco Systems to provide eligible internal connections CISCO equipment and licenses that is spec'd in the RFP. In addition, provide a turn-key solution with installation, configuration, testing, verification, documentation, and close out for this project.

Thank you again for your time and reviewing this proposal. Please feel free to reach out for any further questions or concerns.

Sincerely,

Brandon Nguyen

Project Manager

4199 Campus Drive, Suite 550  
 Irvine, CA 92612  
 P: 949.998.4143

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### 3 - E-RATE AND RFP COMPLIANCE

The screenshot shows the FCC Registration System (CORES) interface. At the top, there is a navigation bar with the FCC logo and the text "Commission Registration System (CORES)". To the right of the navigation bar are links for "Associate Username to FRN", "Manage Existing FRNs & FRN Financial", "Register New FRN", "Reset FRN Password", and "Search for FRN". Below the navigation bar is a yellow banner for "FCC Registration". The main content area shows the "FRN Financial" section. On the left, there are buttons for "Manage FRNs" and "FRN Financial". The main table displays one entry for "InTCHSolutions Corporation" with a "Green Light" status and a "View/Make Payments" link. Below the table, there are "Previous" and "Next" buttons, and a "Go Back" link. At the bottom of the page, there is a "Customer Service" section with links for "Help", "Frequently Asked Questions", "FCC Privacy Policy", "Privacy Act Statement", and "FCC Home Page". A note at the bottom states: "For assistance, please submit a help request at https://www.fcc.gov/wireless/available-support-services or call 877-480-3201 (Mon.-Fri. 8 a.m.-6 p.m. ET)." and "Current Version: 3.1.0".

Figure 1: FCC Green Light Status

The screenshot shows the USAC SPIN NUMBER page for InTCHSolutions. At the top, there is a navigation bar with the text "Records / Service Providers" and "#143053966 - InTCHSolutions". Below the navigation bar are buttons for "CREATE A NEW USER", "ADD OR REMOVE EXISTING USERS", "MANAGE SERVICE PROVIDER USE...", and a dropdown menu. Below the buttons are links for "Summary", "Customer Service Cases", "Consulting Firms", "FCC Forms", "FRN Appeals", "News", and "Related Actions". The main content area is titled "Organization Details" and displays the following information:

<b>Name</b>	InTCHSolutions	<b>Organization Type</b>	Service Provider Organization
<b>Doing Business As</b>	InTCHSolutions	<b>DUNS Number</b>	094268496
<b>SPIN</b>	143053966	<b>Status</b>	Active
		<b>FCC Form 473/SPAC Filed</b>	N/A

Figure 2: USAC SPIN NUMBER

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## Contractor's License Detail for License # 1101216

**DISCLAIMER: A license status check provides information taken from the CSLB license database. Before relying on this information, you should be aware of the following limitations.**

- ▶ CSLB complaint disclosure is restricted by law ([B&P 7124.6](#)) If this entity is subject to public complaint disclosure click on link that will appear below for more information. Click [here](#) for a definition of disclosable actions.
- ▶ Only construction related civil judgments reported to CSLB are disclosed ([B&P 7071.17](#)).
- ▶ Arbitrations are not listed unless the contractor fails to comply with the terms.
- ▶ Due to workload, there may be relevant information that has not yet been entered into the board's license database.

### Business Information

INTCHSOLUTIONS CORPORATION  
dba INTCHSOLUTIONS VOLTAGE SYSTEMS

4199 CAMPUS DRIVE SUITE 550  
IRVINE, CA 92612  
Business Phone Number:(562) 607-8829

**Entity** Corporation  
**Issue Date** 02/07/2023  
**Expire Date** **02/28/2025**

### License Status

**This license is current and active.**

**All information below should be reviewed.**

### Classifications

- ▶ [C-7 - LOW VOLTAGE SYSTEMS](#)
- ▶ [C10 - ELECTRICAL](#)

Figure 3: C-7 & C-10 License – 1101216



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State of California

## Department Of Industrial Relations

My Registration Dashboard

**Brandon N...**

[Department of Industrial Relations \(DIR\)](#)

### My Dashboard

Select a Registration Type

Instructions:

- To transfer an active registration from the old system, click **Link Existing Registration**.
- To start a new application, select from the dropdown menu above and click **New**.
- To revise the existing registration, click **Update**.
- To edit a saved application, click on the registration number. You cannot edit once the application status is "Submitted", "Payment Pending", "In Review", "Expired", "Resubmitted" or "Renewed".
- To renew an application, click **Renew** Link will be available 90-days (**60-days for Entertainment Work Permit, 60-days for Public Works contractor registration**) before the license expiration date, until the expire date.
- To pay registration fees, click the **Pay Now** link in the Registration # column.
- Car Wash: To complete the registration process, you must print the submitted application or a copy of your email stating your application has been submitted and send it with the [IRS Form 8821](#). Upon receipt of the IRS response, please return to attach the IRS Clearance letter to your application. [IRS form 8821 Instructions](#).

Status Definitions

Reload page

Actions	Business Name / Individual Person	Registration #	Registration Type	Submitted Date	Status	Effective Date	Expiration Date	Payment Status	Balance Due	Exam Passed Date	Reg Dur
<a href="#">Email Application Summary</a>	InTCHSolutions	PW-LR-1001010949	Public Works & Prevailing Wage Contractor Registration	01/16/24	Submitted	01/16/24	06/30/25	Paid / No Balance Due	0.00		
	InTCHSolutions	PW-LR-1001010949	Public Works & Prevailing Wage Contractor Registration	02/07/23	Expired	02/07/23	06/30/23	Paid / No Balance Due	0.00		

For support, contact the [Labor Commissioner's Office](#)

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Figure 4: DIR Compliant Certificate

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	<b>CERTIFICATE OF LIABILITY INSURANCE</b>	DATE (MM/DD/YYYY) 11/15/2024					
<p><b>THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.</b></p> <p><b>IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).</b></p>							
<p><b>PRODUCER</b>                  TWFG GENERAL AGENCY, LLC                  SUNGOLD INSURANCE SERVICES                  1201 LAKE WOODLANDS DR, STE 4020                  WOODLANDS, TX 77380</p>	<p><b>CONTACT NAME:</b>                  PHONE (A/C, No, Ext): (619) 576-6900      <b>FAX (A/C, No):</b>                  E-MAIL: certs@sungoldca.com                  ADDRESS:      </p>						
<p><b>INSURED</b>                  INTCHSOLUTIONS CORPORATION                  4199 CAMPUS DR, STE 550                  IRVINE, CA 92612</p>	<p><b>INSURER(S) AFFORDING COVERAGE</b>      <b>NAIC #</b></p> <p>INSURER A : TRAVELERS COMMERCIAL CASUALTY COMPANY      40282</p> <p>INSURER B : SECURITY NATIONAL INSURANCE COMPANY      40533</p> <p>INSURER C : HARTFORD CASUALTY INS CO      29424</p> <p>INSURER D :                  INSURER E :                  INSURER F :</p>						
<p><b>COVERAGES</b>      <b>CERTIFICATE NUMBER:</b>      <b>REVISION NUMBER:</b></p> <p>THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.</p>							
INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR _____ GEN'L AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER:	✓	✓	680-31710317	03/29/2024	03/29/2025	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 500,000 MED EXP (Any one person) \$ 5,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 2,000,000 PRODUCTS - COMP/OP AGG \$ 2,000,000 _____ \$ _____
A	<input type="checkbox"/> AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> OWNED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS ONLY <input checked="" type="checkbox"/> NON-OWNED AUTOS ONLY <input type="checkbox"/> AUTOS ONLY	✓	✓	680-31710317	03/29/2024	03/29/2025	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ _____ \$ _____
	<input type="checkbox"/> UMBRELLA LIAB <input type="checkbox"/> OCCUR <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED      RETENTION \$						EACH OCCURRENCE \$ AGGREGATE \$ _____ \$ _____
B	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N <input type="checkbox"/>	N/A	SWC1477388	02/16/2024	02/16/2025	<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTHER E.L. EACH ACCIDENT \$ 1,000,000 E.L. DISEASE - EA EMPLOYEE \$ 1,000,000 E.L. DISEASE - POLICY LIMIT \$ 1,000,000
C	<input type="checkbox"/> ERROR & OMISSIONS			571E0652391	05/20/2024	05/20/2025	EACH OCCURRENCE 1,000,000 GENERAL AGGREGATE 2,000,000
<p><b>DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)</b></p> <p>LOCATION: 4199 CAMPUS DR, STE 550, IRVINE, CA 92612                  CERTIFICATE HOLDER NAMED AS ADDITIONAL INSURED AS REQUIRED BY WRITTEN CONTRACT</p>							
<b>CERTIFICATE HOLDER</b>				<b>CANCELLATION</b>			
REFERENCE				SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.			
				AUTHORIZED REPRESENTATIVE <i>Dominick Quach</i>			
© 1988-2015 ACORD CORPORATION. All rights reserved. ACORD 25 (2016/03)      The ACORD name and logo are registered marks of ACORD							

Figure 5: Certificate of Liability Insurance

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## 4 – OVERVIEW

This proposal shall address all the requirements given in the TEACH Public Schools RFP CATEGORY TWO INTERNAL CONNECTIONS for E-Rate YEAR 25.

The district has requested in summary a contract of at least one year to provide Meraki MX105 (Quantity 4), MR57 (Quantity: 96), MR86 (Quantity: 4) , MS350-48 (Quantity: 4), all associated licenses (w/ an option to choose between 1-year and 3-year licenses) with turn-key installation and basic maintenance.

For this RFP response, InTCHSolutions Corporation is proposing a 1-year contract basic maintenance contract and a turn-key solution of all previously mentioned Meraki items with 1-,3-, and 5-year licensing options.

In addition, there is pricing for APs only with 1-,3-, and 5-year options. The district reserves the right to omit any cost of equipment and services associated with this RFP and/or accept/reject parts of this proposal.

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## 5 – THE PROPOSAL

This section shall go over the proposed Cisco Meraki solution that is spec'd per the RFP.

### 5A – PROPOSED EQUIPMENT

In this sub-section, InTCHSolutions shall discuss the proposed equipment.

The proposed equipment will be a one-to-one match for the following items:

- (4) – Meraki MX105 (CSC-MX105-HW)
- (96) – Meraki MR57 (CSC-MR57-HW)
- (4) – Meraki MR86 (CSC-MR86-HW)
- (4) – Meraki MS350-48 (CSC-MS350-48FP-HW)

The licenses associated with each equipment are priced based on 1-year, 3-year, or 5-year options. Any of the options can be chosen and a price for each option is provided in separate pricing sheets.

Any additions requested will be honored at the rate stated in the pricing sheet.

Meraki MX105 Specification Summary Below:

Datasheet link:

[https://documentation.meraki.com/MX/MX\\_Overviews\\_and\\_Specifications/MX95%2F%2F105\\_Datasheet](https://documentation.meraki.com/MX/MX_Overviews_and_Specifications/MX95%2F%2F105_Datasheet)

Meraki MR57 Specification Summary Below:

Datasheet link:

[https://documentation.meraki.com/MR/MR\\_Overview\\_and\\_Specifications/MR57\\_Datasheet](https://documentation.meraki.com/MR/MR_Overview_and_Specifications/MR57_Datasheet)

Meraki MR86 Specification Summary Below:

Datasheet link:

[https://documentation.meraki.com/MR/MR\\_Overview\\_and\\_Specifications/MR86\\_Datasheet](https://documentation.meraki.com/MR/MR_Overview_and_Specifications/MR86_Datasheet)

Meraki MS350-48 Specification Summary Below:

Datasheet link:

[https://documentation.meraki.com/MS/MS\\_Overview\\_and\\_Specifications/MS350\\_Overview\\_and\\_Specifications](https://documentation.meraki.com/MS/MS_Overview_and_Specifications/MS350_Overview_and_Specifications)

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## 5B - Post-Award Requirements

In this sub-section, InTCHSolutions shall discuss the Post-Award Requirements solutions.

E-rate Documentation:

All equipment used to bid this RFP will be submitted to TEACH Public Schools after the end of every E-Rate year. The report should include:

- Name of School
- Make/Model of equipment or type of cable run
- Quantity of equipment or cable run
- Purchase date
- Invoice number
- Installation date

Labels for all installed equipment and cabling should follow standard labeling processes. Equipment will also have E-Rate information labeled in this format:

- Funding Request Number (FRN)
- Form 471 Application Number
- Purchase Order Number
- Installation Date

Basic Maintenance of Internal Connections (BMIC)

InTCHSolutions will offer a 1-Year BMIC contract with option to extend. All eligible items based on the description below will be honored:

BMIC covers the repair and upkeep of eligible internal connections. Eligible repair and upkeep services include hardware, wiring, and cable maintenance, along with basic technical support and configuration changes. The products must be eligible for discounts in order for their associated repair and upkeep services to be eligible.

In general, applicants may only receive support for actual work performed under contract on eligible products and parts that are repaired or replaced. Unbundled warranties or fixed price contracts are not eligible for reimbursement, unless the ineligible portions of the warranty or contract can be cost-allocated.

Services such as software upgrades and patches, (including bug fixes and security patches), and online and telephone-based technical assistance and tools that are typically standard fixed priced offerings will continue to be funded as BMIC if the service or equipment would only function and serve its intended purpose with the degree of reliability ordinarily provided with these specific services.

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## 6 – IMPLEMENTATION PLAN

This section shall discuss implementation plans where:

- Detailed Implementation Plan
- Access Point Implementation Process
- Project Schedule

### 6A – DETAILED IMPLEMENTATION PLAN

This section shall cover the implementation plan for this project to ensure the wireless access point is installed and works seamlessly. Project management shall be described, the process flow of installation, submitting a support ticket to get 24-hour remediation, and how the access points will be installed.

#### TEAM STRUCTURE

The team structure shall consist of and not limited to:

1. Project Manger
2. Two Implementation Team consisting of
  - One Network Engineer On-premises – Two Total
  - One Network Technician – Two Total

#### **Project Manager Role:**

A project manager shall be assigned to the project and be the point-of-contact during the duration of the project. The project manager shall be responsible for providing the district with a detailed schedule, final BoM submittal package to the district, coordinating for keys and work time among the school sites.

#### **On-Premises Network Engineer Role:**

- Perform a remote audit of the existing legacy access points.
- Extract and document current configurations for reference in the new setup.
- Develop Cisco Meraki Cloud templates that replicate the functionality of legacy configurations.
- Ensure templates align with district and project requirements.
- Resolve issues related to configurations, firmware updates, or dashboard connectivity.
- Support validation tests remotely by monitoring the Meraki Dashboard.
- Compile and maintain configuration templates, audit results, and post-installation validation reports.
- Ensure compliance with district standards during installation.
- Use tools like Fluke devices to ensure network integrity between switch and access point
- Troubleshoot any immediate problems that arise during installation, including hardware failures or configuration mismatches.
- Work closely with Network Technicians to resolve connectivity or performance issues.
- Communicate with the Project Manager and network technician to align tasks and address any dependencies.
- Provide technical explanations or guidance to team members as required.
- Assist the Project Manager in preparing closure documentation for the site.
- Ensure all network configurations and validation test results are properly documented.
- Provide knowledge transfer to district staff about the new network infrastructure or management via the Meraki Dashboard

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### Network Technician Role:

- Unpack, inspect, and physically prepare access points and related components.
- Verify equipment against inventory lists and ensure readiness for deployment.
- Update access points with the latest firmware before installation.
- Verify successful firmware updates and report any issues.
- Apply labels to access points per district requirements
- Ensure labels are clear, durable, and properly placed.
- Safely transport access points to designated locations.
- Verify the delivery of the correct equipment to designated sites.
- Mount and secure new access points at designated locations at the specified sites.
- Confirm that new access points are active and properly onboarded in the Meraki Dashboard.
- Troubleshoot any connectivity issues as needed.
- Take post-installation photos of access points.
- Ensure all photos are clear and stored appropriately for project records.
- Provide updates to the Project Manager about daily progress and any issues encountered.
- Collaborate with team members to ensure all tasks are completed on schedule.
- Be available to troubleshoot any network issues during the post-installation standby period.
- Provide technical support for the Project Manager and Network Engineer as needed.

Below is a high level of responsibility for the project manager and InTCHSolutions team.

1. **Scope of Work:**
  - A succinct summary of project objectives aligned with the request for proposal, final bid award details, and any relevant information submissions.
  - Clear identification of items falling outside the project scope.
2. **Deliverables**
  - A meticulous list of all project deliverables, encompassing both the project's overall scope and specific hardware execution requirements.
  - Inclusion of documentation formats (digital or hard copy) such as test results and warranty information.
3. **Schedule**
  - Development of a project schedule to effectively plan and manage execution.
  - Utilization of Gantt charts to schedule and track tasks and milestones.
  - Collaborative scheduling with district project sponsors to minimize service impact.
4. **Project Management Methodology**
  - Appointment of a dedicated project manager responsible for team management, schedule coordination, budget oversight, communication, risk management, and progress reporting.
  - Adherence to industry-standard methodologies such as Waterfall and Agile-Scrum frameworks.
  - Phased project approach, encompassing initiation, execution, control, and closure phases.
5. **Communication Plan**
  - Maintaining open communication channels between project sponsors, the project manager, and team members through phone calls, emails, and collaboration tools like Microsoft Teams.
  - Establishment of a project file repository, such as Microsoft SharePoint, for efficient storage and exchange of electronic project-related files.
  - Maintenance of a comprehensive project risk and issues log to document and communicate any potential risks or issues.

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- Development of an escalation plan for prompt resolution of urgent risks/issues by team members or the project manager to the district replacement project owner and/or sponsors.
- 6. Project Change Management Plan**
- Implementation of a robust change management process, collaboratively designed by the project manager and district replacement project sponsors, to handle any requested or required changes affecting project scope, schedule, or budget.
  - Inclusion of processes for documenting, presenting, reviewing, approving, and executing changes.
  - Execution of project changes only after receiving written approval from the District project owner and/or sponsor.
- 7. Project Closure**
- Execution of a comprehensive project closure phase, incorporating:
    - Test results
    - Warranty information
    - Acceptance of project deliverables
    - Final billing procedures

In the following pages there are detailed implementation plans at the project management level and at the staff level.

TABLE I: Implementation Plan

Step #	Detailed Implementation Plan Per Site	Role Assignment
1	Perform remote audit of the existing switches connected to the legacy access points.	Network Engineer
2	Create a Meraki Cloud Management wireless access point template that migrates the district network requirements including VLANs, SSIDs, and special protocols.	Network Engineer
3	Prior to site installation, coordinate with district staff on work schedule and where installation will take place.	Project Manager
4	Unpack and onboard the Cisco Meraki Access Points to the cloud management system, tag the access points with district asset tags and any other special labeling (i.e name and location of access point)	Network Technician
5	Update the access point firmware if needed	Network Technician
6	Transport the access point to the specified location and begin install	Network Technician
7	Verify and validate access point connectivity	Network Technician
8	Take a photo of the access point after installation and verification testing is completed.	Network Technician
9	Provide end of day status to district project manager via email	Project Manager
10	Transport the legacy access point equipment to designated site	Network Technician
11	Begin and finalize closure documentation for the site once all access points are completed.	Project Manager, Network Engineer, Network Technician
12	Be on STANDBY for any NETWORK ISSUES the following day after final installation	Project Manager, Network Engineer, Network Technician



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## 7 – FIRM QUALIFICATIONS

InTCHSolutions was founded to provide corporate and educational clients with information technology and engineering consulting services. Our services and capabilities range from and not limited to:

- Network Infrastructure Architecting and Management
  - Firewall
  - Access Points
  - Switches
  - Data Centers
- C-7 Low Voltage Cabling and Fiber – C-10 High Voltage
- A.I. and Cloud Solutions and Services
- Engineering and Technology Auditing and Assessments
- Software product development
- Database security, management, and migration
- USAC E-RATE Service Provider

all while providing high standard white glove services. Our specialization is finding a solution to any technical related problem and utilizing an engineering and systematic sigma six and agile process to complete our end goals and projects.

Our staff are certified and have a combined total of more than 50 years of industry experience in I.T and Engineering. We are a certified C-7/C-10 Low Voltage Construction Contractor and have the capabilities to install ethernet, fiber optics, security cameras, low voltage wiring, access control.

For the purpose of this project, the team is trained in both CISCO and JUNIPER NETWORK HARDWARE.

For the purpose of this project, the team is trained in both CISCO and Juniper Networks Hardware. InTCHSolution is certified JNCIS-EN – Juniper Networks Certified Specialist, Enterprise Routing & Switching, please refer to: [https://www.credly.com/badges/06eb6166-059e-4c88-b253-c14e4a490d66/public\\_url](https://www.credly.com/badges/06eb6166-059e-4c88-b253-c14e4a490d66/public_url) for certification details.



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## 7A – PROJECT TEAM

### OUR KEY STAFF:

#### RESUMES – CAN BE PROVIDED UPON REQUEST.

##### **Brandon Nguyen – CEO/Lead Consultant – 562.607.8829 – Bnguyen@intchsolutions.com**

- Accomplished professional with extensive experience in network and wireless design and project management, currently serving as the CEO and Lead Consultant of InTCHSolutions Corporation.
- B.S. in Electrical Engineering from the University of California, Irvine, and a Master's in Electrical Engineering from Cal State University of Long Beach.
- Technical expertise spans across VHDL, C, C++, Python, Matlab, and CISCO technologies.
- Architected network infrastructures and access points for school districts and commercial entities, developed logistic tracking software, and automated Chromebook enrollment processes to optimize time and costs.
- Leadership and project management skills are evidenced by his successful guidance of a 12-member team in executing multiple network infrastructure projects, including MDF/IDF installations and upgrades.
- Prior role as a Communication Network Systems Engineer III at Northrop Grumman further solidified his analytical and programming prowess, where he performed wideband downlink simulation analysis, chipset programming, and satellite communication link research.
- Comprehensive skill set and leadership in IT network design and project management make him a pivotal asset in delivering innovative and efficient network solutions.

##### **Mark E. Quevedo – Network Architect – 425.295.8154 – Mark@intchsolutions.com**

- Highly experienced network architect and security consultant with a distinguished career spanning over three decades.
- Currently serving as a Consulting Network/Security Architect at InTCHSolutions, renowned for his expertise in designing, configuring, and optimizing complex network infrastructures, as well as his proficiency in information security and governance.
- His technical acumen is evidenced by multiple patents issued and pending, including innovations in multi-device authentication and managing network traffic with sensitive data.
- Mark's extensive professional experience includes tenure as a Network Architect at InTCHSolutions in Irvine, CA, where he significantly enhanced network performance and uptime using advanced Cisco solutions and cloud-managed networking.
- Previously at F5 Networks Inc. spearheading the development of F5 Cloud Services and creating innovative products such as the SSL Orchestrator. His contributions in security and cryptographic features for various products have been pivotal, earning him the prestigious F5 Five-Star employee award.
- Prior to his time at F5, Mark was the Identity & Access Management Architect at Costco Wholesale Corp., where he led the architecture and engineering of Costco's IAM infrastructure, supporting a vast network of employees and members. His career also includes significant roles at the City of Hope Medical Center, The Seattle Times, and IT Network Infrastructure and Architecture | Firewall Security | Cloud Solutions | C7 Cabling and Fiber

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as an independent consultant, where he designed and built LAN/WAN network systems and managed high-performance network projects.

- Mark holds a GIAC Security Leadership Certification (GSLC), is DoDD 8570 IAM-III qualified, and a Cisco CCNA.
- Education in Computer Science from the University of California, San Diego, combined with extensive professional training in Agile methodologies, SANS MGT-512, CoBIT, ITIL, Cisco routing, and more, underscores his comprehensive skill set.
- Innovative contributions to the field of network and security architecture, along with his leadership in mentoring and training teams, make him an invaluable asset in delivering cutting-edge, secure, and efficient network solutions.

**Nick Mai – Sr. Network Engineer – 562.377.2947 – nmai@intchsolutions.com**

- Network Supervisor and Engineer with over 17 years of extensive experience in the IT industry.
- Microsoft Certified Systems Engineer and Microsoft Certified Database Administrator, Nick has consistently demonstrated his expertise in managing complex network environments and ensuring the stability and security of server systems.
- Responsible for overseeing devices across multiple data centers and networks, deploying and configuring new servers, and performing routine maintenance to ensure optimal system performance.
- Proactive approach to identifying and resolving server issues, combined with his implementation of security best practices, underscores his commitment to maintaining robust and secure network infrastructures.
- Experienced in Nutanix AHV and Hyper-V to manage virtual servers, ensuring their performance and availability.
- Adept at developing and implementing backup and disaster recovery plans, maintaining accurate documentation of server configurations and network topology, and collaborating with other IT teams to achieve seamless operations.
- Prior to his current position, Nick served as a Network Supervisor at CUSD from May 2005 to January 2016, where he managed user accounts and access permissions, analyzed server usage trends, and planned for future capacity needs.
- Responsible for installing and configuring network equipment, troubleshooting network issues, and providing technical support to end-users.

**Tyler Krebs – Network Engineer – Tyler@intchsolutions.com**

- Network Operations Engineer with experience in troubleshooting, configuring, and deploying network infrastructure.
- Supported 5,300+ firewalls, performed mass deployments, and improved network infrastructure.
- Skilled in firewalls, VoIP systems, and server provisioning.
- Hands-on experience with Avaya VoIP deployments, network equipment installation, and project management across multiple facilities.
- Holds CompTIA A+, Network+, Security+, and Cloud+ certifications.

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- Proficient in Fortinet Firewalls, Linux/Windows OS, and remote troubleshooting.
- Currently pursuing a degree in Network Engineering and Security at Western Governors University.
- Recognized for analytical thinking, attention to detail, and the ability to work independently or in a team.

**Andrew Gutierrez – Network Engineer – 562.240-7910 – Andrew@intchsolutions.com**

- A+ Certified IT Administrator with proven expertise in IT infrastructure deployment and PC support across multiple platforms.
- CompTIA-certified professional with critical supervisory and management experience in IT and logistics industries.
- Skilled in creating Scopes of Work for low-voltage and electrical contract projects, with in-depth knowledge of hazardous material regulations and logistics.
- Deployed and configured PCs, network equipment (routers, switches, access points), and IT systems for enterprise facilities.
- Managed servers, including file and print, SQL, and network shares, across Windows, Linux, iOS, and Android platforms.
- Installed and maintained IP cameras, VOIP systems, and Operational Technology infrastructure.
- Previous worked as an IT operation shift supervisor at UPS.

**Christian Lam – Project Manager – 562.338.6190 – christian@intchsolutions.com**

- Project Manager at InTCHSolutions Corp.
- Strong foundation in business management and information systems from his education at the University of California, Santa Cruz.
- Comprehensive skill set that includes expertise in Java, Python, MS Excel VBA, SAP, MES (Solumina), IBM Maximo, and standard supply chain processes.
- Excels in designing and implementing scalable and secure network architectures.
- Hands-on experience with network devices, ensuring optimal performance and reliability.
- Trained in Agile (Scrum) methodologies and uses tools like Jira for project management.
- Collaborates with senior engineers to deepen his knowledge of Juniper Network solutions, and actively involved in deploying and managing network infrastructures.
- Monitoring network traffic, analyzing logs for security threats, providing technical support, and maintaining detailed network documentation.

**Brian Ung – Network Technician – 562.388.7513 – bung@intchsolutions.com**

- Brian has been instrumental in managing cloud databases, training employees on industry- standard configuration management

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- Supports Network engineers daily, currently pursuing a degree in information technology at Cal State University, Fullerton
- Performing document reviews, creating change requests, and preparing RFP/RFI packages.
- Prior technical skills at Amazon/JLL Reliability & Maintenance Engineering, where he performed preventative maintenance and troubleshooting on complex robotics and mechanical systems, ensuring operational efficiency and safety.
- Proficient in Microsoft Office, critical problem-solving abilities, and experience leading large group meetings, Brian is adept at diagnosing and resolving technical issues.

**Jose Urzua – Network Technician – 661.494.1347 – [jose@intchsolutions.com](mailto:jose@intchsolutions.com)**

- Network Technician responsible for verification and validation through FLUKE/Netally Tools
- Proficient in troubleshooting network issues and network management dashboards (MIST, MERAKI, DNAC, ARUBA CENTRAL)
- Current student at Cal State University, Long Beach studying mechanical engineering.
- Trained to install network equipment and basic troubleshooting, cable of installing network switches and access points

**Additional Supporting Staff**

**Rafael Tejada – C7/C10 Construction Supervisor – 909.204.0657 – [rafa@intchsolutions.com](mailto:rafa@intchsolutions.com)**

**Justin Nguyen – Technician – 562.394.6542 – [justin@intchsolutions.com](mailto:justin@intchsolutions.com)**

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## 8 - QUOTE - PRICING SHEET

This section will go over the pricing options.

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TABLE II: Pricing 1-Year BMIC

Responder Company Name:	InTCHSolutions Corporation						
Responder Name:	Brandon Nguyen						
Responder Title:	CEO						
Responder SPIN:	143053966						
Responder Phone:	562.607.8829						
<b>Teach Public School - BMIC</b>							
GROUP	Model Number	Manufacturer	Description	Unit Cost	Quantity	Extended Cost	E-Rate Eligible %
Basic Maintenance of Internal Connections	Maintenance of Switches, Access Points, and Security Appliances	InTCHSolutions	1-Year contract. BMIC covers the repair and upkeep of eligible internal connections. Eligible repair and upkeep services include hardware, wiring, and cable maintenance, along with basic technical support and configuration changes. The products must be eligible for discounts in order for their associated repair and upkeep services to be eligible.	\$ 9,000.00	1	\$ 9,000.00	100%
Total Cost of Equipment						\$	-
Total Cost of License						\$	-
Sales Tax For Equipment@ (9.5%)						\$	-
Total Cost of Installation/Labor						\$	9,000.00
Shipping and Handling						\$	-
<b>GRAND TOTAL</b>						<b>\$</b>	<b>9,000.00</b>

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TABLE III: Pricing for 1-Year Licenses

Responder Company Name:	InTCHSolutions Corporation						
Responder Name:	Brandon Nguyen						
Responder Title:	CEO						
Responder SPIN:	143053966						
Responder Phone:	562.607.8829						
<b>Teach Public School - 1 Year Licenses</b>							
GROUP	Model Number	Manufacturer	Description	Unit Cost	Quantity	Extended Cost	E-Rate Eligible %
Security Appliance	CSC-MX105-HW	Cisco Systems	MERAKI MX105 ROUTER/SECURITY APPLIANCE	\$ 3,321.62	4	\$ 13,286.48	100%
Indoor Access Point	CSC-MR57-HW	Cisco Systems	Meraki MR57 Wi-Fi 6E Indoor AP wireless Tri Radio 2.4 GHz, 5 GHz, and 6 GHz processor and cellular technology are not included power adapter support 802.11ax;802.3at/bt;802.11ac Lifetime hardware warranty with advanced replacement included	\$ 1,052.41	96	\$ 101,031.36	100%
Outdoor Access Point	CSC-MR86-HW	Cisco Systems	Meraki MR86 Wi-Fi 6 Outdoor AP	\$ 1,085.79	4	\$ 4,343.16	100%
Switch PoE	CSC-MS350-48FP-HW	Cisco Systems	MERAKI MS350-48FP L3 STCK CLD-MNGD 48X GIGE 740W POE SWITCH	\$ 5,614.21	4	\$ 22,456.84	100%
License	CSC-LIC-MX105-SEC-1Y	Cisco Systems	Meraki MX105 Advanced Security License and Support, 1YR	\$ 3,829.16	4	\$ 15,316.64	100%
License	CSC-LIC-ENT-1YR	Cisco Systems	SOFTWARE Meraki MR Enterprise Cloud Controller License, 1 Year	\$ 104.44	100	\$ 10,444.00	100%
License	CSC-LICMS35048FP1YR	Cisco Systems	MERAKI MS350-48FP ENTERPRISE LICENSE AND SUPPORT, 1YR	\$ 353.82	4	\$ 1,415.28	100%
<b>Installation/Labor Price List</b>							
GROUP	Eligible Components	Installer	Description	Cost Per Device	Quantity	Extended Cost	E-Rate Eligible %
Network Device Installation	Installation cost per access point	InTCHSolutions	Turn-key access point installation, configuration, test, verification, and documentation	\$ 100.00	100	\$ 10,000.00	100%
Network Device Installation	Installation cost per switch	InTCHSolutions	Turn-key switch installation, configuration, test, verification, and documentation	\$ 300.00	4	\$ 1,200.00	100%
Network Device Installation	Installation cost per Security Appliance	InTCHSolutions	Turn-key security appliance installation, configuration, test, verification, and documentation	\$ 100.00	4	\$ 400.00	100%
Total Cost of Equipment						\$ 141,117.84	
Total Cost of License						\$ 27,175.92	
Sales Tax For Equipment@ (9.5%)						\$ 13,406.19	
Total Cost of Installation/Labor						\$ 11,600.00	
Shipping and Handling						\$ -	
<b>GRAND TOTAL</b>						<b>\$ 193,299.95</b>	



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TABLE IV: Pricing for 3-Year Licenses

Responder Company Name:	InTCHSolutions Corporation						
Responder Name:	Brandon Nguyen						
Responder Title:	CEO						
Responder SPIN:	143053966						
Responder Phone:	562.607.8829						
Teach Public School - 3 Year Licenses							
GROUP	Model Number	Manufacturer	Description	Unit Cost	Quantity	Extended Cost	E-Rate Eligible %
Security Appliance	CSC-MX105-HW	Cisco Systems	MERAKI MX105 ROUTER/SECURITY APPLIANCE	\$ 3,321.62	4	\$ 13,286.48	100%
Indoor Access Point	CSC-MR57-HW	Cisco Systems	Meraki MR57 Wi-Fi 6E Indoor AP wireless Tri Radio 2.4 GHz, 5 GHz, and 6 GHz processor and cellular technology are not included power adapter support 802.11ax;802.3at/bt;802.11ac Lifetime hardware warranty with advanced replacement included	\$ 1,052.41	96	\$ 101,031.36	100%
Outdoor Access Point	CSC-MR86-HW	Cisco Systems	Meraki MR86 Wi-Fi 6 Outdoor AP	\$ 1,085.79	4	\$ 4,343.16	100%
Switch PoE	CSC-MS350-48FP-HW	Cisco Systems	MERAKI MS350-48FP L3 STCK CLD-MNGD 48X GIGE 740W POE SWITCH	\$ 5,614.21	4	\$ 22,456.84	100%
License	CSC-LIC-MX105-SEC-3Y	Cisco Systems	Meraki MX105 Advanced Security License and Support, 3YR	\$ 6,203.13	4	\$ 24,812.52	100%
License	CSC-LIC-ENT-3YR	Cisco Systems	SOFTWARE Meraki MR Enterprise Cloud Controller License, 3 Year	\$ 169.19	100	\$ 16,919.00	100%
License	CSC-LICMS35048FP3YR	Cisco Systems	MERAKI MS350-48FP ENTERPRISE LICENSE AND SUPPORT, 3YR	\$ 1,912.67	4	\$ 7,650.68	100%
Installation/Labor Price List							
GROUP	Eligible Components	Installer	Description	Cost Per Device	Quantity	Extended Cost	E-Rate Eligible %
Network Device Installation	Installation cost per access point	InTCHSolutions	Turn-key access point installation, configuration, test, verification, and documentation	\$ 100.00	100	\$ 10,000.00	100%
Network Device Installation	Installation cost per switch	InTCHSolutions	Turn-key switch installation, configuration, test, verification, and documentation	\$ 300.00	4	\$ 1,200.00	100%
Network Device Installation	Installation cost per Security Appliance	InTCHSolutions	Turn-key security appliance installation, configuration, test, verification, and documentation	\$ 100.00	4	\$ 400.00	100%
Total Cost of Equipment						\$ 141,117.84	
Total Cost of License						\$ 49,382.20	
Sales Tax For Equipment@ (9.5%)						\$ 13,406.19	
Total Cost of Installation/Labor						\$ 11,600.00	
Shipping and Handling						\$ -	
<b>GRAND TOTAL</b>						<b>\$ 215,506.23</b>	

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TABLE V: Pricing for 5-Year Licenses

Responder Company Name:	InTCHSolutions Corporation						
Responder Name:	Brandon Nguyen						
Responder Title:	CEO						
Responder SPIN:	143053966						
Responder Phone:	562.607.8829						
Teach Public School - 5 Year Licenses							
GROUP	Model Number	Manufacturer	Description	Unit Cost	Quantity	Extended Cost	E-Rate Eligible %
Security Appliance	CSC-MX105-HW	Cisco Systems	MERAKI MX105 ROUTER/SECURITY APPLIANCE	\$ 3,321.62	4	\$ 13,286.48	100%
Indoor Access Point	CSC-MR57-HW	Cisco Systems	Meraki MR57 Wi-Fi 6E Indoor AP wireless Tri Radio 2.4 GHz, 5 GHz, and 6 GHz processor and cellular technology are not included power adapter support 802.11ax;802.3at/bt;802.11ac Lifetime hardware warranty with advanced replacement included	\$ 1,052.41	96	\$ 101,031.36	100%
Outdoor Access Point	CSC-MR86-HW	Cisco Systems	Meraki MR86 Wi-Fi 6 Outdoor AP	\$ 1,085.79	4	\$ 4,343.16	100%
Switch PoE	CSC-MS350-48FP-HW	Cisco Systems	MERAKI MS350-48FP L3 STCK CLD-MNGD 48X GIGE 740W POE SWITCH	\$ 5,614.21	4	\$ 22,456.84	100%
License	CSC-LIC-MX105-SEC-5Y	Cisco Systems	Meraki MX105 Advanced Security License and Support, 5YR	\$ 10,338.80	4	\$ 41,355.20	100%
License	CSC-LIC-ENT-5YR	Cisco Systems	Meraki MR Enterprise License, 5YR	\$ 752.63	100	\$ 75,263.00	100%
License	CSC-LICMS35048FP5YR	Cisco Systems	MERAKI MS350-48FP ENTERPRISE LICENSE AND SUPPORT, 5YR	\$ 3,187.12	4	\$ 12,748.48	100%
Installation/Labor Price List							
GROUP	Eligible Components	Installer	Description	Cost Per Device	Quantity	Extended Cost	E-Rate Eligible %
Network Device Installation	Installation cost per access point	InTCHSolutions	Turn-key access point installation, configuration, test, verification, and documentation	\$ 100.00	100	\$ 10,000.00	100%
Network Device Installation	Installation cost per switch	InTCHSolutions	Turn-key switch installation, configuration, test, verification, and documentation	\$ 300.00	4	\$ 1,200.00	100%
Network Device Installation	Installation cost per Security Appliance	InTCHSolutions	Turn-key security appliance installation, configuration, test, verification, and documentation	\$ 100.00	4	\$ 400.00	100%
Total Cost of Equipment						\$ 141,117.84	
Total Cost of License						\$ 129,366.68	
Sales Tax For Equipment@ (9.5%)						\$ 13,406.19	
Total Cost of Installation/Labor						\$ 11,600.00	
Shipping and Handling						\$ -	
<b>GRAND TOTAL</b>						<b>\$ 295,490.71</b>	

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**TABLE VI: Pricing for Access Points 1-Year Licenses**

Responder Company Name:	InTCHSolutions Corporation							
Responder Name:	Brandon Nguyen							
Responder Title:	CEO							
Responder SPIN:	143053966							
Responder Phone:	562.607.8829							
Teach Public School - 1 Year Licenses								
GROUP	Model Number	Manufacturer	Description	Unit Cost	Quantity	Extended Cost	E-Rate Eligible %	
Indoor Access Point	CSC-MR57-HW	Cisco Systems	Meraki MR57 Wi-Fi 6E Indoor AP wireless Tri Radio 2.4 GHz, 5 GHz, and 6 GHz processor and cellular technology are not included power adapter support 802.11ax;802.3at/bt;802.11ac Lifetime hardware warranty with advanced replacement included	\$ 1,052.41	96	\$ 101,031.36	100%	
Outdoor Access Point	CSC-MR86-HW	Cisco Systems	Meraki MR86 Wi-Fi 6 Outdoor AP	\$ 1,085.79	4	\$ 4,343.16	100%	
License	CSC-LIC-MX105-SEC-1Y	Cisco Systems	Meraki MX105 Advanced Security License and Support, 1YR	\$ 3,829.16	4	\$ 15,316.64	100%	
License	CSC-LIC-ENT-1YR	Cisco Systems	SOFTWARE Meraki MR Enterprise Cloud Controller License, 1 Year	\$ 104.44	100	\$ 10,444.00	100%	
License	CSC-LICMS35048FP1YR	Cisco Systems	MERAKI MS350-48FP ENTERPRISE LICENSE AND SUPPORT, 1YR	\$ 353.82	4	\$ 1,415.28	100%	
Installation/Labor Price List								
GROUP	Elgible Components	Installer	Description	Cost Per Device	Quantity	Extended Cost	E-Rate Eligible %	
Network Device Installation	Installation cost per access point	InTCHSolutions	Turn-key access point installation, configuration, test, verification, and documentation	\$ 100.00	100	\$ 10,000.00	100%	
Total Cost of Equipment						\$ 105,374.52		
Total Cost of License						\$ 27,175.92		
Sales Tax For Equipment@ (9.5%)						\$ 10,010.58		
Total Cost of Installation/Labor						\$ 10,000.00		
Shipping and Handling						\$ -		
<b>GRAND TOTAL</b>						<b>\$ 152,561.02</b>		

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TABLE VII: Pricing for Access Points 3-Year Licenses

Responder Company Name:	InTCHSolutions Corporation							
Responder Name:	Brandon Nguyen							
Responder Title:	CEO							
Responder SPIN:	143053966							
Responder Phone:	562.607.8829							
Teach Public School - 3 Year Licenses								
GROUP	Model Number	Manufacturer	Description	Unit Cost	Quantity	Extended Cost	E-Rate Eligible %	
Indoor Access Point	CSC-MR57-HW	Cisco Systems	Meraki MR57 Wi-Fi 6E Indoor AP wireless Tri Radio 2.4 GHz, 5 GHz, and 6 GHz processor and cellular technology are not included power adapter support 802.11ax;802.3at/bt;802.11ac Lifetime hardware warranty with advanced replacement included	\$ 1,052.41	96	\$ 101,031.36	100%	
Outdoor Access Point	CSC-MR86-HW	Cisco Systems	Meraki MR86 Wi-Fi 6 Outdoor AP	\$ 1,085.79	4	\$ 4,343.16	100%	
License	CSC-LIC-MX105-SEC-3Y	Cisco Systems	Meraki MX105 Advanced Security License and Support, 3YR	\$ 6,203.13	4	\$ 24,812.52	100%	
License	CSC-LIC-ENT-3YR	Cisco Systems	SOFTWARE Meraki MR Enterprise Cloud Controller License, 3 Year	\$ 169.19	100	\$ 16,919.00	100%	
License	CSC-LICMS35048FP3YR	Cisco Systems	MERAKI MS350-48FP ENTERPRISE LICENSE AND SUPPORT, 3YR	\$ 1,912.67	4	\$ 7,650.68	100%	
Installation/Labor Price List								
GROUP	Elgible Components	Installer	Description	Cost Per Device	Quantity	Extended Cost	E-Rate Eligible %	
Network Device Installation	Installation cost per access point	InTCHSolutions	Turn-key access point installation, configuration, test, verification, and documentation	\$ 100.00	100	\$ 10,000.00	100%	
Total Cost of Equipment						\$ 105,374.52		
Total Cost of License						\$ 49,382.20		
Sales Tax For Equipment@ (9.5%)						\$ 10,010.58		
Total Cost of Installation/Labor						\$ 10,000.00		
Shipping and Handling						\$ -		
<b>GRAND TOTAL</b>						<b>\$ 174,767.30</b>		

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TABLE VIII: Pricing for Access Points 5-Year Licenses

Responder Company Name:	InTCHSolutions Corporation						
Responder Name:	Brandon Nguyen						
Responder Title:	CEO						
Responder SPIN:	143053966						
Responder Phone:	562.607.8829						
Teach Public School - 5 Year Licenses							
GROUP	Model Number	Manufacturer	Description	Unit Cost	Quantity	Extended Cost	E-Rate Eligible %
Indoor Access Point	CSC-MR57-HW	Cisco Systems	Meraki MR57 Wi-Fi 6E Indoor AP wireless Tri Radio 2.4 GHz, 5 GHz, and 6 GHz processor and cellular technology are not included power adapter support 802.11ax;802.3at/bt;802.11ac Lifetime hardware warranty with advanced replacement included	\$ 1,052.41	96	\$ 101,031.36	100%
Outdoor Access Point	CSC-MR86-HW	Cisco Systems	Meraki MR86 Wi-Fi 6 Outdoor AP	\$ 1,085.79	4	\$ 4,343.16	100%
License	CSC-LIC-MX105-SEC-5Y	Cisco Systems	Meraki MX105 Advanced Security License and Support, 5YR	\$ 10,338.80	4	\$ 41,355.20	100%
License	CSC-LIC-ENT-5YR	Cisco Systems	Meraki MR Enterprise License, 5YR	\$ 752.63	100	\$ 75,263.00	100%
License	CSC-LICMS35048FP5YR	Cisco Systems	MERAKI MS350-48FP ENTERPRISE LICENSE AND SUPPORT, 5YR	\$ 3,187.12	4	\$ 12,748.48	100%
Installation/Labor Price List							
GROUP	Elgible Components	Installer	Description	Cost Per Device	Quantity	Extended Cost	E-Rate Eligible %
Network Device Installation	Installation cost per Security Appliance	InTCHSolutions	Turn-key security appliance installation, configuration, test, verification, and documentation	\$ 100.00	100	\$ 10,000.00	100%
Total Cost of Equipment						\$ 105,374.52	
Total Cost of License						\$ 129,366.68	
Sales Tax For Equipment@ (9.5%)						\$ 10,010.58	
Total Cost of Installation/Labor						\$ 10,000.00	
Shipping and Handling						\$ -	
<b>GRAND TOTAL</b>						<b>\$ 254,751.78</b>	

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## 9 – REFERENCES

TABLE IX: List of References

Project	Customer	Description	Contact
El- Tejon Unified School District – Network Refresh (Switch & WiFi) – ERATE 2024	El-Tejon Unified School District	Complete full network refresh of the entire school district. Installed Ruckus Core and Edge switches and Access Points. Migrated the one-premise network to Ruckus One Cloud Management	Director of Technology El Tejon Unified School District MGonzales@el-tejon.k12.ca.us 661-484-3387
MDF/IDF E-Rate Refresh Project Design Consulting – ERATE 2024 – 2025	Long Beach Unified School District	Provide design consulting services to LBUSD in preparation for implementation phase of MDF/IDF E-Rate project. Performed design services, auditing, and bill of materials for implementation phase  Designed LBUSD Core and Edge switching network	Robert Megowan - Project Manager RMegowan@lbschools.net 562-997-8000 x1320  Shawn Organ – Network Supervisor Sorgan@lbschools.net 949.633.4507
Assests Management and I.T. system refresh	Compton Unified School District	Provided I.T. system refresh withing the Early Childhood Education department	Telma Bayona - Director of Early Childhood Education tbayona@compton.k12.ca.us 562-367-2230
Compton Unified School District Computer Refresh for Roosevelt Elementary School Parent Center and Staff Offices	Compton Unified School District 700 N Bradfield Ave, Compton, CA 90221	Performed system refresh at Roosevelt Elementary School, Lockdown and provided I.T services	Rayjanette Condley - Principal 310-898-6350
Compton Unified School District Computer Refresh for Roosevelt Elementary School Parent Center and Staff Offices	Compton Unified School District 700 N Bradfield Ave, Compton, CA 90221	Performed system refresh at Roosevelt Elementary School, Lockdown and provided I.T services	Lue Haynes LHaynes@compton.ca.k12.us 562-381-3815
E-rate - Network Switch Refresh	Compton Unified School District	E-rate – Network Switching – Performed migration services to migrate existing CISCO network infrastructure to Ruckus based network. Perform switching migration for half the school district	Kevin Evans - Director of IT (Retired) Kevin@convenientcomputing.com 310-989-3600

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I am writing to provide a letter of reference for Brandon and the team at InTCHSolutions. They have been engaged in delivering design consulting services for the Long Beach Unified School District's (LBUSD) network infrastructure. InTCHSolutions has been a key partner in the ongoing efforts to enhance and optimize the network infrastructure across multiple schools within the district for the upcoming E-Rate switch refreshment project.

Brandon and the team have demonstrated a high level of professionalism, technical expertise, and dedication throughout the entire process. Their work involves serving in an architect's role to design the details of the next implementation phase. Their scope includes surveying over fifty schools to assess the Main Distribution Frame (MDF) and Intermediate Distribution Frame (IDF), writing a scope of work document for bid, developing comprehensive design checklists, updating site maps, and creating detailed Layer 3 and Layer 2 network topology maps and device counts.

One of the notable strengths of InTCHSolutions is their meticulous approach to every aspect of the project. The design checklists they have developed are thorough and tailored to the specific needs of LBUSD, ensuring that all critical elements are taken into consideration. The updated site maps and network topology maps provide a clear and detailed overview of the existing infrastructure, facilitating effective decision-making and future planning.

In addition to their technical proficiency, Brandon and the team have been proactive in collaborating with our staff, ensuring that the design solutions align seamlessly with the unique requirements of LBUSD. Their commitment to communication and responsiveness has been commendable, fostering a collaborative and productive working relationship.

Should you have any further questions or require additional information, please feel free to contact me.

	<p><b>Robert Megowan</b>      <b>Robert Megowan</b>                  Technology Project Manager                  Long Beach USD – Facilities Development &amp; Planning                  Email: <a href="mailto:RMegowan@lbschools.net">RMegowan@lbschools.net</a>                  Phone: 562-997-8000 x1320</p>	<p>Digitally signed by                  Robert Megowan                  Date: 2024.01.17                  09:14:54 -08'00'</p>
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To whom it may concern,

I am writing to provide a letter of reference for InTCHSolutions, a company that has consistently demonstrated a high level of expertise in C-7 Cabling, Network Switch, Access Point, and Network Design Infrastructure.

InTCHSolutions has been a valued E-Rate service provider. Their proficiency in C-7 Cabling is commendable, and they have successfully executed projects that required intricate cabling solutions. Their attention to detail and commitment to quality have resulted in robust and reliable cabling systems meeting industry standards.

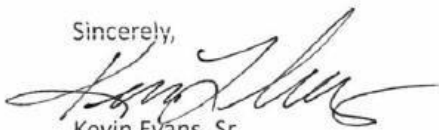
Furthermore, InTCHSolutions' expertise extends to Network Switch and Access Point configurations. They have demonstrated a deep understanding of the latest technologies and industry best practices in setting up and optimizing network switches and access points. Their ability to design and implement scalable and efficient solutions has significantly contributed to the seamless functioning of the network.

In the realm of Network Design infrastructure, InTCHSolutions has showcased exceptional skills. Their team possesses a thorough understanding of network architecture, security considerations, and the integration of various components to create a comprehensive and resilient network design. Their innovative approach to problem-solving and their ability to tailor solutions to our specific needs have been key factors in network projects.

I have consistently found InTCHSolutions to be reliable, professional, and dedicated to delivering high-quality results. Their team is responsive to challenges, proactive in communication, and adept at collaborating with other stakeholders to ensure project success. I confidently recommend InTCHSolutions for any information technology related projects.

If you have any further questions or require additional information, please do not hesitate to contact me at 310 537 1000 / Kevin@convenientcomputing.com. This letter is provided without hesitation or reservation. Thank you for considering InTCHSolutions for your network infrastructure needs.

Sincerely,



Kevin Evans, Sr  
Information Technology Director  
(Retired, Compton Unified School District)

CTO, Convenient Computing, Inc



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**Compton Unified School District**  
**Early Childhood Education**

411 N. Tajauta Avenue, Compton, CA 90221  
Phone: (310) 639-4321, Ext. 46796

January 18, 2024

**Denzell Perry**  
President

To Whom It May Concern:

**Ayanna E. Davis, Ed.D.**  
Vice President

I am writing to highlight the exceptional contributions of InTCHSolutions to the Early Childhood Education Department at Compton Unified School District. InTCHSolutions has played a pivotal role in successfully upgrading our computer systems, providing invaluable external information technology consulting, and delivering solutions that have significantly enhanced our technological infrastructure.

**Micah Ali**  
Clerk

**Alma Taylor Pleasant**  
Legislative Representative

One of the standout qualities of InTCHSolutions is their commitment to ensuring timely and effective solutions. They have consistently demonstrated a proactive approach to identifying and addressing the specific needs of our Early Childhood Education department. Their ability to deliver results within established timelines has been crucial in smoothly executing the computer system upgrade.

**Satra Zurita**  
Member

**Sandra Moss**  
Member

In addressing technical issues, InTCHSolutions has proven to be a reliable partner. Their team's expertise has been instrumental in troubleshooting and resolving various technical challenges, contributing to our computer systems' overall stability and functionality. Their prompt response to technical issues has minimized downtime, allowing our staff to focus on providing quality education and support to our students.

**Charles Davis**  
Member

**Darin Brawley, Ed.D.**  
Superintendent

In recent efforts, InTCHSolutions is in the process of developing customized inventory and assets management software. This software will be key in efficiently tracking government-funded assets, ensuring accurate record-keeping and compliance with regulatory requirements. The software's user-friendly interface and robust features will streamline our asset management processes, improving efficiency and accountability.

In conclusion, I highly recommend InTCHSolutions for their outstanding contributions to enhancing our computer systems and technology infrastructure. Their commitment to delivering timely solutions, addressing technical issues, and providing innovative software solutions has significantly benefited the Early Childhood Education department at Compton Unified School District.

Please feel free to contact me if you have any further questions or require additional information.

Respectfully,

Telma Bayona,  
Director, Early Childhood Education

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Compton Unified School District  
**Roosevelt Elementary School**  
700 North Bradfield Avenue, Compton, CA 90221  
Phone (310) 898-6350 Fax (310) 632-0338



Rayjanette Condley, Principal

Sherry Osborne-Scott, Assistant Principal

January 18, 2024

To Whom It May Concern

I am writing this letter of reference to highly recommend Brandon Nguyen, a dedicated tech representative, for Intech Solutions who has played a crucial role in enhancing the technological infrastructure at Roosevelt Elementary School. Brandon has been instrumental in providing essential electronic equipment, including monitors, lockdown systems, iPad covers, and Chromebook chargers, thereby significantly contributing to the school's educational environment.

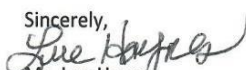
Since Brandon began collaborating with Roosevelt Elementary School, the impact has been palpable. Their commitment to understanding the unique needs of our educational institution and their expertise in sourcing and delivering high-quality electronic devices have greatly benefited both teachers and students.

Among the notable contributions are the provision of state-of-the-art monitors that have improved the visual experience in our front office. The implementation of lockdown systems has added an extra layer of security, ensuring a safe and secure environment for all. Additionally, the durable iPad covers and reliable Chromebook chargers have proven essential in facilitating remote learning initiatives and enhancing the overall accessibility of technology for students.

What sets Brandon apart is not only their proficiency in technology but also their exceptional customer service. He has consistently demonstrated a willingness to go above and beyond to meet our specific requirements, providing timely and tailored solutions to any challenges that arose.

I have received positive feedback from both staff and students regarding the quality of the electronic equipment supplied by Brandon. Their contributions have significantly improved the educational experience at Roosevelt Elementary School, and I have no hesitation in recommending Brandon for any future endeavors.

If you require any further information or details regarding Brandon Nguyen contributions, please feel free to contact me at (310-898-6350).

Sincerely,  
  
Ms. Lue Haynes  
School Secretary

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## 10 – CONCLUSION

Thank You TEACH PS for reading InTCHSolutions Corporation proposal for this e-rate project. At InTCHSolutions, we take pride in providing the utmost high quality customer service to the District if given the opportunity. Again, Thank You for your time and consideration.

For additional information, please contact Brandon Nguyen | 562.607.8829 | [bnguyen@InTCHSolutions.com](mailto:bnguyen@InTCHSolutions.com) or visit [www.InTCHSolutions.com](http://www.InTCHSolutions.com)

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## TERMS AND AGREEMENT

### Standard Terms and Conditions of Services

**PAYMENT TERMS:** Invoices shall be submitted twice a month, normally on the first and fifteenth. Bills are due and payable when submitted. A late payment charge of 1-1/2% per month (18% annually) may be applied to amounts outstanding ten days (10) days after the date of the statement.

**EQUIPMENT PAYMENT TERMS:** Established accounts, Educational Institutions and Government Agencies are net 30 days. All others are payment in full prior to shipping. Customers agree to pay finance charge on all overdue balances.

**INTEREST:** If payment is not received by INTCHSOLUTIONS within 30 calendar days of the invoice date, the Customer shall pay as interest an additional charge of one- and-one-half (1.5) percent (or the maximum allowable by law, whichever is lower) of the PAST DUE amount per month. Payment thereafter shall first be applied to accrued interest and then to the unpaid principal.

**TAXES:** Prices shown may not include all sales or other taxes imposed on the sale of goods and services. Taxes now or here after imposed upon sales or shipments shall be added to the purchase price. Buyer agrees to reimburse Seller for any such tax or provide Seller with acceptable tax exemption.

**COLLECTION COSTS:** In the event legal action is necessary to enforce the payment provisions of this Agreement, INTCHSOLUTIONS shall be entitled to collect from the Customer any judgment or settlement sums due, reasonable attorneys' fees, court costs and expenses incurred by INTCHSOLUTIONS in connection therewith and, in addition, the reasonable value of INTCHSOLUTIONS time and expenses spent in connection with such collection action, computed at INTCHSOLUTIONS prevailing fee schedule and expense policies.

**SUSPENSION OF SERVICES:** If the Customer fails to make payments when due or otherwise is in breach of this Agreement, INTCHSOLUTIONS may suspend performance of services upon five (5) calendar days' notice to the Customer. INTCHSOLUTIONS shall have no liability whatsoever to the Customer for any costs or damages because of such suspension caused by any breach of this Agreement by the Customer.

**TERMINATION OF SERVICES:** If the Customer fails to make payment to INTCHSOLUTIONS in accordance with the payment terms herein, this shall constitute a material breach of this Agreement and shall be cause for termination by INTCHSOLUTIONS.

**SET-OFFS, BACKCHARGES, DISCOUNTS:** Payment of invoices is in no case subject to unilateral discounting or set-offs by the Customer, and payment is due regardless of suspension or termination of this Agreement by either party.

**RISK OF LOSS OR DAMAGE:** INTCHSOLUTIONS shall assume the risk of loss of, or damage to equipment and materials purchased hereunder until they are delivered to the customer's site, at which time the customer assumes such risk. Risk of loss/damage to the customer provided equipment shall remain with the customer.

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**INDEMNITY AND INSURANCE:** Each party shall be responsible for and hold the other party harmless from any loss sustained by such party relating to death, bodily injury, or damage to tangible physical property which is caused by the negligent acts or omissions of the party's agents or employees. INTCHSOLUTIONS shall always obtain and keep in force liability insurance coverage for bodily injury, death, and property damage in an amount not less than One Million Dollars (\$1,000,000.00)

**BOND:** Costs of Performance and Payment bond is not included. If required, INTCHSOLUTIONS shall furnish Customer, in a form satisfactory to Customer, full and duly executed Performance and Payment Bonds, underwritten by a surety or sureties satisfactory to the Customer, in the full amount of this Agreement. Cost of such bonds to be paid directly by Customer.

**ARBITRATION:** All claims, disputes, and other matters in question arising out of, or relating to, this Contract or the breach thereof, shall be decided by arbitration in accordance with the Construction Industry Arbitration Rules of the American Arbitration Association then obtaining unless the parties mutually agree otherwise. This agreement to arbitrate shall be specifically enforceable under the prevailing arbitration law. The award rendered by the arbitrators shall be final, and judgment may be entered upon it in accordance with applicable law in any court having jurisdiction thereof. Notice of the demand for arbitration shall be filed in writing with the other party and with the American Arbitration Association. The demand for arbitration shall be made within a reasonable time after the claim, dispute, or other matter in question has arisen, but in no event shall it be made after substantial completion of the project for which this Contract is awarded.

**LIABILITY:** INTCHSOLUTIONS shall not, in any event, be liable to the customer for incidental or consequential damages, including without limitation, lost business, profit or unavailability of all or part of the system. The pricing granted elsewhere in this agreement is based upon and is in partial consideration for this limitation on remedies.

**WARRANTY (Limited):** INTCHSOLUTIONS warrants the products installed under this agreement against defects in material and workmanship from a period of one year from project completion. INTCHSOLUTIONS shall repair or replace defective product during the warranty period with new or like new parts. Returned product becomes the property of INTCHSOLUTIONS when replaced. This warranty is void if installed product is abused, misused, or altered. This warranty is exclusive and is Customer's only remedy. Without limiting the generality of the foregoing limitations and disclaimers, while the system is not designed, sold, or intended to be used to detect, intercept, transmit or record oral or other communications of any kind, INTCHSOLUTIONS cannot control how the system and its components are used and, accordingly, INTCHSOLUTIONS does not warrant or represent, expressly or implicitly, that use of the software, licensed materials derived there from will comply and conform to the requirements of Federal, State and or Local statutes, ordinances and laws, or that the use of the system will not violate the privacy rights of the third parties. You shall be solely responsible for using the system you the system in full compliance with applicable law and the rights of third persons. Further, regardless of any prior statements, representations, or course of dealings by any INTCHSOLUTIONS representatives, INTCHSOLUTIONS does not warrant or represent, expressly or implicitly, that the software, licensed materials, or use of any of the same will: result in the prevention of crime or hostile enemy action, apprehension or conviction of any perpetrator of any crime, military prosecution of any enemy force, or detection or neutralization of any criminal, combatant or threat; prevent any loss, death, injury, or damage to property due to the discharge of a firearm or other weapon; in all cases detect and plot the location of all firearm discharges within the designated coverage area; the supplied network will remain in operation at all times or under all conditions. all warranties, express or implied, of fitness for high-risk purposes

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requiring fail-safe performance are hereby expressly disclaimed. You and INTCHSOLUTIONS each acknowledge and agree that the software, license materials, and the system are not consumer goods, and are not intended for sale to or use by or for personal, family or household use.

**OWNERSHIP:** INTCHSOLUTIONS shall retain ownership of all materials supplied until final payment for same is received. INTCHSOLUTIONS may retrieve from the Customer's premises any material supplied where payment has not been tendered. The Uniform Commercial Code of California shall govern this sale and this order shall not be assignable, but shall bind the representative and successors of the parties and their benefits

**LIENS:** Seller may file a lien within 90 days after furnishing labor, materials, or services to a project as long as preliminary lien notice is sent to Buyer under the provisions of the Construction Lien Law of the state where services are rendered. The lien notice is no way intended to reflect the financial stability of the Buyer, but simply advises the Buyer of Seller's rights to file the lien if required.

**RETURNS:** Credit may be allowed for goods returned with prior approval. A deduction may be made from credits issued to cover the cost of handling and restocking charges.

**DELAYS:** Seller is not responsible for delays in delivery or installation occasioned by acts of God or other circumstances over which the Seller has no control.

**MISCELLANEOUS:** This Agreement constitutes the entire understanding of the parties with respect to the subject matter of this Agreement and merges all prior communications, representations, and agreements.

This Agreement may be modified only by a written agreement signed by the parties. If any provision of this Agreement is held to be unenforceable for any reason, such provision shall be reformed only to the extent necessary to make it enforceable. This Agreement shall be construed under the laws of the state where services are rendered, excluding rules regarding conflicts of law.

## Coversheet

### Principal Reports on Mid-Year Verified Assessments, Bright Spots, Progress on Annual Goals

**Section:** III. Items for Potential Action  
**Item:** E. Principal Reports on Mid-Year Verified Assessments, Bright Spots,  
Progress on Annual Goals  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** Principal Report.pdf  
principals report 2025 (1).pdf  
TEACH Tech High .pdf



## TEACH Academy of Technologies Principal Report

**Report Date:** February 25th, 2025

# Formative Assessments

### Diagnostic Results

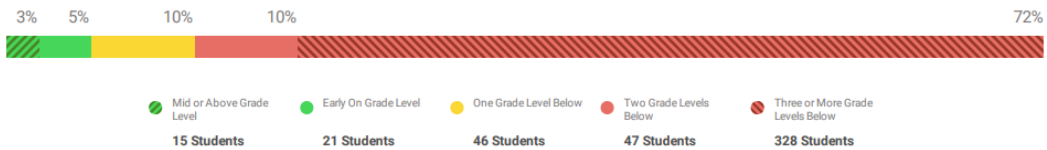


**School** Teach Academy of Technologies  
**Subject** Reading  
**Academic Year** 2024 - 2025  
**Diagnostic** Most Recent  
**Prior Diagnostic** None

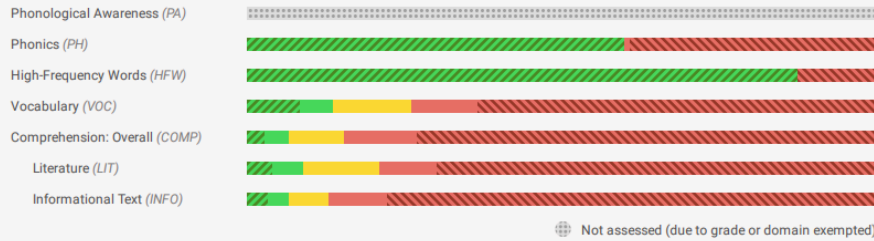
*Criterion Referenced*

#### Overall Placement

Students Assessed/Total: 457/474



#### Placement by Domain



Switch Table View		Choose to Show Results By					Showing 4 of 4	
Placement Summary		Grade						
Grade	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total	
Grade 5		3%	5%	17%	29%	46%	63/66	
Grade 6		3%	3%	11%	15%	68%	127/130	
Grade 7		4%	4%	7%	4%	82%	140/146	
Grade 8		3%	7%	9%	4%	77%	127/132	

## Diagnostic Results

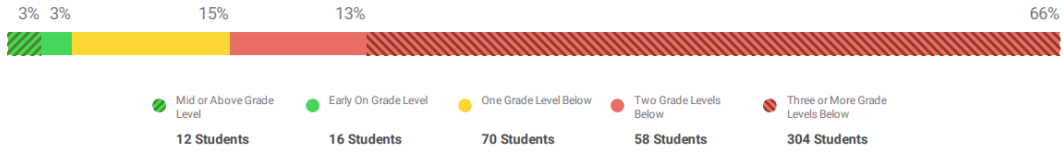


School: Teach Academy of Technologies  
 Subject: Math  
 Academic Year: 2024 - 2025  
 Diagnostic: Most Recent  
 Prior Diagnostic: None

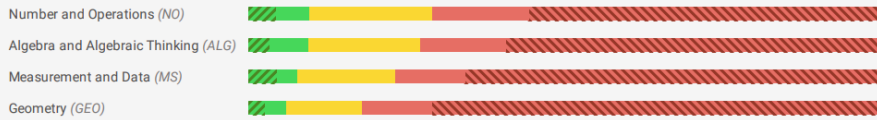
Criterion Referenced

### Overall Placement

Students Assessed/Total: 460/474



### Placement by Domain



Switch Table View

Choose to Show Results By

Placement Summary

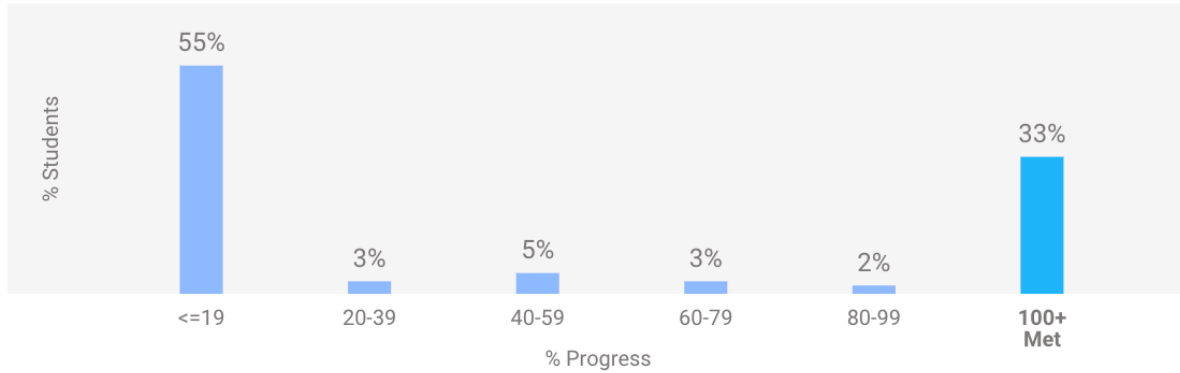
Grade

Showing 4 of 4

Grade	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Grade 5		0%	2%	26%	18%	54%	65/66
Grade 6		1%	2%	23%	15%	59%	126/130
Grade 7		1%	6%	9%	11%	72%	140/146
Grade 8		7%	2%	9%	9%	73%	129/132

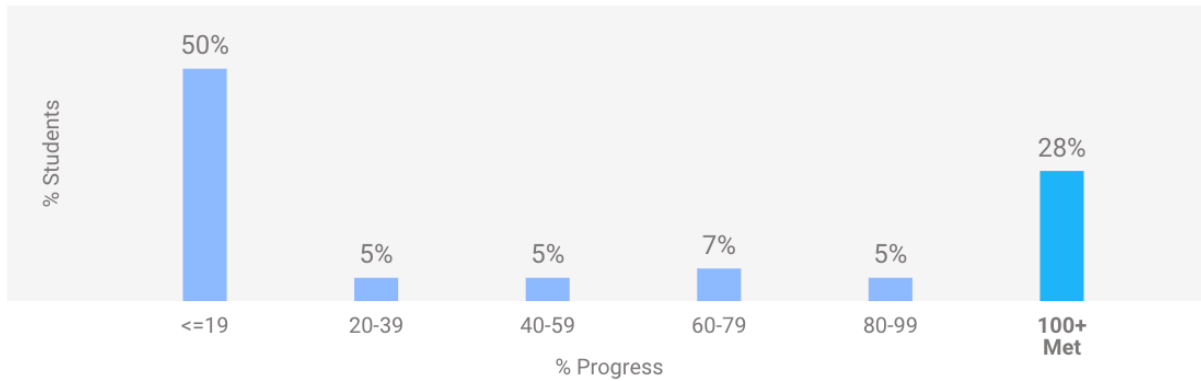
# ELA

Distribution of Progress to Annual  
Typical Growth



# Math

Distribution of Progress to Annual  
Typical Growth



<b>Verified Data Progress</b>	
<b>Glow</b>	<b>Grows</b>
<ul style="list-style-type: none"> <li>● 5th grade is the highest performing grade level for ELA and math</li> <li>● 33% of students met their typical growth goals already for ELA</li> <li>● 28% of students met their typical growth goals already for math</li> </ul>	<ul style="list-style-type: none"> <li>● Greatest areas of needs are in 7th and 8th grade</li> <li>● Math is the strongest area of need in all grade levels</li> <li>● Disparities in progress based on classes including advisory class suggest disparities in test administration.</li> </ul>
<p><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>● increase professional development for data informed instruction using assessment tools including iReady, and NWEA</li> <li>● focus on family engagement and partnership with student goal setting</li> <li>● student reflection on progress</li> </ul>	

## Bright Spots




### Drug Free Week

- Students participated in a door decorating contest for drug free week.
- Each grade level winner won an ice cream social

### Black History Month

- 5th grade students wrote essays about African American inventors posted on bulletin board
- Student assembly scheduled for the end of the month led by our school counselor.



 <p><b>Empower Your Voice with Self-Advocacy!</b></p> <p><b>PESA</b> <b>IF</b> Independent Facilitator</p> <p><b>Discover, Learn, and Lead in the PESA &amp; IFTA Youth Leadership Program!</b></p> <p><i>Are you ready to make your mark and learn how to advocate for yourself and others? Join us in an exciting journey of self-discovery and empowerment!</i></p>	<p><b>Upcoming Collaboration with PESA</b></p> <ul style="list-style-type: none"> <li>● Self Advocacy Program</li> <li>● Educational Life Coaches <ul style="list-style-type: none"> <li>○ Support high needs for academics, behavior, attendance</li> </ul> </li> <li>● Workshop Pathways <ul style="list-style-type: none"> <li>○ Academic achievement</li> <li>○ Civic Engagement</li> <li>○ Social Emotional Learning</li> </ul> </li> </ul>
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## Progress Towards Strategic Initiatives

### English Learner Progress

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- ELPAC testing in progress
- Reclassification in progress
- Implementation of student goal setting and family engagement

### PBIS

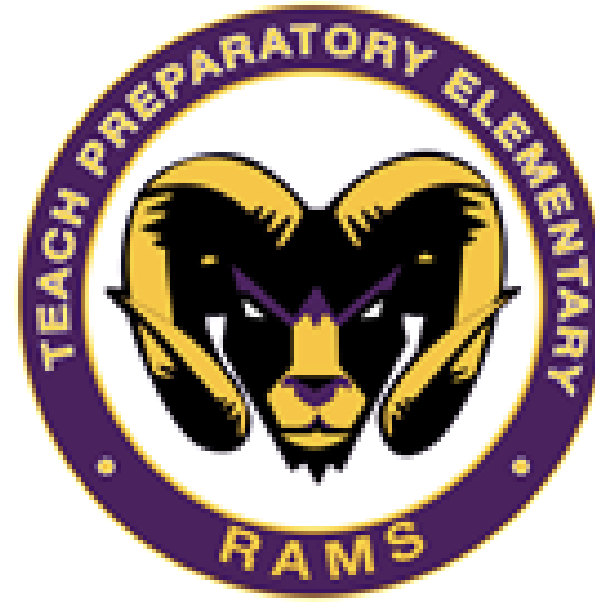
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- Tier 1, universal supports include discipline flow chart and teacher reflections
- Feedback and monitoring of routines and procedures in progress

### Formal Observations and Feedback

---

- Focus on increase in informal observations as high leverage strategy
- All teachers received some informal observation feedback
- Each teacher will receive 1 formal observation each year as a part of their evaluation



# **TEACH Prep Elementary Principal's Report**

## **February 2025**

## iReady Reading and Mathematics

Overall our growth for iReady Reading, we have an annual typical growth of 35% in Reading and 40% growth in Mathematics..

We are happy to announce that our school has reduced the number of far below basic and was able to get more students improved to the one grade level below.

We are continuing to work to make sure our students get close to grade level.



# Progress towards Professional Growth

1. 1st trimester visited an elementary school (charter) to get some ideas to bring back to our school. Spoke to the principal there extensively while at the visit.
2. This trimester I would like to go visit our HS when they do Achieve 3000 to see how their ELA teacher handles doing this and see how I can bring back better practices back to school.

# Bright Spots

1. TEACH Prep Elementary got WASC renewal for six years
2. Shown growth in both iReady and NWEA MAP scores showing significantly less red in all categories.
3. Amazing parent turnout for Holiday Program, parent teacher conference, and back to school night.

# TEACH Tech High School

## Board Presentation

## OVERALL TEST RESULTS

In the overall TEACH Tech Charter High test results for 2024, 49.49% of students met or exceeded the state standard in English, while 50.5% did not, a decrease of -6.98% from 2023. In math, 11.11% of students met or exceeded the state standard, with 88.89% not meeting it: a decrease of -1.83% from 2023.

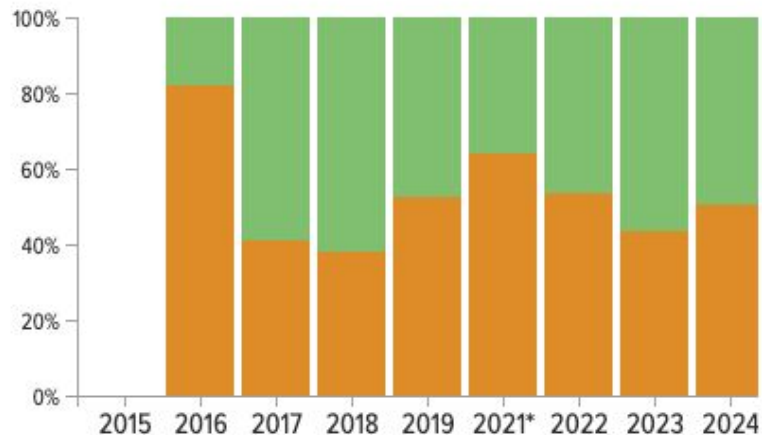
Two achievement levels

Four achievement levels

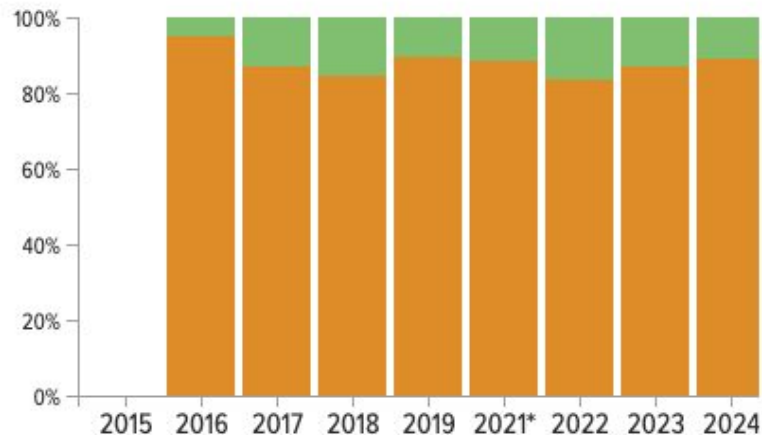
Standard Not Met or Nearly Met

Standard Met or Exceed

### ENGLISH LANGUAGE ARTS RESULTS



### MATH RESULTS



## OVERALL TEST RESULTS

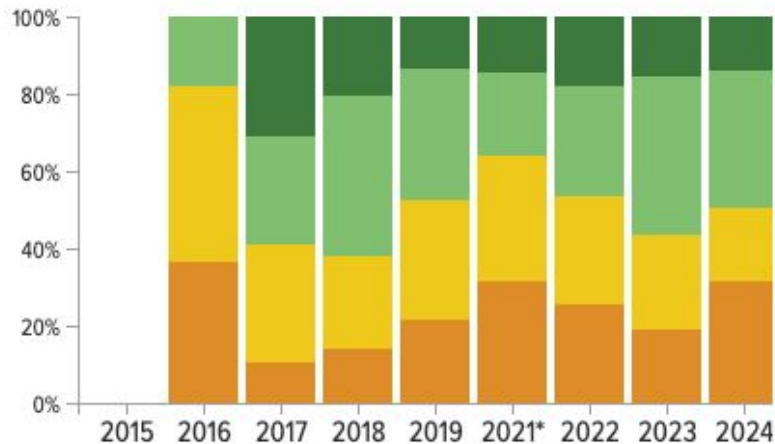
In the overall TEACH Tech Charter High test results for 2024, 49.49% of students met or exceeded the state standard in English, while 50.5% did not, a decrease of -6.98% from 2023. In math, 11.11% of students met or exceeded the state standard, with 88.89% not meeting it: a decrease of -1.83% from 2023.

Two achievement levels

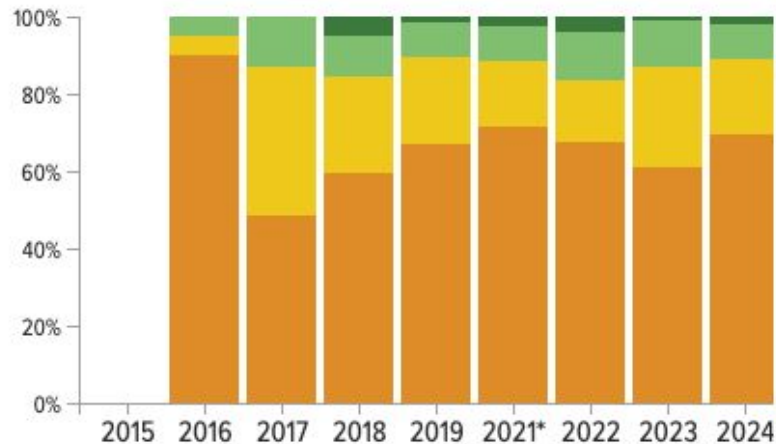
Four achievement levels



### ENGLISH LANGUAGE ARTS RESULTS



### MATH RESULTS





## Student Growth Summary Report

### Aggregate by School

**Term:** Winter 2024-2025  
**District:** TEACH Public Schools

**Norms Reference Data:** 2020 Norms.  
**Growth Comparison Period:** Fall 2024 - Winter 2025  
**Weeks of Instruction:** Start - 4 (Fall 2024)  
 End - 20 (Winter 2025)  
**Grouping:** None  
**Small Group Display:** No

### TEACH Tech Charter High

Language Arts:  
 Reading

Grade (Winter 2025)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
		Fall 2024			Winter 2025			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
9	96	204.2	15.7	6	207.1	14.3	8	3	1.1	2.0	0.77	78	96	49	51	49
10	73	213.3	14.2	17	214.7	14.3	16	1	1.0	1.6	-0.24	41	73	41	56	52
11	74	216.8	13.2	20	219.5	14.6	26	3	1.1	1.2	1.22	89	74	44	59	63
12	85	219.4	14.3	32	220.6	13.3	37	1	1.2	-0.1	1.01	84	85	47	55	61

### Language Arts: Reading



## Student Growth Summary Report

### Aggregate by School

Term: Winter 2024-2025  
 District: TEACH Public Schools

Norms Reference Data: 2020 Norms.  
 Growth Comparison Period: Fall 2024 - Winter 2025  
 Weeks of Instruction: Start - 4 (Fall 2024)  
 End - 20 (Winter 2025)  
 Grouping: None  
 Small Group Display: No

### TEACH Tech Charter High

Math: Math K-12

Grade (Winter 2025)	Total Number of Growth Events†	Comparison Periods						Growth Evaluated Against								
		Fall 2024			Winter 2025			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
9	99	209.7	15.6	5	210.1	15.7	3	█	1.1	2.2	-1.67	5	99	45	45	42
10	75	216.1	15.3	10	219.4	16.2	13	3	1.2	2.1	1.07	86	75	39	52	52
11	75	219.0	15.4	11	222.7	16.0	15	4	1.2	1.7	1.71	96	75	45	60	54
12	86	230.6	24.3	41	230.6	21.7	41	█	2.0	0.3	-0.22	41	86	42	49	53

Math: Math K-12

# Strategies for Improvement

- Using NWEA results, **Grouping** the Nearly Met to address specific Instructional Areas to move students into the Met or Exceeding bands.
- Using the **FIABs** and practice problems in Tools for Teachers to formatively assess and monitor progress.
  - Teachers will administer 1 FIAB during the first 30 minutes of class.
  - The Error Analysis will be conducted during 30 minutes of class.
- Implement **Practice and Training tests** to help the students more easily navigate the platform and practice endurance.
- Implement **structured problem-solving frameworks and decision-making frameworks**.
- Strengthen conceptual understanding through **real-world applications and project-based learning**.
- **Labs and Tutoring** for intervention and enrichment with tutoring and targeted skill-building sessions.



# Priorities

## Rigor

- Learning objective is clearly posted and communicated to students
- Lesson aligns with grade-level standards and demonstrates appropriate rigor
- Instructional strategies promote critical thinking and problem-solving
- Differentiation is evident to support diverse learners (ELD, SPED, struggling students, and advanced learners)
- Students demonstrate progress toward mastery of the objective

## Engagement

- Students are actively engaged in learning (on-task, participating, asking questions)
- Opportunities for student collaboration and discussion are provided
- Classroom environment encourages inquiry and deeper thinking (Students analyze and synthesize information to develop knowledge and understanding)
- Students take ownership of their learning through meaningful tasks
- Timely and constructive feedback is provided to students
- Students are able to articulate application of their learning

## Culture and Environment

- Positive student-teacher interactions are observed
- Classroom is structured to promote engagement and learning
- Resources and materials support lesson objectives and student learning
- Routines are clearly established
- Students engage in critical thinking and are participants in developing their learning

# Coversheet

## Consider and Approve the Second Interim Financial Report

**Section:** III. Items for Potential Action  
**Item:** F. Consider and Approve the Second Interim Financial Report  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** FY24-25 Financial Report as of 01.31.25 Close- 2nd Interim.pdf



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

Financial Presentation – As of January 31st, 2025 Close

# Highlights (as of 1.31.25)



- TEACH CMO projected surplus.
- TEACH Tech, TEACH Academy, TEACH Prep, projected deficits. Primarily increased Special Education Services and Transportation Cost projections have caused this for TEACH Academy and TEACH Prep.
- All Sites positive cash flow, and positive fund balances at year end.
- TEACH Academy , TEACH Tech, and TEACH Prep projected to either meet or exceed the 45-Day Cash on Hand Requirement.
- TEACH Academy , Teach Tech and Teach Prep all meet and exceed the required 1.10x Base Rent Coverage Ratio.

TEACH Inc. Board Summaries January 31, 2025				
	TEACH Academy of Technologies	TEACH Tech Charter High	TEACH Prep Elementary	TEACH CMO
<i>Revenue Projected</i>	\$ 9,106,891	\$ 8,118,357	\$ 6,123,453	\$ 2,234,503
<i>Expenses Projected</i>	9,276,000	8,881,776	6,425,646	2,104,979
<i>Surplus/Deficit</i>	(169,109)	(763,419)	(302,193)	129,524
<i>Beginning Fund Balance</i>	7,116,527	8,358,424	3,084,343	613,607
<i>Ending Fund Balance</i>	\$ 6,947,418	\$ 7,595,005	\$ 2,782,150	\$ 743,131
<i>Cash Projected @ 6/30/2025</i>	\$ 5,087,793	\$ 5,932,601	\$ 4,386,680	\$ 871,402
<i>Enrollment/ Average Daily Attendance</i>	468/ 412.56	368/ 324.89	271/ 235.37	
<i>Average Daily Cash On Hand Projected @ 6/30/25 (45 req)</i>	200	244	249	
<i>Base Rent Coverage Ratio ( 1.1 req)</i>	2.02	1.20	1.68	
<i>Current Operating Cash Balance as of 1/31/25</i>	\$ 5,770,470	\$ 6,403,468	\$ 4,785,031	\$ 796,347



# TPS, Inc. – Financial Position 1/31/25



## TEACH, Inc.

### Statement of Financial Position

January 31, 2025

	Teach Academy of Technology	Teach Tech High School	Teach Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School	Teach Public Schools	C & M LLC	Wooten Avila, LLC	TEACH Foundation, Inc	Eliminations	Combined
<b>Assets</b>									
<b>Current Assets</b>									
Cash & Cash Equivalents	\$ 5,770,470	\$ 6,403,468	\$ 4,785,031	\$ 796,347	\$ 100,066	\$ 376,673	\$ -		\$ 18,232,054
Accounts Receivable	630,981	334,730	129,832	38,300	3,323	-	2,337		1,139,503
Public Funding Receivables	220,314	617,092	243,055	-	-	-	-		1,080,460
Due To/From Related Parties	1,253,993	(104,695)	(52,359)	(129,139)	(923,433)	(44,367)	-		(0)
Prepaid Expenses	79,945	47,369	5,949	-	-	-	-		133,264
	<b>7,955,703</b>	<b>7,297,964</b>	<b>5,111,507</b>	<b>705,508</b>	<b>(820,044)</b>	<b>332,306</b>	<b>2,337</b>		<b>20,585,281</b>
Property & Equipment, Net	341,082	306,897	199,671	111,964	9,381,726	18,216,793	-		28,558,133
Right-Of-Use Asset, Net	17,675,544	15,368,509	11,569,246	-	-	-	-		44,613,300
Deposits	5,000	162,517	99,750	8,750	-	3,625	-	(141,967)	137,675
Deferred Lease Asset	-	-	-	-	181,322	(54,768)	-		126,553
Investments	-	-	-	-	423,959	492,737	-		916,696
Securities	-	-	-	-	896,981	1,829,930	-		2,726,912
Securities Premium	-	-	-	-	4,178	(1,912)	-		2,267
<b>Total Long Term Assets</b>	<b>18,021,626</b>	<b>15,837,923</b>	<b>11,868,668</b>	<b>120,714</b>	<b>10,888,166</b>	<b>20,486,406</b>	<b>-</b>	<b>(141,967)</b>	<b>32,468,236</b>
<b>Total Assets</b>	<b>\$ 25,977,329</b>	<b>\$ 23,135,887</b>	<b>\$ 16,980,175</b>	<b>\$ 826,222</b>	<b>\$ 10,068,122</b>	<b>\$ 20,818,712</b>	<b>\$ 2,337</b>	<b>\$ (141,967)</b>	<b>\$ 97,666,817</b>

Note- Current Assets are 3.06 times more than Current Liabilities – organization does not have significant current debt and is able to meet financial obligations when due.

# TPS, Inc. – Financial Position 1/31/25

## TEACH, Inc.

### Statement of Financial Position

January 31, 2025

	Teach Academy of Technology	Teach Tech High School	Teach Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School	Teach Public Schools	C & M LLC	Wooten Avila, LLC	TEACH Foundation, Inc	Eliminations	Combined
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#### Liabilities

##### Current Liabilities

Accounts Payable	\$ (5,454)	\$ (7,509)	\$ 49,630	\$ -	\$ -	\$ -	\$ -		\$ 36,667
Accrued Liabilities	72,237	66,027	828,825	231,792	-	-	-		1,198,880
Interest Payable	-	-	-	-	113,834	90,333	-		204,168
Deferred Revenue	1,621,077	383,496	2,269,277	-	-	108,493	-		4,382,343
Notes Payable, Current Portion	31,030	-	-	-	-	-	-		31,030
Other Short-term Liabilities	344,540	309,287	213,755	-	-	-	-		867,583
<b>Total Current Liabilities</b>	<b>2,063,429</b>	<b>751,301</b>	<b>3,361,487</b>	<b>231,792</b>	<b>113,834</b>	<b>198,827</b>	<b>-</b>	<b>-</b>	<b>6,720,670</b>

##### Long-Term Liabilities

Notes Payable, Net of Current P	-	-	-	-	0	141,967	-	(141,967)	-
Bonds Payable	-	-	-	-	11,740,000	21,680,000	-		33,420,000
Bond Issue Cost	-	-	-	-	(220,908)	(421,154)	-		(642,062)
Discount on Bonds	-	-	-	-	(179,409)	-	-		(179,409)
Premium on Bonds	-	-	-	-	-	1,679,827	-		1,679,827
Other Long-term Liabilities	17,503,192	15,050,738	11,374,054	-	-	-	-		43,927,984
<b>Total Long-Term Liabilities</b>	<b>17,503,192</b>	<b>15,050,738</b>	<b>11,374,054</b>	<b>-</b>	<b>11,339,683</b>	<b>23,080,640</b>	<b>-</b>	<b>(141,967)</b>	<b>34,278,356</b>

<b>Total Liabilities</b>	<b>\$ 19,566,621</b>	<b>\$ 15,802,039</b>	<b>\$ 14,735,541</b>	<b>\$ 231,792</b>	<b>\$ 11,453,517</b>	<b>\$ 23,279,466</b>	<b>\$ -</b>	<b>\$ (141,967)</b>	<b>\$ 84,927,010</b>
Net Asset	6,410,708	7,333,848	2,244,634	594,431	(1,385,396)	(2,460,755)	2,337	-	12,739,807
<b>Total Liabilities and Net Assets</b>	<b>\$ 25,977,329</b>	<b>\$ 23,135,887</b>	<b>\$ 16,980,175</b>	<b>\$ 826,223</b>	<b>\$ 10,068,122</b>	<b>\$ 20,818,711</b>	<b>\$ 2,337</b>	<b>\$ (141,967)</b>	<b>\$ 97,666,817</b>



# TEACH Academy of Technologies

Monthly Financial Presentation – As of January 31, 2025

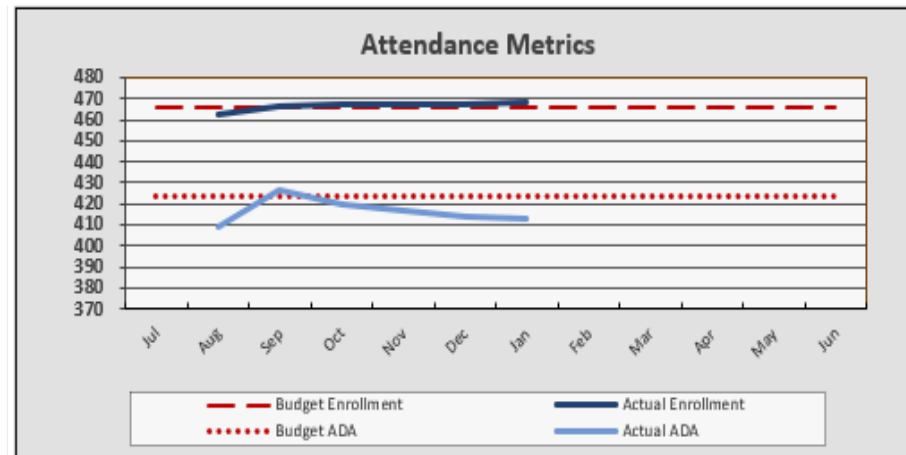


# TAT – Attendance Data and Metrics

## Enrollment and Per Pupil Data

<b>Enrollment &amp; Per Pupil Data</b>		
	<b><u>Forecast</u></b>	<b><u>Budget</u></b>
<i>Average Enrollment</i>	468	466
<i>ADA</i>	412.56	423.55
<i>Attendance Rate</i>	88.2%	90.9%
<i>Unduplicated %</i>	98.4%	98.4%
<i>Revenue per ADA</i>	\$21,952	\$21,565
<i>Expenses per ADA</i>	\$21,811	\$21,517

## Attendance Metrics



ADA per the most recent available enrollment number is at 412.56 which is 10.99 ADA below budgeted.



# TAT - Revenue

## Revenue

	Year-to-Date		
	Actual	Budget	Fav/(Unf)
State Aid-Rev Limit	\$ 2,942,303	\$ 2,812,176	\$ 130,127
Federal Revenue	316,255	448,854	(132,600)
Other State Revenue	981,803	967,376	14,427
Other Local Revenue	152,076	102,083	49,992
<b>Total Revenue</b>	<b>\$ 4,392,436</b>	<b>\$ 4,330,489</b>	<b>\$ 61,947</b>

	Annual/Full Year		
	FY24-25	FY24-25 Budget	Fav/(Unf)
State Aid-Rev Limit	\$ 5,964,184	\$ 6,113,279	\$ (149,095)
Federal Revenue	867,436	809,721	57,715
Other State Revenue	2,050,279	2,035,843	14,436
Other Local Revenue	224,992	175,000	49,992
<b>Total Revenue</b>	<b>\$ 9,106,891</b>	<b>\$ 9,133,843</b>	<b>\$ (26,952)</b>

Note: Variance explanation(s) on next slide

# TAT - Revenue

- **State Aid-Rev: \$5.96 MM (projected decrease of \$149.1k)-** Due to decrease of 10.99 ADA.
- **Federal Revenue: \$867.4k (projected increase of \$57.7k)-** Due to higher Child Nutrition run rates.
- **Other State Revenue: \$2.05 MM (projected increase of \$14.4k)-** Due primarily to higher Child nutrition rates.
- **Other Local Revenue: \$225k – (projected increase of \$50k)-** Due to higher than projected interest run rate.

# TAT – Expenses



	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	FY24-25	FY24-25 Budget	Fav/(Unf)
<b>Expenses</b>						
Certificated Salaries	\$ 1,231,958	\$ 1,256,467	\$ 24,509	\$ 2,277,252	\$ 2,268,977	\$ (8,275)
Classified Salaries	335,660	474,718	139,058	721,395	835,489	114,094
Benefits	565,827	631,394	65,567	1,118,001	1,116,948	(1,053)
Books and Supplies	566,283	870,554	304,271	863,317	1,189,044	325,727
Subagreement Services	770,631	374,186	(396,444)	1,330,263	707,900	(622,363)
Operations	237,232	161,322	(75,910)	395,627	276,800	(118,827)
Facilities	559,931	615,592	55,661	975,334	1,055,300	79,966
Professional Services	765,633	834,671	69,038	1,468,518	1,512,551	44,032
Depreciation	56,082	78,692	22,610	110,832	134,900	24,068
Interest	9,019	9,016	(3)	15,462	15,459	(3)
<b>Total Expenses</b>	<b>\$ 5,098,256</b>	<b>\$ 5,306,612</b>	<b>\$ 208,356</b>	<b>\$ 9,276,000</b>	<b>\$ 9,113,367</b>	<b>\$ (162,633)</b>

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

# TAT - Expense

- **Certificated Salaries: \$2.28 MM (Projected increase of \$8.3k)**- No significant change from budgeted however some unfilled positions could represent future savings in this line and higher substitute costs.
- **Classified Salaries: \$721.4k (Projected savings of \$114.1k)**- Due to salaries slightly lower than projected overall and 1.0 Open position.
- **Benefits: \$1.12MM (Projected increase of \$1.1k)** – Increase based on current run rates.
- **Non-Personnel Related Expenses: \$5.16MM (Projected increase of \$267.4k)**- Increase due primarily to increased Special Education Services (+\$286.2k) and Transportation costs (+244.3k) partially offset by savings in supplies and facilities costs.

# TAT – Fund Balance



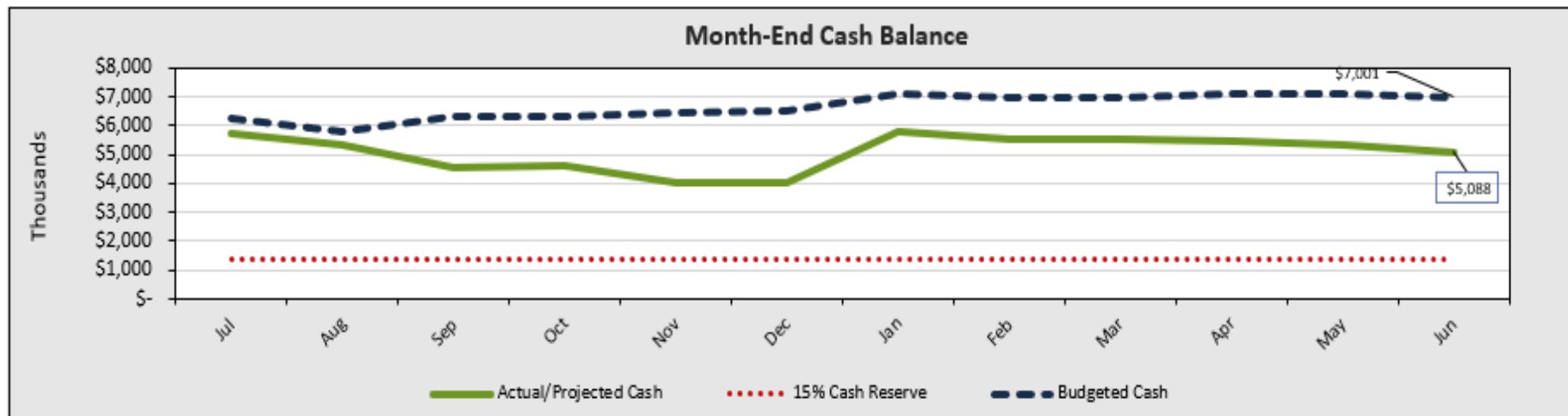
- Projected deficit of \$169.1k.
- Net assets projected at year-end of \$6.95MM= 74.9% of the operating budget.

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	FY24-25	FY24-25 Budget	Fav/(Unf)
<b>Total Surplus(Deficit)</b>	\$ (705,820)	\$ (976,123)	\$ 270,304	\$ (169,109)	\$ 20,476	\$ (189,585)
Beginning Fund Balance	<u>7,116,527</u>	<u>7,116,527</u>		<u>7,116,527</u>	<u>6,947,418</u>	
<b>Ending Fund Balance</b>	<b><u>\$ 6,410,708</u></b>	<b><u>\$ 6,140,404</u></b>		<b><u>\$ 6,947,418</u></b>	<b><u>\$ 6,967,894</u></b>	
<i>As a % of Annual Expenses</i>	69.1%	67.4%		74.9%	76.5%	



# TAT – Cash Balance

- Current Cash Balance as of January 31, Close-\$5.77MM.
- Cash projected to end year at \$5.09MM, which is 200 DCOH. 45 DCOH required by the bond.
- The Base Rent Coverage Ratio is currently forecasted at 2.02- bond requirement is 1.10- (Per Bond- Net Income plus Depreciation plus Management Fees plus Base Rent Divided by Base Rent.)





# TEACH Tech Charter High School

Monthly Financial Presentation – As of January 31st, 2025

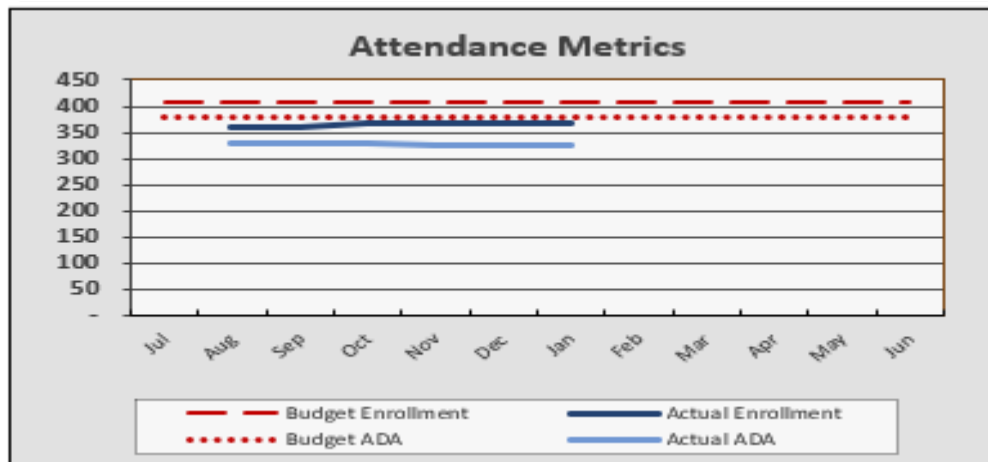


# TTHS – Attendance Data and Metrics

## Enrollment and Per Pupil Data

<i>Enrollment &amp; Per Pupil Data</i>		
	<u>Forecast</u>	<u>Budget</u>
<i>Average Enrollment</i>	368	407
<i>ADA</i>	324.89	377.25
<i>Attendance Rate</i>	88.3%	92.7%
<i>Unduplicated %</i>	95.7%	96.1%
<i>Revenue per ADA</i>	\$24,986	\$24,033
<i>Expenses per ADA</i>	\$26,217	\$23,749

## Attendance Metrics



ADA per the most recent enrollment is projected at 324.89 a decrease of 52.36 ADA from Budgeted.



# TTHS - Revenue



## Revenue

	Year-to-Date		
	Actual	Budget	Fav/(Unf)
State Aid-Rev Limit	\$ 3,004,879	\$ 2,976,132	\$ 28,747
Federal Revenue	260,517	342,147	(81,630)
Other State Revenue	756,158	738,153	18,006
Other Local Revenue	277,915	216,347	61,567
<b>Total Revenue</b>	<b>\$ 4,299,469</b>	<b>\$ 4,272,779</b>	<b>\$ 26,690</b>

	Annual/Full Year		
	FY24-25	FY24-25 Budget	Fav/(Unf)
State Aid-Rev Limit	\$ 5,629,349	\$ 6,550,407	\$ (921,058)
Federal Revenue	567,643	588,443	(20,801)
Other State Revenue	1,488,917	1,556,614	(67,697)
Other Local Revenue	432,448	370,881	61,567
<b>Total Revenue</b>	<b>\$ 8,118,357</b>	<b>\$ 9,066,346</b>	<b>\$ (947,988)</b>

See next slide for variance explanation(s)



# TTHS - Revenue

- ❑ **State- Aid Revenue: \$5.63MM (Projected Decrease of \$921.1k)-** Due to ADA decrease of 52.36 ADA.
- ❑ **Federal Revenue: \$567.6k (projected decrease of \$20.8k)-** Due primarily to ADA decrease.
- ❑ **Other State Revenue: \$1.49MM (Projected decrease of \$67.7k)-** Due primarily ADA decrease.
- ❑ **Other Local Revenue: \$432.4k (Projected increase of \$61.6k)-** Due to actual Interest run rate.

# TTHS - Expenses



**Expenses**

	<i>Year-to-Date</i>		
	Actual	Budget	Fav/(Unf)
Certificated Salaries	\$ 1,352,509	\$ 1,520,300	\$ 167,791
Classified Salaries	520,043	572,277	52,234
Benefits	602,437	597,106	(5,331)
Books and Supplies	697,487	515,109	(182,377)
Subagreement Services	480,386	312,491	(167,896)
Operations	258,434	162,530	(95,904)
Facilities	514,008	564,317	50,309
Professional Services	853,938	807,975	(45,963)
Depreciation	44,804	33,658	(11,145)
Interest	-	-	-
<b>Total Expenses</b>	<b>\$ 5,324,045</b>	<b>\$ 5,085,762</b>	<b>\$ (238,283)</b>

	<i>Annual/Full Year</i>		
	FY24-25	FY24-25 Budget	Fav/(Unf)
Certificated Salaries	\$ 2,394,214	\$ 2,739,887	\$ 345,674
Classified Salaries	894,063	1,018,522	124,458
Benefits	1,034,435	1,058,227	23,792
Books and Supplies	981,981	813,756	(168,226)
Subagreement Services	868,296	572,900	(295,396)
Operations	388,764	278,700	(110,064)
Facilities	861,254	967,400	106,146
Professional Services	1,393,258	1,452,260	59,002
Depreciation	65,512	57,700	(7,812)
Interest	-	-	-
<b>Total Expenses</b>	<b>\$ 8,881,776</b>	<b>\$ 8,959,351</b>	<b>\$ 77,575</b>

Note: Variance explanation(s) on next slide

# TTHS - Expense

- ❑ **Certificated Salaries: \$2.39MM - (Projected savings of \$345.7k)**- Savings due to overall salaries lower than projected and reduction of 4.0 FTE including 2.0 Admin and 2.0 Instructional, of which one instructional position should not have been in budget.
- ❑ **Classified Salaries: \$894.1K - (Projected savings of \$124.5K)**- Savings due to reduction of 1.0 FTE and salaries lower than projected overall.
- ❑ **Benefits: \$1.03MM - (projected savings of \$23.8K)**- Primarily due to reduced positions offset by overall higher average run rate.
- ❑ **Non-Personnel Expenses: \$4.56MM - (Projected increase of \$416.3k)**- Increase due to higher actuals than budgeted (Books and Supplies (+168.2k), SpEd Services (\$70.6k), Transportation costs (\$211.5k), and Custodial Services (\$116.4k) offset by some projected savings due to decreased ADA.

# TTHS – Fund Balance

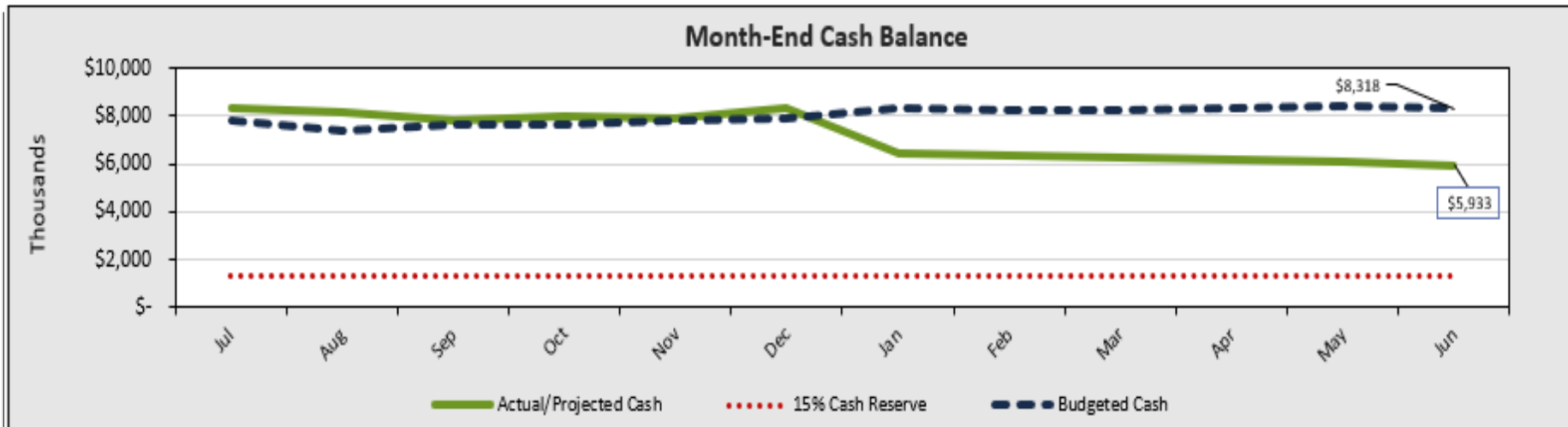
- Projected deficit of \$763.4k.
- Net assets projected to end positively at \$7.6MM, which is 85.5% of annual expenses.

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	FY24-25	FY24-25 Budget	Fav/(Unf)
Total Surplus(Deficit)	\$ (1,024,576)	\$ (812,983)	\$ (211,593)	\$ (763,419)	\$ 106,995	\$ (870,413)
Beginning Fund Balance	<u>8,358,424</u>	<u>8,358,424</u>		<u>8,358,424</u>	<u>8,972,735</u>	
Ending Fund Balance	<u>\$ 7,333,848</u>	<u>\$ 7,545,442</u>		<u>\$ 7,595,005</u>	<u>\$ 9,079,730</u>	
<i>As a % of Annual Expenses</i>	82.6%	84.2%		85.5%	101.3%	

# TTHS – Cash Balance



- Cash as of January close of \$6.40MM.
- Cash projected at year-end of \$5.93MM, which is 244 DCOH. 45 DCOH required by bond.
- The Base Rent Coverage Ratio is currently forecasted at 1.20, Bond requirement is 1.10- (Per Bond-Surplus plus Depreciation plus Management Fees plus Base Rent divided by Base Rent.)





# TEACH Prep Elementary School

Monthly Financial Presentation – As of January 31<sup>st</sup>, 2025

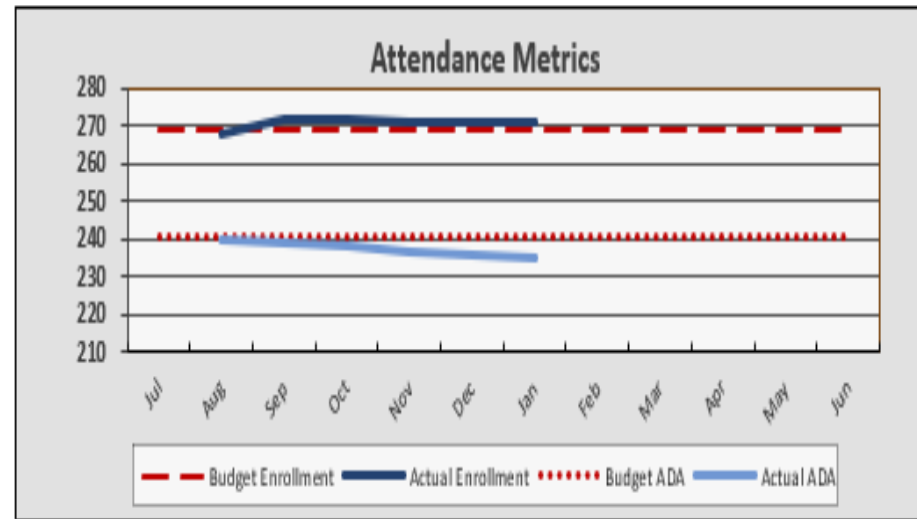


# TES – Attendance Data and Metrics

## Enrollment and Per Pupil Data

## Attendance Metrics

<i><b>Enrollment &amp; Per Pupil Data</b></i>		
	<i><b>Forecast</b></i>	<i><b>Budget</b></i>
<i><b>Average Enrollment</b></i>	<i><b>271</b></i>	<i><b>269</b></i>
<i><b>ADA</b></i>	<i><b>235.37</b></i>	<i><b>240.38</b></i>
<i><b>Attendance Rate</b></i>	<i><b>86.9%</b></i>	<i><b>89.4%</b></i>
<i><b>Unduplicated %</b></i>	<i><b>97.6%</b></i>	<i><b>97.6%</b></i>
<i><b>Revenue per ADA</b></i>	<i><b>\$25,968</b></i>	<i><b>\$25,144</b></i>
<i><b>Expenses per ADA</b></i>	<i><b>\$26,226</b></i>	<i><b>\$25,016</b></i>



ADA per current enrollment is projected at 235.37 which is below the budgeted number by 5.01 ADA.



# TES – Revenue

	Year-to-Date		
	Actual	Budget	Fav/(Unf)
<b>Revenue</b>			
State Aid-Rev Limit	\$ 1,575,057	\$ 1,736,879	\$ (161,822)
Federal Revenue	192,331	214,042	(21,711)
Other State Revenue	463,807	913,749	(449,942)
Other Local Revenue	118,419	42,000	76,419
<b>Total Revenue</b>	<b>\$ 2,349,614</b>	<b>\$ 2,906,671</b>	<b>\$ (557,056)</b>

	Annual/Full Year		
	FY24-25 Forecast	FY24-25 Budget	Fav/(Unf)
State Aid-Rev Limit	\$ 3,619,000	\$ 3,706,990	\$ (87,990)
Federal Revenue	449,138	384,962	64,176
Other State Revenue	1,906,896	1,880,203	26,693
Other Local Revenue	148,419	72,000	76,419
<b>Total Revenue</b>	<b>\$ 6,123,453</b>	<b>\$ 6,044,154</b>	<b>\$ 79,298</b>

- ❑ **State- Aid Revenue: \$3.62MM (Projected decrease of \$88k)**- Based on lower ADA of 5.01.
- ❑ **Federal Revenue: \$449.1k (Projected increase of \$64.2k)**- Based on higher Federal child nutrition revenues received to date.
- ❑ **Other State Revenue: \$1.91MM (Projected increase of \$26.7K)**- Based primarily on State Child nutrition higher run rates.
- ❑ **Other Local Revenue: \$148.4k (projected increase of \$76.4k)**- Based on current Interest revenue run rates.

# TES – Expenses

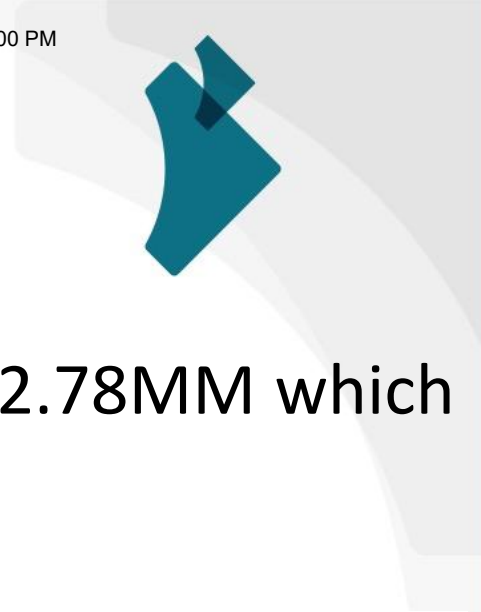


Expenses	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	FY24-25 Forecast	FY24-25 Budget	Fav/(Unf)
Certificated Salaries	\$ 639,013	\$ 777,417	\$ 138,405	\$ 1,244,158	\$ 1,398,441	\$ 154,283
Classified Salaries	337,403	357,495	20,092	592,897	634,801	41,904
Benefits	317,604	328,010	10,406	600,606	582,119	(18,487)
Books and Supplies	405,416	313,730	(91,686)	630,919	512,400	(118,519)
Subagreement Services	535,786	268,032	(267,754)	1,014,695	504,700	(509,995)
Operations	143,182	51,014	(92,167)	175,076	87,500	(87,576)
Facilities	356,432	436,975	80,543	700,685	749,100	48,415
Professional Services	422,975	802,616	379,641	1,414,972	1,494,670	79,698
Depreciation	31,512	28,875	(2,637)	51,637	49,500	(2,137)
Interest	-	-	-	-	-	-
<b>Total Expenses</b>	<b>\$ 3,189,323</b>	<b>\$ 3,364,164</b>	<b>\$ 174,841</b>	<b>\$ 6,425,646</b>	<b>\$ 6,013,231</b>	<b>\$ (412,414)</b>

Note: Variance explanation(s) on next slide

# TES - Expense

- ❑ **Certificated Salaries: \$1.24MM- (Projected savings of \$154.3k)**-Savings due to salaries lower than projected overall.
- ❑ **Classified Salaries: \$592.9K- (Projected savings of \$41.9k)**-Savings due to salaries lower than projected.
- ❑ **Benefits: \$600.6k- (Projected increase of \$18.5k)**- Increase based on run rates.
- ❑ **Non-Personnel Expenses: \$3.99MM- (Projected increase of \$590.1k)**- Based on current run rates mostly higher. Primarily Books and Supplies (\$118.5k), Special Education Services (\$220k), Transportation (\$253k) and Custodial services (\$79.8k) offset by some savings due to lower ADA projections.



# TES – Fund Balance

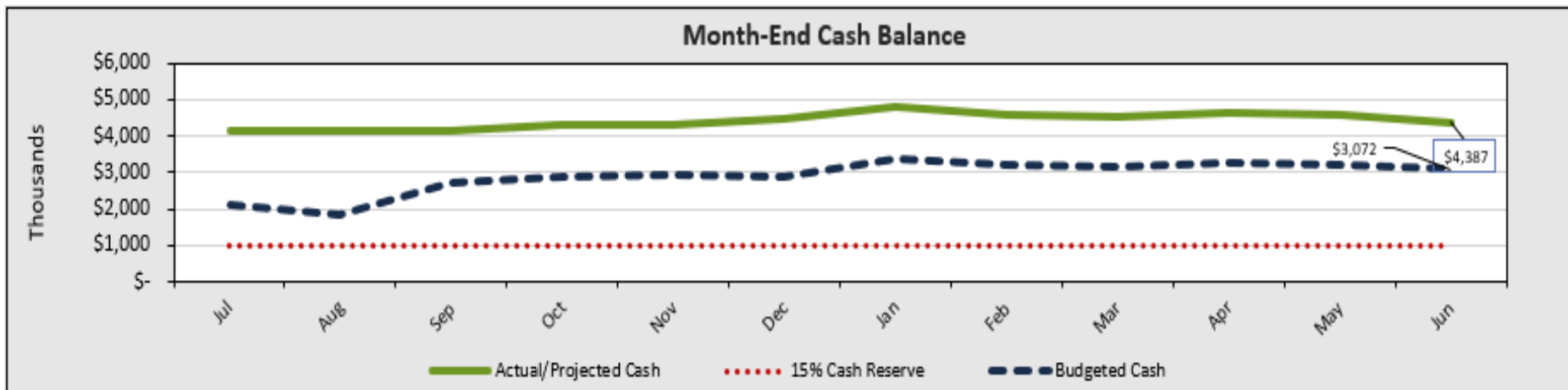
- Deficit Projected of \$302.2k.
- Net assets projected to end positively at \$2.78MM which is 43.3% of the total expenses.

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	FY24-25 Forecast	FY24-25 Budget	Fav/(Unf)
Total Surplus(Deficit)	\$ (839,709)	\$ (457,493)	\$ (382,215)	\$ (302,193)	\$ 30,923	\$ (333,116)
Beginning Fund Balance	<u>3,084,343</u>	<u>3,084,343</u>		<u>3,084,343</u>	<u>3,822,077</u>	
Ending Fund Balance	<u>\$ 2,244,634</u>	<u>\$ 2,626,849</u>		<u>\$ 2,782,149</u>	<u>\$ 3,853,000</u>	
<i>As a % of Annual Expenses</i>	34.9%	43.7%		43.3%	64.1%	

# TES – Cash Balance



- Cash on hand as of January close- \$4.79MM.
- Cash projected at year end of \$4.39MM, which is 249 DCOH. 45 DCOH required by bond.
- The Base Rent Coverage Ratio is currently forecasted at 1.68- Bond requirement is 1.10- (surplus plus depreciation plus management fees plus base rent divided by base rent.)





# TEACH Public Schools

Monthly Financial Presentation – As of January 31<sup>st</sup>, 2025

# TPS – Revenue

- Revenue- \$2.23MM –Decrease of \$68.7k primarily due to the decrease of overall ADA.

**Revenue**

<i>Year-to-Date</i>		
Actual	Budget	Fav/(Unf)
1,031,156	1,343,541	(312,384)
<b>\$ 1,031,156</b>	<b>\$ 1,343,541</b>	<b>\$ (312,384)</b>

<i>Annual/Full Year</i>		
FY24-25	FY24-25 Budget	Fav/(Unf)
2,234,503	2,303,213	(68,710)
<b>\$ 2,234,503</b>	<b>\$ 2,303,213</b>	<b>\$ (68,710)</b>

Other Local Revenue

Total Revenue

# TPS – Expenses



Expenses	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	FY24-25	FY24-25 Budget	Fav/(Unf)
Certificated Salaries	\$ 512,595	\$ 536,433	\$ 23,838	\$ 934,310	\$ 919,600	\$ (14,710)
Classified Salaries	320,134	287,516	(32,618)	531,231	492,885	(38,346)
Benefits	230,870	238,993	8,123	399,806	409,982	10,176
Books and Supplies	40,862	97,975	57,113	76,987	134,100	57,113
Subagreement Services	-	2,891	2,891	2,409	5,300	2,891
Operations	55,874	31,439	(24,434)	80,834	56,400	(24,434)
Facilities	239	875	636	864	1,500	636
Professional Services	(133,119)	23,442	156,561	39,015	45,000	5,986
Depreciation	22,877	7,817	(15,061)	39,522	13,400	(26,122)
Interest	-	-	-	-	-	-
<b>Total Expenses</b>	<b>\$ 1,050,333</b>	<b>\$ 1,227,381</b>	<b>\$ 177,049</b>	<b>\$ 2,104,979</b>	<b>\$ 2,078,167</b>	<b>\$ (26,811)</b>

- Overall increase of \$26.8k due primarily to run rates slightly higher than budgeted.



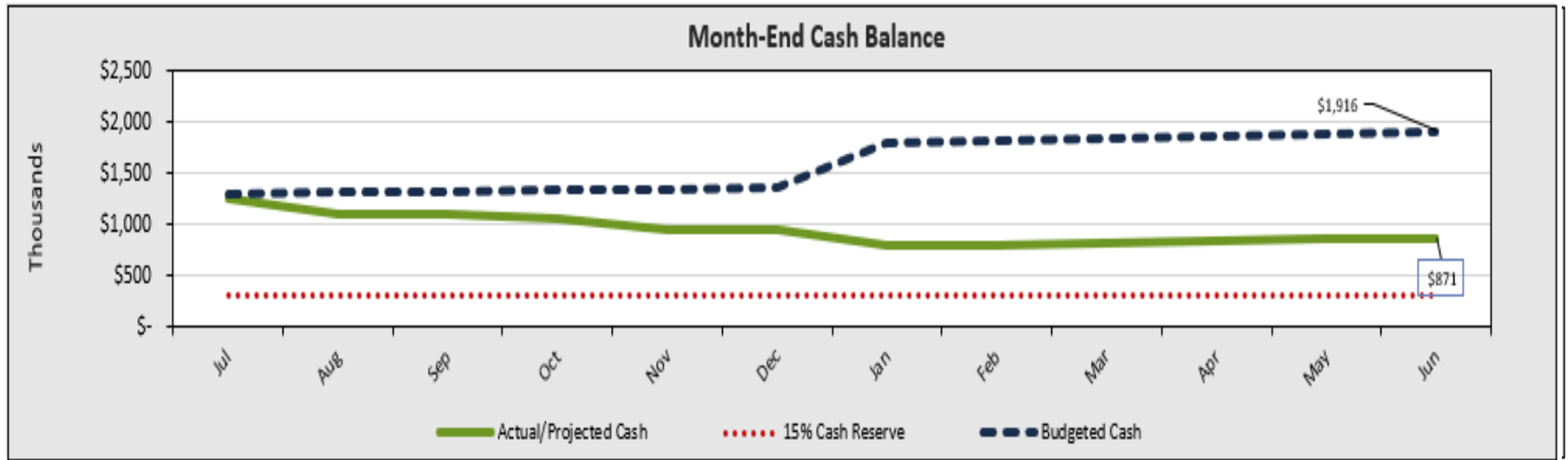
# TPS – Fund Balance

- Projected surplus at year-end of \$129.5k.
- Ending positive fund balance of \$743.1K- 35.3% of expenses.

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	FY24-25	FY24-25 Budget	Fav/(Unf)
<b>Total Surplus(Deficit)</b>	\$ (19,177)	\$ 116,160	\$ (135,336)	\$ 129,524	\$ 225,046	\$ (95,521)
Beginning Fund Balance	<u>613,607</u>	<u>613,607</u>		<u>613,607</u>	<u>743,131</u>	
<b>Ending Fund Balance</b>	<u><b>\$ 594,430</b></u>	<u><b>\$ 729,767</b></u>		<u><b>\$ 743,131</b></u>	<u><b>\$ 968,176</b></u>	
<i>As a % of Annual Expenses</i>	28.2%	35.1%		35.3%	46.6%	

# TPS – Cash Balance

- Cash on hand of \$796.3k as of January Close.
- Cash projected at year-end of \$871.4k.



# Questions & Discussion

Appendix follows, including:

- Monthly Cash Flow / Forecast 24/25
- Multi-Year Projections
- Budget vs. Actual
- Statement of Financial Position
- Statement of Cash Flows
- AP Aging
- Monthly Check Register
- 30-Day Compliance Calendar

# TEACH Academy of Technologies

## Monthly Cash Flow/Forecast FY24-25

Revised 02/12/25

Actuals Through: 31-Jan

ADA = 412.56



	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
<b>Revenues</b>																<b>ADA = 423.55</b>
<b>State Aid - Revenue Limit</b>																
8011 LCFF State Aid	-	178,504	178,504	321,308	321,308	321,308	321,308	337,428	352,168	352,168	352,168	352,168	352,148	3,740,486	4,432,014	(691,528)
8012 Education Protection Account	-	-	-	195,196	-	-	195,196	-	161,645	-	-	-	94,542	646,578	84,710	561,868
8096 In Lieu of Property Taxes	94,104	188,208	125,472	125,471	-	250,944	125,472	126,463	180,328	90,164	90,164	90,164	90,164	1,577,119	1,596,555	(19,436)
	94,104	366,712	303,976	641,975	321,308	572,252	641,976	463,891	694,141	442,332	442,332	442,332	536,854	5,964,184	6,113,279	(149,095)
<b>Federal Revenue</b>																
8181 Special Education - Entitlement	6,280	12,561	8,374	8,373	-	16,748	8,374	9,118	6,250	6,250	6,250	6,250	6,250	101,078	103,769	(2,692)
8220 Federal Child Nutrition	-	-	7,789	28,147	72,363	-	31,171	28,885	28,885	28,885	28,885	28,885	57,769	341,662	311,828	29,834
8290 Title I, Part A - Basic Low Income	-	-	-	-	53,926	-	1,673	-	-	-	-	-	166,798	222,397	197,043	25,354
8291 Title II, Part A - Teacher Quality	-	-	-	-	5,979	-	120	-	-	-	-	-	18,297	24,396	19,023	5,373
8293 Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	-	-	-	14,614	(14,614)
8296 Other Federal Revenue	-	-	-	43,596	3,612	-	7,169	-	-	44,476	-	-	79,051	177,904	163,444	14,460
	6,280	12,561	16,163	80,116	135,880	16,748	48,507	38,003	35,134	79,610	35,134	35,134	328,165	867,436	809,721	57,715
<b>Other State Revenue</b>																
8311 State Special Education	22,136	44,271	29,514	29,514	-	59,028	29,514	37,887	33,625	33,625	33,625	33,625	33,625	419,987	431,171	(11,184)
8520 Child Nutrition	-	-	1,857	7,051	17,848	-	7,762	2,734	2,734	2,734	2,734	2,734	5,468	53,657	29,515	24,141
8545 School Facilities (SB740)	-	-	-	-	-	294,581	-	-	-	-	140,601	-	140,601	575,783	577,380	(1,597)
8550 Mandated Cost	-	-	-	-	-	8,230	-	-	-	-	-	-	-	8,230	8,208	22
8560 State Lottery	-	-	-	-	-	-	26,164	-	-	25,742	-	-	50,822	102,728	105,463	(2,736)
8598 Prior Year Revenue	-	-	-	-	-	-	6,339	-	-	-	-	-	-	6,339	-	6,339
8599 Other State Revenue	-	5,909	5,909	186,370	10,637	10,637	178,532	1,857	1,857	217,588	1,857	1,857	260,547	883,555	884,105	(549)
	22,136	50,180	37,280	222,934	28,485	372,476	248,311	42,477	38,215	279,689	178,816	38,215	491,063	2,050,279	2,035,843	14,436
<b>Other Local Revenue</b>																
8660 Interest Revenue	15,968	15,673	24,034	15,221	48,462	13,038	19,673	14,583	14,583	14,583	14,583	14,583	-	224,985	175,000	49,985
8699 School Fundraising	-	7	-	-	-	-	-	-	-	-	-	-	-	7	-	7
	15,968	15,680	24,034	15,221	48,462	13,038	19,673	14,583	14,583	14,583	14,583	14,583	-	224,992	175,000	49,992
<b>Total Revenue</b>	<b>138,488</b>	<b>445,133</b>	<b>381,453</b>	<b>960,246</b>	<b>534,135</b>	<b>974,514</b>	<b>958,467</b>	<b>558,954</b>	<b>782,074</b>	<b>816,214</b>	<b>670,866</b>	<b>530,265</b>	<b>1,356,082</b>	<b>9,106,891</b>	<b>9,133,843</b>	<b>(26,952)</b>

# TEACH Academy of Technologies

## Monthly Cash Flow/Forecast FY24-25

Revised 02/12/25

Actuals Through: 31-Jan

ADA = 412.56



	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
<b>Expenses</b>																
<b>Certificated Salaries</b>																
1100 Teachers' Salaries	24,932	135,967	137,311	131,665	126,142	146,127	139,655	132,986	132,986	132,986	132,986	132,986	-	1,506,729	1,580,025	73,296
1170 Teachers' Substitute Hours	-	-	-	-	-	-	-	10,051	10,051	10,051	10,051	10,051	10,691	60,945	108,047	47,101
1175 Teachers' Extra Duty/Stipends	-	-	-	-	52,339	-	-	-	-	-	-	-	-	52,339	-	(52,339)
1200 Pupil Support Salaries	14,778	14,778	14,778	14,778	21,444	20,881	21,131	20,881	20,881	20,881	20,881	20,881	-	226,973	260,789	33,816
1300 Administrators' Salaries	22,950	27,914	32,877	32,877	32,877	32,877	32,877	43,003	43,003	43,003	43,003	43,003	-	430,266	320,117	(110,149)
	62,660	178,659	184,967	179,320	232,803	199,886	193,664	206,921	206,921	206,921	206,921	206,921	10,691	2,277,252	2,268,977	(8,275)
<b>Classified Salaries</b>																
2100 Instructional Salaries	1,410	13,633	16,320	14,408	14,789	11,488	10,973	24,685	24,685	24,685	24,685	24,685	-	206,446	294,197	87,751
2200 Support Salaries	-	-	-	-	-	-	-	5,583	5,583	5,583	5,583	5,583	-	27,917	67,000	39,083
2300 Classified Administrators'	-	-	-	-	-	-	-	3,884	3,884	3,884	3,884	3,884	-	19,420	39,785	20,365
2400 Clerical and Office Staff Salaries	9,600	18,262	21,067	21,970	23,392	14,783	11,642	22,956	22,956	22,956	22,956	22,956	-	235,495	223,052	(12,443)
2900 Other Classified Salaries	16,324	18,368	19,576	19,376	23,530	17,539	17,214	20,039	20,039	20,039	20,039	20,039	-	232,118	211,455	(20,663)
	27,333	50,262	56,963	55,754	61,710	43,809	39,828	77,147	77,147	77,147	77,147	77,147	-	721,395	835,489	114,094
<b>Benefits</b>																
3101 STRS	8,729	30,844	31,776	30,671	24,799	33,670	32,983	40,294	40,294	40,294	40,294	40,294	-	394,943	433,375	38,432
3202 PERS	11,837	16,069	16,814	17,214	16,998	16,008	15,697	26,673	26,673	26,673	26,673	26,673	-	244,005	232,266	(11,739)
3301 OASDI	2,738	4,296	4,676	6,209	5,342	3,861	3,630	5,949	5,949	5,949	5,949	5,949	-	60,495	51,800	(8,695)
3311 Medicare	1,303	3,346	3,506	3,407	4,268	3,532	3,384	4,422	4,422	4,422	4,422	4,422	-	44,853	45,015	161
3401 Health and Welfare	19,579	21,678	18,199	23,244	26,928	32,406	23,232	26,667	26,667	26,667	26,667	26,667	-	298,600	288,000	(10,600)
3501 State Unemployment	273	2,318	821	135	546	591	8,519	4,802	2,401	1,200	1,200	1,200	-	24,008	23,030	(978)
3601 Workers' Compensation	-	6,542	3,871	1,636	-	1,635	1,635	4,269	4,269	4,269	4,269	4,269	-	36,664	43,463	6,798
3901 Other Benefits	1,432	2,222	2,102	2,021	2,608	2,019	2,029	-	-	-	-	-	-	14,433	-	(14,433)
	45,890	87,315	81,766	84,537	81,490	93,722	91,109	113,076	110,675	109,474	109,474	109,474	-	1,118,001	1,116,948	(1,053)

# TEACH Academy of Technologies

## Monthly Cash Flow/Forecast FY24-25

Revised 02/12/25

Actuals Through: 31-Jan

ADA = 412.56



	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
<b>Books and Supplies</b>																
4100 Textbooks and Core Materials	-	85,065	496	-	-	-	-	-	-	-	-	-	-	85,562	318,200	232,638
4200 Books and Reference Materials	-	3,000	-	-	-	-	-	-	-	-	-	-	-	3,000	6,900	3,900
4302 School Supplies	2,339	2,930	3,595	2,085	8,366	-	1,731	6,167	6,167	6,167	6,167	6,167	-	51,879	75,900	24,021
4305 Software	55,995	4,295	54,462	1,549	3,803	2,894	5,132	6,017	6,017	6,017	6,017	6,017	-	158,214	207,500	49,286
4310 Office Expense	17,216	16,044	10,348	5,968	5,224	2,387	13,673	8,750	8,750	8,750	8,750	8,750	-	114,610	107,800	(6,810)
4311 Business Meals	79	112	-	-	-	-	-	-	-	-	-	-	-	190	-	(190)
4312 School Fundraising Expense	-	-	-	-	-	-	-	58	58	58	58	58	-	292	800	508
4400 Noncapitalized Equipment	-	54,252	-	-	-	-	-	-	-	-	-	-	-	54,252	130,600	76,348
4700 Food Services	-	-	42,224	44,159	45,401	37,220	34,239	35,938	35,938	35,938	35,938	35,938	12,385	395,318	341,344	(53,975)
	75,628	165,698	111,125	53,762	62,794	42,501	54,775	56,930	56,930	56,930	56,930	56,930	12,385	863,317	1,189,044	325,727
<b>Subagreement Services</b>																
5102 Special Education	-	4,482	48,111	-	137,455	-	116,013	52,091	52,091	52,091	52,091	52,091	-	566,516	280,300	(286,216)
5103 Substitute Teacher	-	10,407	23,413	13,348	25,312	8,798	26,351	4,536	4,536	4,536	4,536	4,536	-	130,311	55,300	(75,011)
5104 Transportation	5,000	21,457	25,750	31,528	44,219	13,228	38,977	25,691	25,691	25,691	25,691	25,691	-	308,613	64,300	(244,313)
5105 Security	2,230	7,750	7,576	10,404	4,318	6,269	8,553	4,018	4,018	4,018	4,018	4,018	-	67,191	45,300	(21,891)
5106 Other Educational Consultants	-	14,304	14,382	-	80,825	-	20,171	25,590	25,590	25,590	25,590	25,590	-	257,632	262,700	5,068
	7,230	58,400	119,232	55,280	292,130	28,295	210,064	111,926	111,926	111,926	111,926	111,926	-	1,330,263	707,900	(622,363)
<b>Operations and Housekeeping</b>																
5201 Auto and Travel	-	826	29	-	-	-	-	27	27	27	27	27	-	991	300	(691)
5300 Dues & Memberships	7,686	-	-	-	-	-	-	742	742	742	742	742	-	11,395	9,100	(2,295)
5400 Insurance	-	30,443	7,611	7,611	-	7,611	7,611	8,442	8,442	8,442	8,442	8,442	-	103,095	104,000	905
5501 Utilities	15	12,776	9,569	10,321	16,192	7,488	3,941	8,858	8,858	8,858	8,858	8,858	-	104,593	98,800	(5,793)
5502 Janitorial Services	15,871	17,903	18,631	13,733	9,502	13,551	18,309	11,167	11,167	11,167	11,167	11,167	-	163,333	34,900	(128,433)
5900 Communications	3,262	-	(21,443)	1,704	1,122	10,052	(1,856)	2,283	2,283	2,283	2,283	2,283	-	4,259	28,100	23,841
5901 Postage and Shipping	3,723	450	12	109	2,851	18	-	160	160	160	160	160	-	7,963	1,600	(6,363)
	30,557	62,396	14,409	33,478	29,667	38,720	28,005	31,679	31,679	31,679	31,679	31,679	-	395,627	276,800	(118,827)
<b>Facilities, Repairs and Other Leases</b>																
5601 Rent	72,239	72,239	72,239	72,239	72,237	72,237	72,237	72,872	72,872	72,872	72,872	72,872	-	870,028	852,700	(17,328)
5602 Additional Rent	-	-	-	-	-	-	-	142	142	142	142	142	-	708	1,700	992
5603 Equipment Leases	451	1,481	576	3,156	790	-	5,714	4,208	4,208	4,208	4,208	4,208	-	33,210	51,800	18,590
5610 Repairs and Maintenance	1,356	1,500	5,381	8,952	2,358	4,416	18,134	5,858	5,858	5,858	5,858	5,858	-	71,388	149,100	77,712
	74,046	75,220	78,196	84,347	75,385	76,653	96,085	83,081	83,081	83,081	83,081	83,081	-	975,334	1,055,300	79,966
<b>Professional/Consulting Services</b>																
5801 IT	-	-	-	-	-	-	-	42	42	42	42	42	-	208	600	392
5802 Audit & Taxes	5,816	-	-	-	2,696	-	6,587	-	-	-	-	-	-	15,098	12,400	(2,698)
5803 Legal	-	1,743	420	1,331	-	320	1,610	3,633	3,633	3,633	3,633	3,633	-	23,590	44,800	21,210
5804 Professional Development	983	2,927	-	-	1,350	-	3,000	3,490	3,490	3,490	3,490	3,490	-	25,711	35,900	10,189
5805 General Consulting	-	1,000	500	3,334	-	1,167	1,000	910	910	910	910	910	-	11,551	19,400	7,849
5806 Special Activities/Field Trips	2,050	2,184	439	-	-	-	-	6,867	-	-	-	-	-	11,539	21,100	9,561
5807 Bank Charges	-	-	-	-	2,585	152	152	-	-	-	-	-	-	2,889	100	(2,789)
5808 Printing	-	9,377	3,359	-	4,851	-	11,589	2,010	2,010	2,010	2,010	2,010	-	39,226	20,700	(18,526)
5809 Other taxes and fees	-	-	1,741	-	-	578	1,806	2,570	2,570	2,570	2,570	2,570	-	16,976	26,400	9,424
5810 Payroll Service Fee	807	807	807	858	858	858	858	383	383	383	383	383	-	7,770	4,700	(3,070)
5811 Management Fee	20,666	49,798	42,833	101,707	59,750	102,569	85,049	78,754	78,754	78,754	78,754	78,754	88,909	945,053	947,566	2,512
5812 District Oversight Fee	3,514	7,028	4,685	4,685	-	9,370	4,685	4,639	6,941	4,423	4,423	4,423	825	59,642	61,133	1,491
5813 County Fees	-	-	-	-	2,371	-	-	-	-	1,075	-	-	1,075	4,521	4,400	(121)
5814 SPED Encroachment	18,475	36,949	24,633	24,633	-	49,266	24,633	10,257	22,794	22,794	22,794	22,794	12,537	292,560	300,352	7,792
5815 Public Relations/Recruitment	1,167	1,167	1,167	1,167	1,167	-	-	1,270	1,270	1,270	1,270	1,270	-	12,184	13,000	816
	53,478	112,978	80,584	137,715	75,628	164,280	140,971	114,826	122,798	121,355	120,280	120,280	103,345	1,468,518	1,512,551	44,032
<b>Depreciation</b>																
6900 Depreciation Expense	8,191	8,285	8,179	7,921	8,056	7,955	7,495	10,950	10,950	10,950	10,950	10,950	-	110,832	134,900	24,068
	8,191	8,285	8,179	7,921	8,056	7,955	7,495	10,950	10,950	10,950	10,950	10,950	-	110,832	134,900	24,068
<b>Interest</b>																
7438 Interest Expense	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,291	-	15,462	15,459	(3)
	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,291	-	15,462	15,459	(3)
<b>Total Expenses</b>	<b>386,301</b>	<b>800,502</b>	<b>736,707</b>	<b>693,402</b>	<b>920,950</b>	<b>697,109</b>	<b>863,284</b>	<b>807,823</b>	<b>813,395</b>	<b>810,751</b>	<b>809,676</b>	<b>809,679</b>	<b>126,421</b>	<b>9,276,000</b>	<b>9,113,367</b>	<b>(162,633)</b>
<b>Monthly Surplus (Deficit)</b>	<b>(247,814)</b>	<b>(355,369)</b>	<b>(355,253)</b>	<b>266,844</b>	<b>(386,816)</b>	<b>277,405</b>	<b>95,184</b>	<b>(248,869)</b>	<b>(31,321)</b>	<b>5,463</b>	<b>(138,810)</b>	<b>(279,414)</b>	<b>1,229,661</b>	<b>(169,109)</b>	<b>20,476</b>	<b>(189,585)</b>

**TEACH Academy of Technologies**

**Monthly Cash Flow/Forecast FY24-25**

Revised 02/12/25

Actuals Through: **31-Jan**

ADA = 412.56



	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
<b>Cash Flow Adjustments</b>																
Monthly Surplus (Deficit)	(247,814)	(355,369)	(355,253)	266,844	(386,816)	277,405	95,184	(248,869)	(31,321)	5,463	(138,810)	(279,414)	1,229,661	(169,109)		
<b>Cash flows from operating activities</b>																
Depreciation/Amortization	8,191	8,285	8,179	7,921	8,056	7,955	7,495	10,950	10,950	10,950	10,950	10,950	-	110,832		
Public Funding Receivables	1,125,060	9,470	(109,765)	152,392	(82,422)	35,197	54,849	-	-	-	-	-	(1,356,082)	(171,300)		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Receivable	14,193	6,344	-	-	-	-	-	-	-	-	-	-	-	20,537		
Due To/From Related Parties	(349,224)	(111,241)	(298,877)	(124,695)	(218,551)	(281,883)	1,667,943	-	-	-	-	-	-	283,472		
Prepaid Expenses	26,888	30,895	(14,607)	(91,572)	43,963	(24,185)	35,678	-	-	-	-	-	-	7,060		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable	(207,022)	13,165	(22,472)	29,136	4,666	(33,803)	-	-	-	-	-	-	126,421	(89,908)		
Accrued Expenses	(408,092)	(26,315)	-	-	(2)	-	-	-	-	-	-	-	-	(434,410)		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Deferred Revenue	20,857	24,919	24,919	(174,474)	44,855	47,639	(123,040)	-	-	(44,476)	-	-	-	(178,800)		
<b>Cash flows from investing activities</b>																
Purchases of Prop. And Equip.	(1,337)	(5,630)	-	-	(2,028)	-	-	-	-	-	-	-	-	(8,995)		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
<b>Cash flows from financing activities</b>																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Proceeds(Payments) on Debt	(4,433)	(4,433)	(4,433)	(4,433)	(4,433)	(4,433)	(4,433)	-	-	-	-	-	-	(31,030)		
<b>Total Change in Cash</b>	(22,732)	(409,910)	(772,310)	61,120	(592,710)	23,893	1,733,676	(237,919)	(20,371)	(28,063)	(127,860)	(268,464)				
<b>Cash, Beginning of Month</b>	5,749,444	5,726,713	5,316,802	4,544,492	4,605,612	4,012,902	4,036,794	5,770,470	5,532,551	5,512,180	5,484,117	5,356,257				
<b>Cash, End of Month</b>	<u>5,726,713</u>	<u>5,316,802</u>	<u>4,544,492</u>	<u>4,605,612</u>	<u>4,012,902</u>	<u>4,036,794</u>	<u>5,770,470</u>	<u>5,532,551</u>	<u>5,512,180</u>	<u>5,484,117</u>	<u>5,356,257</u>	<u>5,087,793</u>				

# TEACH Tech High School

## Monthly Cash Flow/Forecast FY24-25

Revised 02/12/25

Actuals Through: **31-Jan**

ADA = 324.89



	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
<b>ADA = 377.25</b>																
<b>Revenues</b>																
<b>State Aid - Revenue Limit</b>																
8011 LCFF State Aid	-	236,949	236,949	426,509	426,509	426,509	426,509	437,282	341,036	341,036	341,036	341,036	341,036	4,322,398	5,052,930	(730,532)
8012 Education Protection Account	-	-	-	17,801	-	-	17,800	-	16,245	-	-	-	13,133	64,978	75,450	(10,472)
8096 In Lieu of Property Taxes	81,656	163,312	108,875	108,876	-	217,750	108,875	111,685	113,648	56,824	56,824	56,824	56,824	1,241,973	1,422,028	(180,054)
	81,656	400,261	345,824	553,186	426,509	644,259	553,184	548,968	470,929	397,860	397,860	397,860	410,993	5,629,349	6,550,407	(921,058)
<b>Federal Revenue</b>																
8181 Special Education - Entitlement	5,450	10,899	7,266	7,265	-	14,532	7,266	8,053	3,773	3,773	3,773	3,773	3,773	79,598	92,426	(12,828)
8220 Federal Child Nutrition	-	-	2,199	24,509	54,163	-	21,404	22,095	22,095	22,095	22,095	22,095	22,095	256,943	271,278	(14,336)
8290 Title I, Part A - Basic Low Income	-	-	-	-	47,117	-	53,435	-	-	-	-	-	-	194,118	189,912	4,206
8291 Title II, Part A - Teacher Quality	-	-	-	-	1,054	-	3,958	-	-	-	-	-	-	20,048	18,699	1,349
8293 Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	-	-	-	13,128	(13,128)
8296 Other Federal Revenue	-	-	-	-	-	-	-	-	-	4,234	-	-	12,702	16,936	3,000	13,936
	5,450	10,899	9,465	31,774	102,334	14,532	86,063	30,148	25,869	30,103	25,869	25,869	169,268	567,643	588,443	(20,801)
<b>Other State Revenue</b>																
8311 State Special Education	19,208	38,415	25,610	25,610	-	51,220	25,610	33,460	22,321	22,321	22,321	22,321	22,321	330,738	384,039	(53,301)
8520 Child Nutrition	-	-	529	6,158	13,757	-	5,541	2,091	2,091	2,091	2,091	2,091	4,183	40,624	25,677	14,947
8545 School Facilities (SB740)	-	-	-	-	-	255,615	-	-	-	-	110,723	-	110,723	477,060	514,265	(37,205)
8550 Mandated Cost	-	-	-	-	-	19,851	-	-	-	-	-	-	-	19,851	20,148	(297)
8560 State Lottery	-	-	-	-	-	-	22,479	-	-	22,734	-	-	35,685	80,898	93,935	(13,037)
8598 Prior Year Revenue	-	-	-	-	-	-	2,116	-	-	-	-	-	-	2,116	-	2,116
8599 Other State Revenue	-	5,043	5,043	118,378	9,079	9,079	97,818	1,462	1,462	131,809	1,462	1,462	155,534	537,631	518,550	19,080
	19,208	43,458	31,182	150,146	22,836	335,765	153,564	37,013	25,874	178,955	136,597	25,874	328,445	1,488,917	1,556,614	(67,697)
<b>Other Local Revenue</b>																
8660 Interest Revenue	44,270	43,454	(5,301)	24,700	122,725	27,854	20,213	30,907	30,907	30,907	30,907	30,907	-	432,448	370,881	61,567
	44,270	43,454	(5,301)	24,700	122,725	27,854	20,213	30,907	30,907	30,907	30,907	30,907	-	432,448	370,881	61,567
<b>Total Revenue</b>	<b>150,584</b>	<b>498,072</b>	<b>381,169</b>	<b>759,805</b>	<b>674,404</b>	<b>1,022,410</b>	<b>813,024</b>	<b>647,035</b>	<b>553,579</b>	<b>637,825</b>	<b>591,233</b>	<b>480,510</b>	<b>908,706</b>	<b>8,118,357</b>	<b>9,066,346</b>	<b>(947,988)</b>



# TEACH Tech High School

## Monthly Cash Flow/Forecast FY24-25

Revised 02/12/25

Actuals Through: **31-Jan**

ADA = 324.89



	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
<b>Expenses</b>																
<b>Certificated Salaries</b>																
1100 Teachers' Salaries	9,100	124,130	138,733	145,056	161,528	174,621	158,290	146,807	146,807	146,807	146,807	146,807	-	1,645,493	1,786,713	141,220
1170 Teachers' Substitute Hours	-	-	-	-	-	-	-	-	-	-	-	-	-	-	128,508	128,508
1175 Teachers' Extra Duty/Stipends	-	-	-	-	79,969	-	-	-	-	-	-	-	80,000	159,969	41,219	(118,750)
1200 Pupil Support Salaries	23,162	23,162	23,162	23,162	23,162	26,162	24,662	23,934	23,934	23,934	23,934	23,934	-	286,300	190,578	(95,722)
1300 Administrators' Salaries	33,943	33,943	33,943	27,779	21,614	21,614	21,614	21,600	21,600	21,600	21,600	21,600	-	302,451	592,869	290,417
	66,205	181,235	195,838	195,996	286,272	222,397	204,565	192,341	192,341	192,341	192,341	192,341	80,000	2,394,214	2,739,887	345,674
<b>Classified Salaries</b>																
2100 Instructional Salaries	5,583	13,612	23,688	20,815	20,609	10,663	10,497	17,873	17,873	17,873	17,873	17,873	-	194,829	282,334	87,506
2200 Support Salaries	10,887	9,987	8,487	8,487	11,034	8,487	10,887	9,259	9,259	9,259	9,259	9,259	-	114,553	101,849	(12,704)
2300 Classified Administrators'	-	-	-	-	-	-	-	1,851	1,851	1,851	1,851	1,851	11,108	20,365	48,501	28,136
2400 Clerical and Office Staff Salaries	10,348	12,327	14,133	15,083	16,742	12,617	11,590	15,937	15,937	15,937	15,937	15,937	-	172,525	191,245	18,720
2900 Other Classified Salaries	35,591	34,491	34,853	35,278	44,582	35,170	33,514	27,662	27,662	27,662	27,662	27,662	-	391,791	394,592	2,801
	62,409	70,417	81,162	79,663	92,966	66,937	66,489	72,582	72,582	72,582	72,582	72,582	11,108	894,063	1,018,522	124,458
<b>Benefits</b>																
3101 STRS	12,645	34,425	37,405	37,435	37,624	37,798	37,764	33,130	33,130	33,130	33,130	33,130	-	400,745	523,318	122,574
3202 PERS	-	-	-	-	-	-	-	678	678	678	678	678	-	3,389	10,185	6,796
3301 OASDI	3,858	4,355	5,021	7,251	5,753	3,958	4,111	4,203	4,203	4,203	4,203	4,203	-	55,319	63,148	7,830
3311 Medicare	1,861	3,643	4,010	3,991	5,493	4,189	3,926	3,498	3,498	3,498	3,498	3,498	-	44,600	54,497	9,897
3401 Health and Welfare	28,915	33,982	39,332	35,823	34,764	35,911	40,033	36,000	36,000	36,000	36,000	36,000	-	428,759	328,000	(100,759)
3501 State Unemployment	-	940	576	122	-	-	9,447	4,214	2,107	1,054	1,054	1,054	-	20,566	26,460	5,894
3601 Workers' Compensation	-	8,084	4,255	2,411	-	2,021	2,021	3,377	3,377	3,377	3,377	3,377	-	35,676	52,618	16,941
3901 Other Benefits	1,423	2,592	4,103	4,440	5,960	4,287	4,483	3,618	3,618	3,618	3,618	3,618	-	45,380	-	(45,380)
	48,703	88,019	94,702	91,472	89,593	88,164	101,784	88,717	86,610	85,557	85,557	85,557	-	1,034,435	1,058,227	23,792
<b>Books and Supplies</b>																
4100 Textbooks and Core Materials	-	101,376	8,477	-	2,127	-	-	-	-	-	-	-	-	111,981	52,400	(59,581)
4200 Books and Reference Materials	-	7,842	-	5,609	-	-	119	-	-	-	-	-	-	13,570	18,600	5,030
4302 School Supplies	1,229	3,635	6,833	1,801	4,315	6,964	27,455	7,342	7,342	7,342	7,342	7,342	-	88,941	102,200	13,259
4305 Software	38,236	60,128	25,305	15,742	17,551	2,893	85,500	8,517	8,517	8,517	8,517	8,517	-	287,939	170,900	(117,039)
4310 Office Expense	4,619	21,234	19,075	7,088	4,405	2,594	7,172	8,567	8,567	8,567	8,567	8,567	-	109,021	119,400	10,379
4311 Business Meals	-	-	-	-	-	-	-	25	25	25	25	25	-	125	300	175
4400 Noncapitalized Equipment	2,631	5,011	-	64,583	-	-	612	-	-	-	-	-	-	72,837	53,000	(19,837)
4700 Food Services	1,450	(1,450)	29,732	32,642	28,449	23,531	20,968	27,052	27,052	27,052	27,052	27,052	26,987	297,567	296,956	(611)
	48,166	197,777	89,422	127,465	56,847	35,983	141,826	51,502	51,502	51,502	51,502	51,502	26,987	981,981	813,756	(168,226)

# TEACH Tech High School

## Monthly Cash Flow/Forecast FY24-25

Revised 02/12/25

Actuals Through: **31-Jan**

ADA = 324.89



	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
<b>Subagreement Services</b>																
5102 Special Education	-	-	32,854	-	69,571	-	50,570	30,018	30,018	30,018	30,018	30,018	-	303,086	232,500	(70,586)
5103 Substitute Teacher	-	2,648	25,560	24,952	21,024	7,646	17,323	12,545	12,545	12,545	12,545	12,545	-	161,880	160,200	(1,680)
5104 Transportation	5,000	21,453	26,558	30,298	44,206	13,225	37,400	30,073	30,073	30,073	30,073	30,073	-	328,504	117,000	(211,504)
5105 Security	3,323	7,249	13,493	7,528	3,448	6,957	7,249	4,945	4,945	4,945	4,945	4,945	-	73,975	63,200	(10,775)
5106 Other Educational Consultants	-	850	-	-	-	-	-	-	-	-	-	-	-	850	-	(850)
	8,323	32,199	98,465	62,778	138,250	27,828	112,543	77,582	77,582	77,582	77,582	77,582	-	868,296	572,900	(295,396)
<b>Operations and Housekeeping</b>																
5201 Auto and Travel	-	-	-	-	-	-	-	91	91	91	91	91	-	455	1,200	745
5300 Dues & Memberships	7,446	-	-	-	-	-	200	792	792	792	792	792	-	11,605	11,000	(605)
5400 Insurance	-	26,886	6,722	6,722	-	6,722	6,722	6,900	6,900	6,900	6,900	6,900	-	88,273	104,600	16,327
5501 Utilities	732	13,091	18,848	14,808	10,236	9,013	8,524	8,875	8,875	8,875	8,875	8,875	-	119,626	123,700	4,074
5502 Janitorial Services	15,707	14,897	16,295	13,615	7,917	11,965	16,592	8,225	8,225	8,225	8,225	8,225	-	138,112	21,700	(116,412)
5900 Communications	3,432	170	1,878	1,664	1,788	8,390	333	1,183	1,183	1,183	1,183	1,183	-	23,570	16,500	(7,070)
5901 Postage and Shipping	3,723	450	-	100	2,850	-	-	-	-	-	-	-	-	7,123	-	(7,123)
	31,040	55,495	43,743	36,908	22,790	36,088	32,370	26,066	26,066	26,066	26,066	26,066	-	388,764	278,700	(110,064)
<b>Facilities, Repairs and Other Leases</b>																
5601 Rent	61,841	61,841	61,841	61,841	61,841	61,841	61,840	61,858	61,858	61,858	61,858	61,858	121	742,300	861,900	119,600
5602 Additional Rent	-	-	-	-	-	-	-	42	42	42	42	42	-	208	600	392
5603 Equipment Leases	451	451	508	3,431	1,652	-	3,774	1,292	1,292	1,292	1,292	1,292	-	16,726	18,000	1,274
5610 Repairs and Maintenance	135	13,553	15,079	5,097	13,546	5,410	18,033	6,233	6,233	6,233	6,233	6,233	-	102,020	86,900	(15,120)
	62,427	75,845	77,429	70,370	77,040	67,251	83,647	69,425	69,425	69,425	69,425	69,425	121	861,254	967,400	106,146
<b>Professional/Consulting Services</b>																
5801 IT	-	-	-	-	-	-	2,400	8	8	8	8	8	-	2,442	200	(2,242)
5802 Audit & Taxes	5,816	-	-	-	2,695	-	6,585	-	-	-	-	-	-	15,096	14,600	(496)
5803 Legal	-	-	-	-	-	-	9,463	92	92	92	92	92	-	9,921	1,300	(8,621)
5804 Professional Development	983	5,900	6,000	-	4,057	-	1,500	3,490	3,490	3,490	3,490	3,490	-	35,890	40,500	4,610
5805 General Consulting	-	1,000	500	3,508	-	11,342	1,175	620	620	620	620	620	-	20,624	7,300	(13,324)
5806 Special Activities/Field Trips	715	7,584	17,895	17,124	11,482	18,105	6,675	9,600	-	-	-	-	-	89,179	56,700	(32,479)
5807 Bank Charges	-	-	-	-	7,166	422	422	-	-	-	-	-	-	8,011	100	(7,911)
5808 Printing	-	16,331	3,358	-	4,850	-	11,546	1,500	1,500	1,500	1,500	1,500	-	43,584	17,400	(26,184)
5809 Other taxes and fees	-	-	1,680	4	-	-	296	1,540	1,540	1,540	1,540	1,540	-	9,679	17,900	8,221
5810 Payroll Service Fee	807	807	807	858	858	858	858	300	300	300	300	300	-	7,352	4,200	(3,152)
5811 Management Fee	21,815	54,827	43,461	82,005	73,062	107,661	78,544	70,729	70,729	70,729	70,729	70,729	33,726	848,743	939,738	90,995
5812 District Oversight Fee	3,663	7,327	4,885	4,885	-	9,770	4,885	5,490	4,709	3,979	3,979	3,979	(1,256)	56,293	65,504	9,211
5813 County Fees	-	-	-	-	1,923	-	-	-	-	1,225	-	-	1,225	4,373	5,700	1,328
5814 SPED Encroachment	16,031	32,062	21,375	21,374	-	42,750	21,375	6,788	15,084	15,084	15,084	15,084	8,296	230,389	267,518	37,129
5815 Public Relations/Recruitment	-	2,333	1,167	1,167	1,167	-	-	1,170	1,170	1,170	1,170	1,170	-	11,683	13,600	1,917
	49,830	128,170	101,127	130,924	107,258	190,907	145,723	101,326	99,242	99,737	98,512	98,512	41,991	1,393,258	1,452,260	59,002
<b>Depreciation</b>																
6900 Depreciation Expense	6,427	6,327	6,301	6,513	6,513	6,513	6,211	4,142	4,142	4,142	4,142	4,142	-	65,512	57,700	(7,812)
	6,427	6,327	6,301	6,513	6,513	6,513	6,211	4,142	4,142	4,142	4,142	4,142	-	65,512	57,700	(7,812)
<b>Interest</b>																
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>383,531</b>	<b>835,484</b>	<b>788,187</b>	<b>802,089</b>	<b>877,530</b>	<b>742,067</b>	<b>895,158</b>	<b>683,683</b>	<b>679,492</b>	<b>678,933</b>	<b>677,708</b>	<b>677,708</b>	<b>160,208</b>	<b>8,881,776</b>	<b>8,959,351</b>	<b>77,575</b>
<b>Monthly Surplus (Deficit)</b>	<b>(232,947)</b>	<b>(337,412)</b>	<b>(407,018)</b>	<b>(42,284)</b>	<b>(203,126)</b>	<b>280,344</b>	<b>(82,134)</b>	<b>(36,647)</b>	<b>(125,913)</b>	<b>(41,108)</b>	<b>(86,475)</b>	<b>(197,197)</b>	<b>748,499</b>	<b>(763,418)</b>	<b>106,995</b>	<b>(870,413)</b>

# TEACH Tech High School

## Monthly Cash Flow/Forecast FY24-25

Revised 02/12/25

Actuals Through: **31-Jan**

ADA = 324.89



	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(232,947)	(337,412)	(407,018)	(42,284)	(203,126)	280,344	(82,134)	(36,647)	(125,913)	(41,108)	(86,475)	(197,197)	748,499	(763,418)		
Cash flows from operating activities																
Depreciation/Amortization	6,427	6,327	6,301	6,513	6,513	6,513	6,211	4,142	4,142	4,142	4,142	4,142	-	65,512		
Public Funding Receivables	429,227	54,875	(89,894)	127,500	(65,721)	30,667	44,740	-	-	-	-	-	(908,706)	(377,313)		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Receivable	-	30,977	-	-	-	-	-	-	-	-	-	-	-	30,977		
Due To/From Related Parties	(32,377)	165,068	108,830	146,667	200,549	210,531	(1,830,826)	-	-	-	-	-	-	(1,031,558)		
Prepaid Expenses	23,966	5,175	27,185	8,025	(1,162)	(16,781)	(17,668)	-	-	-	-	-	-	28,738		
Other Assets	-	-	9,096	-	-	-	-	-	-	-	-	-	-	9,096		
Accounts Payable	(121,855)	(19,139)	(21,798)	29,647	(12,395)	(24,920)	160	-	-	-	-	-	160,208	(10,093)		
Accrued Expenses	(10,576)	(47,779)	-	9,930	-	-	(5,745)	-	-	-	-	-	-	(54,169)		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Deferred Revenue	-	-	-	(109,299)	-	993	(88,739)	-	-	(4,234)	-	-	-	(201,279)		
Cash flows from investing activities																
Purchases of Prop. And Equip.	(16,032)	(2,550)	(12,753)	-	-	-	-	-	-	-	-	-	-	(31,335)		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
<b>Total Change in Cash</b>	<b>45,833</b>	<b>(144,458)</b>	<b>(380,052)</b>	<b>176,698</b>	<b>(75,343)</b>	<b>487,345</b>	<b>(1,974,000)</b>	<b>(32,506)</b>	<b>(121,771)</b>	<b>(41,200)</b>	<b>(82,333)</b>	<b>(193,056)</b>				
Cash, Beginning of Month	8,267,444	8,313,278	8,168,819	7,788,767	7,965,466	7,890,123	8,377,468	6,403,468	6,370,962	6,249,190	6,207,990	6,125,657				
<b>Cash, End of Month</b>	<b>8,313,278</b>	<b>8,168,819</b>	<b>7,788,767</b>	<b>7,965,466</b>	<b>7,890,123</b>	<b>8,377,468</b>	<b>6,403,468</b>	<b>6,370,962</b>	<b>6,249,190</b>	<b>6,207,990</b>	<b>6,125,657</b>	<b>5,932,601</b>				

# TEACH Prep Elementary School

## Monthly Cash Flow/Forecast FY24-25

Revised 02/12/25

Actuals Through: **31-Jan**

ADA = 234.78



		Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
<b>ADA = 240.38</b>																	
<b>Revenues</b>																	
<b>State Aid - Revenue Limit</b>																	
8011	LCFF State Aid	-	135,045	135,045	243,080	243,080	243,080	243,080	245,518	237,324	237,324	237,324	237,324	237,313	2,674,538	2,752,810	(78,272)
8012	Education Protection Account	-	-	-	11,883	-	-	11,882	-	11,739	-	-	-	11,452	46,956	48,076	(1,120)
8096	In Lieu of Property Taxes	-	54,509	181,695	72,678	-	-	-	73,235	171,796	85,898	85,898	85,898	85,898	897,506	906,104	(8,598)
		-	189,554	316,740	327,641	243,080	243,080	254,962	318,753	420,860	323,223	323,223	323,223	334,663	3,619,000	3,706,990	(87,990)
<b>Federal Revenue</b>																	
8181	Special Education - Entitlement	-	3,638	12,125	4,851	-	-	-	5,280	6,325	6,325	6,325	6,325	6,325	57,521	58,893	(1,372)
8220	Federal Child Nutrition	-	-	3,402	32,797	74,276	-	29,743	17,914	17,914	17,914	17,914	17,914	35,829	265,618	193,029	72,589
8290	Title I, Part A - Basic Low Income	-	-	-	-	25,553	-	803	-	-	-	-	-	79,069	105,425	111,154	(5,729)
8291	Title II, Part A - Teacher Quality	-	-	-	-	2,633	-	10	-	-	-	-	-	7,930	10,573	11,235	(662)
8293	Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	-	-	-	10,651	(10,651)
		-	3,638	15,527	37,648	104,962	-	30,556	23,195	24,240	26,740	24,240	24,240	134,153	449,138	384,962	64,176
<b>Other State Revenue</b>																	
8311	State Special Education	-	12,822	42,740	17,095	-	-	-	21,940	28,882	28,882	28,882	28,882	28,882	239,006	244,705	(5,699)
8520	Child Nutrition	-	-	909	8,219	18,399	-	7,300	1,696	1,696	1,696	1,696	1,696	3,391	46,696	18,271	28,426
8545	School Facilities (SB740)	-	-	-	-	-	170,633	-	-	-	-	80,846	-	80,846	332,326	331,097	1,228
8550	Mandated Cost	-	-	-	-	-	4,767	-	-	-	-	-	-	-	4,767	4,753	14
8560	State Lottery	-	-	-	-	-	-	15,293	-	-	14,907	-	-	28,260	58,460	59,854	(1,394)
8598	Prior Year Revenue	-	-	-	-	-	-	4,398	-	-	-	-	-	-	4,398	-	4,398
8599	Other State Revenue	-	3,410	3,410	33,009	6,138	6,138	109,127	1,057	1,057	303,432	1,057	1,057	752,352	1,221,242	1,221,522	(280)
		-	16,232	47,059	58,322	24,537	181,538	136,119	24,692	31,634	348,917	112,480	31,634	893,731	1,906,896	1,880,203	26,693
<b>Other Local Revenue</b>																	
8660	Interest Revenue	6,806	6,680	31,857	13,984	29,378	14,550	15,164	6,000	6,000	6,000	6,000	6,000	-	148,419	72,000	76,419
		6,806	6,680	31,857	13,984	29,378	14,550	15,164	6,000	6,000	6,000	6,000	6,000	-	148,419	72,000	76,419
<b>Total Revenue</b>		<b>6,806</b>	<b>216,104</b>	<b>411,183</b>	<b>437,595</b>	<b>401,958</b>	<b>439,168</b>	<b>436,801</b>	<b>372,640</b>	<b>482,733</b>	<b>704,879</b>	<b>465,943</b>	<b>385,096</b>	<b>1,362,547</b>	<b>6,123,453</b>	<b>6,044,154</b>	<b>79,298</b>

# TEACH Prep Elementary School

## Monthly Cash Flow/Forecast FY24-25

Revised 02/12/25

Actuals Through: **31-Jan**

ADA = 234.78



		Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
<b>Expenses</b>																	
<b>Certificated Salaries</b>																	
1100	Teachers' Salaries	17,477	73,342	69,611	66,421	67,526	66,421	67,045	82,339	82,339	82,339	82,339	82,339	-	839,536	930,220	90,684
1170	Teachers' Substitute Hours	-	-	-	-	-	-	-	(0)	(0)	(0)	(0)	(0)	(0)	(0)	65,825	65,825
1175	Teachers' Extra Duty/Stipends	-	-	-	-	30,540	-	-	-	-	-	-	-	30,540	61,080	16,125	(44,955)
1300	Administrators' Salaries	20,253	15,961	20,253	26,417	32,582	32,582	32,582	32,582	32,582	32,582	32,582	32,582	-	343,542	386,271	42,729
		37,730	89,303	89,863	92,838	130,648	99,003	99,627	114,921	114,921	114,921	114,921	114,921	30,540	1,244,158	1,398,441	154,283
<b>Classified Salaries</b>																	
2100	Instructional Salaries	10,026	22,973	29,495	29,822	39,693	29,805	25,436	25,453	25,453	25,453	25,453	25,453	-	314,518	338,075	23,557
2400	Clerical and Office Staff Salaries	8,847	9,692	9,913	10,212	12,320	9,289	9,042	10,070	10,070	10,070	10,070	10,070	-	119,662	120,838	1,176
2900	Other Classified Salaries	12,240	12,102	12,039	11,461	13,356	10,240	9,401	15,576	15,576	15,576	15,576	15,576	-	158,717	175,889	17,171
		31,113	44,767	51,447	51,495	65,369	49,333	43,879	51,099	51,099	51,099	51,099	51,099	-	592,897	634,801	41,904
<b>Benefits</b>																	
3101	STRS	7,206	17,057	17,164	17,732	22,738	18,910	19,029	22,877	22,877	22,877	22,877	22,877	-	234,222	267,102	32,880
3301	OASDI	1,921	2,768	3,182	4,232	4,045	3,051	2,713	3,298	3,298	3,298	3,298	3,298	-	38,398	41,326	2,928
3311	Medicare	995	1,940	2,045	2,089	2,838	2,147	2,076	2,508	2,508	2,508	2,508	2,508	-	26,668	29,942	3,274
3401	Health and Welfare	14,751	16,940	19,524	20,134	17,940	20,341	19,281	19,500	19,500	19,500	19,500	19,500	-	226,413	144,000	(82,413)
3501	State Unemployment	86	785	226	131	221	122	4,870	3,332	1,666	833	833	833	-	13,939	17,150	3,211
3601	Workers' Compensation	-	4,687	3,406	1,172	-	1,172	1,172	2,421	2,421	2,421	2,421	2,421	-	23,715	28,910	5,195
3901	Other Benefits	1,496	1,928	2,222	2,250	2,791	2,056	2,023	4,497	4,497	4,497	4,497	4,497	-	37,251	53,690	16,439
		26,455	46,104	47,769	47,739	50,574	47,798	51,164	58,433	56,767	55,934	55,934	55,934	-	600,606	582,119	(18,487)

# TEACH Prep Elementary School

## Monthly Cash Flow/Forecast FY24-25

Revised 02/12/25

Actuals Through: **31-Jan**

ADA = 234.78



	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
<b>Books and Supplies</b>																
4100 Textbooks and Core Materials	-	71,286	(1,802)	-	-	-	-	-	-	-	-	-	-	69,484	9,800	(59,684)
4302 School Supplies	4,530	131	241	2,843	-	-	1,570	3,008	3,008	3,008	3,008	3,008	-	24,357	37,000	12,643
4305 Software	36,328	3,128	25,351	17,859	3,801	2,893	355	6,358	6,358	6,358	6,358	6,358	-	121,508	119,100	(2,408)
4310 Office Expense	3,452	14,253	7,351	5,185	807	1,942	6,131	7,200	7,200	7,200	7,200	7,200	-	75,121	88,500	13,379
4311 Business Meals	206	-	-	-	172	413	-	142	142	142	142	142	-	1,500	1,700	200
4400 Noncapitalized Equipment	3,402	19,335	-	-	-	-	120	-	-	-	-	-	-	22,857	45,000	22,143
4700 Food Services	1,450	(1,450)	37,696	41,733	35,538	30,567	28,596	28,392	28,392	28,392	28,392	28,392	-	316,091	211,300	(104,791)
	49,368	106,683	68,838	67,620	40,319	35,816	36,772	45,101	45,101	45,101	45,101	45,101	-	630,919	512,400	(118,519)
<b>Subagreement Services</b>																
5102 Special Education	-	3,440	24,622	-	75,536	-	90,300	39,991	39,991	39,991	39,991	39,991	-	393,852	173,900	(219,952)
5103 Substitute Teacher	-	-	5,092	9,093	11,508	2,404	12,315	5,318	5,318	5,318	5,318	5,318	-	67,003	59,900	(7,103)
5104 Transportation	5,000	21,453	26,558	31,519	41,795	11,375	38,966	32,755	32,755	32,755	32,755	32,755	-	340,437	87,300	(253,137)
5105 Security	728	4,727	5,042	10,518	2,310	4,506	4,628	2,118	2,118	2,118	2,118	2,118	-	43,048	23,900	(19,148)
5106 Other Educational Consultants	-	-	5,555	-	66,095	-	20,705	15,600	15,600	15,600	15,600	15,600	-	170,355	159,700	(10,655)
	5,728	29,619	66,870	51,130	197,243	18,285	166,913	95,782	95,782	95,782	95,782	95,782	-	1,014,695	504,700	(509,995)
<b>Operations and Housekeeping</b>																
5201 Auto and Travel	185	-	-	-	135	89	-	45	45	45	45	45	-	637	500	(137)
5300 Dues & Memberships	7,006	-	-	-	-	-	-	542	542	542	542	542	-	9,714	6,600	(3,114)
5400 Insurance	-	17,630	4,407	4,407	-	4,407	4,407	4,583	4,583	4,583	4,583	4,583	-	58,177	65,500	7,323
5502 Janitorial Services	12,114	12,370	16,295	10,010	6,070	10,118	14,746	275	275	275	275	275	-	83,097	3,300	(79,797)
5900 Communications	3,262	-	3	4	-	8,390	3	933	933	933	933	933	-	16,327	11,500	(4,827)
5901 Postage and Shipping	3,723	450	-	100	2,850	-	-	-	-	-	-	-	-	7,123	100	(7,023)
	26,290	30,450	20,706	14,520	9,055	23,004	19,156	6,379	6,379	6,379	6,379	6,379	-	175,076	87,500	(87,576)
<b>Facilities, Repairs and Other Leases</b>																
5601 Rent	46,652	46,652	46,652	46,652	46,652	46,652	46,651	52,283	52,283	52,283	52,283	52,283	39,419	627,400	642,400	15,000
5603 Equipment Leases	451	755	2,044	2,661	1,671	320	3,820	1,367	1,367	1,367	1,367	1,367	-	18,555	16,800	(1,755)
5610 Repairs and Maintenance	-	1,912	2,932	935	1,563	6,294	4,510	7,317	7,317	7,317	7,317	7,317	-	54,730	89,900	35,170
	47,103	49,319	51,628	50,248	49,887	53,267	54,980	60,967	60,967	60,967	60,967	60,967	39,419	700,685	749,100	48,415
<b>Professional/Consulting Services</b>																
5802 Audit & Taxes	5,816	-	-	-	2,695	-	6,585	-	-	-	-	-	-	15,096	12,100	(2,996)
5803 Legal	-	-	-	956	1,223	-	-	342	342	342	342	342	-	3,887	4,200	313
5804 Professional Development	983	4,950	-	-	1,939	-	1,500	1,100	1,100	1,100	1,100	1,100	-	14,872	11,300	(3,572)
5805 General Consulting	-	1,000	500	3,333	-	1,167	1,000	46,596	46,596	46,596	46,596	46,596	225,978	465,955	545,155	79,200
5806 Special Activities/Field Trips	(430)	3,634	(82)	-	3,055	-	-	4,733	-	-	-	-	-	10,910	14,600	3,690
5807 Bank Charges	-	-	-	-	1,102	65	65	-	-	-	-	-	-	1,231	-	(1,231)
5808 Printing	-	9,377	3,358	-	4,850	150	11,491	1,680	1,680	1,680	1,680	1,680	-	37,626	17,200	(20,426)
5809 Other taxes and fees	-	-	900	-	1,805	-	-	1,200	1,200	1,200	1,200	1,200	-	8,705	12,300	3,595
5810 Payroll Service Fee	807	807	807	858	858	858	858	350	350	350	350	350	-	7,602	4,300	(3,302)
5811 Management Fee	8,156	28,040	46,162	51,545	46,792	46,510	36,457	54,702	54,702	54,702	54,702	54,702	93,404	630,575	648,885	18,311
5812 District Oversight Fee	-	2,171	7,237	2,894	-	-	-	3,188	4,209	3,232	3,232	3,232	6,795	36,190	37,070	880
5813 County Fees	-	-	-	-	1,702	-	-	-	-	1,275	-	-	1,275	4,252	5,300	1,049
5814 SPED Encroachment	-	10,701	35,670	14,269	-	-	-	9,526	21,170	21,170	21,170	21,170	11,643	166,490	170,460	3,970
5815 Public Relations/Recruitment	-	2,333	1,167	1,167	1,167	-	-	1,150	1,150	1,150	1,150	1,150	-	11,583	11,800	217
	15,332	63,012	95,718	75,022	67,185	48,750	57,955	124,566	132,497	132,796	131,521	131,521	339,096	1,414,972	1,494,670	79,698
<b>Depreciation</b>																
6900 Depreciation Expense	4,255	4,490	4,455	4,455	4,757	4,757	4,344	4,025	4,025	4,025	4,025	4,025	-	51,637	49,500	(2,137)
	4,255	4,490	4,455	4,455	4,757	4,757	4,344	4,025	4,025	4,025	4,025	4,025	-	51,637	49,500	(2,137)
<b>Interest</b>																
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>243,374</b>	<b>463,747</b>	<b>497,294</b>	<b>455,068</b>	<b>615,038</b>	<b>380,013</b>	<b>534,790</b>	<b>561,272</b>	<b>567,537</b>	<b>567,003</b>	<b>565,728</b>	<b>565,728</b>	<b>409,055</b>	<b>6,425,646</b>	<b>6,013,231</b>	<b>(412,414)</b>
<b>Monthly Surplus (Deficit)</b>	<b>(236,568)</b>	<b>(247,643)</b>	<b>(86,110)</b>	<b>(17,473)</b>	<b>(213,080)</b>	<b>59,155</b>	<b>(97,989)</b>	<b>(188,632)</b>	<b>(84,804)</b>	<b>137,876</b>	<b>(99,785)</b>	<b>(180,632)</b>	<b>953,492</b>	<b>(302,193)</b>	<b>30,923</b>	<b>(333,116)</b>

# TEACH Prep Elementary School

## Monthly Cash Flow/Forecast FY24-25

Revised 02/12/25

Actuals Through: **31-Jan**

ADA = 234.78



	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
<b>Cash Flow Adjustments</b>																
Monthly Surplus (Deficit)	(236,568)	(247,643)	(86,110)	(17,473)	(213,080)	59,155	(97,989)	(188,632)	(84,804)	137,876	(99,785)	(180,632)	953,492	(302,193)		
Cash flows from operating activities																
Depreciation/Amortization	4,255	4,490	4,455	4,455	4,757	4,757	4,344	4,025	4,025	4,025	4,025	4,025	-	51,637		
Public Funding Receivables	499,493	77,479	(44,610)	(16,376)	5,351	41,016	56,460	-	-	-	-	-	(1,362,547)	(743,736)		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Accounts Receivable	-	-	2,856	-	-	-	-	-	-	-	-	-	-	2,856		
Due To/From Related Parties	(46,844)	129,215	138,425	93,040	143,462	112,983	325,357	-	-	-	-	-	-	895,637		
Prepaid Expenses	20,970	4,838	12,912	1,049	88	(12,523)	6,574	-	-	-	-	-	-	33,907		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Accounts Payable	(161,955)	16,744	(23,405)	48,180	39,745	(87,924)	49,630	-	-	-	-	-	409,055	290,069		
Accrued Expenses	(8,098)	-	(11,300)	17,626	(17,163)	-	(464)	-	-	-	-	-	-	(19,399)		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Deferred Revenue	367	31,922	31,922	30,589	57,460	58,487	(45,529)	-	-	(2,500)	-	-	152,718	315,436		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	(12,042)	(8,750)	(9,350)	-	-	(9,092)	-	-	-	-	-	-	(39,234)		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
<b>Total Change in Cash</b>	<b>71,619</b>	<b>5,002</b>	<b>16,394</b>	<b>151,740</b>	<b>20,619</b>	<b>175,950</b>	<b>289,290</b>	<b>(184,607)</b>	<b>(80,779)</b>	<b>139,401</b>	<b>(95,760)</b>	<b>(176,607)</b>				
Cash, Beginning of Month	4,054,417	4,126,036	4,131,038	4,147,432	4,299,172	4,319,791	4,495,741	4,785,031	4,600,424	4,519,645	4,659,046	4,563,286				
Cash, End of Month	<b>4,126,036</b>	<b>4,131,038</b>	<b>4,147,432</b>	<b>4,299,172</b>	<b>4,319,791</b>	<b>4,495,741</b>	<b>4,785,031</b>	<b>4,600,424</b>	<b>4,519,645</b>	<b>4,659,046</b>	<b>4,563,286</b>	<b>4,386,680</b>				

**TEACH Public Schools**  
**Monthly Cash Flow/Forecast FY24-25**

Revised 02/11/25

Actuals Through: **31-Jan**

ADA = 0.01



	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
<b>Revenues</b>															<b>ADA = 0.01</b>	
State Aid - Revenue Limit	-	-	-	-	-	-	-	0	0	(0)	(0)	(0)	1	-	-	-
Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other State Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Other Local Revenue</b>																
8660 Interest Revenue	-	-	7,937	2,495	2,382	2,327	1,235	-	-	-	-	-	-	16,376	-	16,376
8689 Other Fees and Contracts	28,108	110,134	109,927	206,561	152,997	231,429	175,624	184,844	184,844	184,844	184,844	184,844	279,127	2,218,127	2,303,213	(85,086)
	28,108	110,134	117,864	209,057	155,379	233,755	176,859	184,844	184,844	184,844	184,844	184,844	279,127	2,234,503	2,303,213	(68,710)
<b>Total Revenue</b>	<b>28,108</b>	<b>110,134</b>	<b>117,864</b>	<b>209,057</b>	<b>155,379</b>	<b>233,755</b>	<b>176,859</b>	<b>184,844</b>	<b>184,844</b>	<b>184,844</b>	<b>184,844</b>	<b>184,844</b>	<b>279,128</b>	<b>2,234,503</b>	<b>2,303,213</b>	<b>(68,710)</b>



**TEACH Public Schools**  
**Monthly Cash Flow/Forecast FY24-25**

Revised 02/11/25

Actuals Through: **31-Jan**

ADA = 0.01



		Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
<b>Expenses</b>																	
<b>Certificated Salaries</b>																	
1100	Teachers' Salaries	-	-	-	-	-	-	-	4,125	4,125	4,125	4,125	4,125	-	20,625	49,500	28,875
1175	Teachers' Extra Duty/Stipends	-	-	-	-	20,130	-	-	-	-	-	-	-	-	20,130	-	(20,130)
1300	Administrators' Salaries	82,883	72,584	67,400	67,400	67,400	67,400	67,400	67,100	67,100	67,100	67,100	67,100	-	827,964	805,196	(22,768)
1900	Other Certificated Salaries	-	-	-	-	-	-	-	5,466	5,466	5,466	5,466	5,466	38,262	65,591	64,904	(687)
		82,883	72,584	67,400	67,400	87,529	67,400	67,400	76,691	76,691	76,691	76,691	76,691	38,262	934,310	919,600	(14,710)
<b>Classified Salaries</b>																	
2200	Classified Administrators' Salaries	-	-	-	-	-	-	-	33,398	33,398	33,398	33,398	33,398	-	166,989	387,027	220,037
2300	Clerical and Office Staff Salaries	38,145	33,698	33,698	33,698	43,717	33,698	33,698	8,821	8,821	8,821	8,821	8,821	-	294,460	105,858	(188,602)
2400	Other Classified Salaries	14,057	8,850	8,850	8,850	11,475	8,850	8,850	-	-	-	-	-	-	69,782	-	(69,782)
		52,202	42,548	42,548	42,548	55,192	42,548	42,548	42,219	42,219	42,219	42,219	42,219	-	531,231	492,885	(38,346)
<b>Benefits</b>																	
3101	STRS	12,816	12,816	12,816	12,816	16,661	12,816	12,816	14,428	14,428	14,428	14,428	14,428	-	165,697	175,644	9,946
3301	OASDI	3,179	2,580	2,580	3,689	3,364	1,740	2,612	2,496	2,496	2,496	2,496	2,496	-	32,225	30,559	(1,666)
3311	Medicare	1,927	1,638	1,563	1,563	2,038	1,563	1,580	1,679	1,679	1,679	1,679	1,679	-	20,265	20,481	216
3401	Health and Welfare	8,740	10,176	11,328	8,761	8,584	5,872	11,197	7,333	7,333	7,333	7,333	7,333	-	101,324	88,000	(13,324)
3501	State Unemployment	-	-	-	-	-	-	2,055	980	490	245	245	245	-	4,260	4,900	640
3601	Workers' Compensation	-	3,241	810	810	-	810	810	1,621	1,621	1,621	1,621	1,621	-	14,587	19,775	5,188
3901	Other Benefits	4,453	4,453	4,453	4,453	5,781	4,460	4,453	5,789	5,789	5,789	5,789	5,789	-	61,448	70,624	9,176
		31,115	34,904	33,550	32,091	36,427	27,260	35,522	34,326	33,836	33,591	33,591	33,591	-	399,806	409,982	10,176

**TEACH Public Schools**  
**Monthly Cash Flow/Forecast FY24-25**

Revised 02/11/25

Actuals Through: **31-Jan**

ADA = 0.01



	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
<b>Books and Supplies</b>																
4302 School Supplies	-	-	-	-	-	-	-	183	183	183	183	183	-	917	2,200	1,283
4305 Software	173	66	32	307	2	-	200	600	600	600	600	600	-	3,780	7,200	3,420
4310 Office Expense	8,229	10,156	2,031	2,201	1,501	1,863	4,963	5,542	5,542	5,542	5,542	5,542	-	58,652	66,500	7,848
4311 Business Meals	2,662	343	134	296	135	122	47	900	900	900	900	900	-	8,239	10,800	2,561
4400 Noncapitalized Equipment	-	671	411	3,106	-	-	1,212	-	-	-	-	-	-	5,399	47,400	42,001
	<b>11,063</b>	<b>11,237</b>	<b>2,607</b>	<b>5,910</b>	<b>1,639</b>	<b>1,985</b>	<b>6,421</b>	<b>7,225</b>	<b>7,225</b>	<b>7,225</b>	<b>7,225</b>	<b>7,225</b>	-	<b>76,987</b>	<b>134,100</b>	<b>57,113</b>
<b>Subagreement Services</b>																
5105 Security	-	-	-	-	-	-	-	482	482	482	482	482	-	2,409	5,300	2,891
	-	-	-	-	-	-	-	482	482	482	482	482	-	2,409	5,300	2,891
<b>Operations and Housekeeping</b>																
5201 Auto and Travel	18,134	373	-	5,772	5,371	197	703	2,245	2,245	2,245	2,245	2,245	-	41,778	24,700	(17,078)
5400 Insurance	-	-	-	54	-	-	-	8	8	8	8	8	-	96	100	4
5501 Utilities	-	1,370	1,418	1,523	1,237	1,685	1,588	700	700	700	700	700	-	12,321	8,400	(3,921)
5900 Communications	-	-	5,511	1,734	3,515	1,763	1,763	1,408	1,408	1,408	1,408	1,408	-	21,326	16,900	(4,426)
5901 Postage and Shipping	480	20	51	943	20	620	30	630	630	630	630	630	-	5,314	6,300	986
	<b>18,614</b>	<b>1,764</b>	<b>6,980</b>	<b>10,026</b>	<b>10,142</b>	<b>4,264</b>	<b>4,084</b>	<b>4,992</b>	<b>4,992</b>	<b>4,992</b>	<b>4,992</b>	<b>4,992</b>	-	<b>80,834</b>	<b>56,400</b>	<b>(24,434)</b>
<b>Facilities, Repairs and Other Leases</b>																
5603 Equipment Leases	-	157	-	82	-	-	-	50	50	50	50	50	-	489	600	111
5610 Repairs and Maintenance	-	-	-	-	-	-	-	75	75	75	75	75	-	375	900	525
	-	157	-	82	-	-	-	125	125	125	125	125	-	864	1,500	636
<b>Professional/Consulting Services</b>																
5803 Legal	-	-	-	150	-	-	-	833	833	833	833	833	-	4,317	10,000	5,683
5804 Professional Development	14,000	-	-	-	(2,700)	799	799	2,140	2,140	2,140	2,140	2,140	-	23,598	21,400	(2,198)
5805 General Consulting	-	-	-	-	908	908	-	510	510	510	510	510	-	4,367	5,100	733
5806 Special Activities/Field Trips	-	-	-	-	-	-	-	100	-	-	-	-	-	100	300	200
5807 Bank Charges	125	125	145	125	125	125	125	190	190	190	190	190	-	1,845	1,900	55
5809 Other taxes and fees	-	3,031	-	322	(1,734)	-	78	280	280	280	280	280	-	3,097	2,800	(297)
5810 Payroll Service Fee	-	-	-	-	-	-	-	58	58	58	58	58	-	292	700	408
5811 Management Fee	-	-	-	-	-	-	-	0	0	0	0	0	-	0	0	0
5814 SPED Encroachment	-	-	(150,575)	-	-	-	-	-	-	-	-	-	150,575	-	0	0
5815 Public Relations/Recruitment	-	-	-	-	-	-	-	280	280	280	280	280	-	1,400	2,800	1,400
	<b>14,125</b>	<b>3,156</b>	<b>(150,430)</b>	<b>597</b>	<b>(3,401)</b>	<b>1,832</b>	<b>1,002</b>	<b>4,392</b>	<b>4,292</b>	<b>4,292</b>	<b>4,292</b>	<b>4,292</b>	<b>150,575</b>	<b>39,015</b>	<b>45,000</b>	<b>5,986</b>
<b>Depreciation</b>																
6900 Depreciation Expense	3,190	3,190	3,181	3,181	3,478	3,329	3,329	3,329	3,329	3,329	3,329	3,329	-	39,522	13,400	(26,122)
	3,190	3,190	3,181	3,181	3,478	3,329	3,329	3,329	3,329	3,329	3,329	3,329	-	39,522	13,400	(26,122)
<b>Interest</b>																
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>213,192</b>	<b>169,539</b>	<b>5,836</b>	<b>161,835</b>	<b>191,007</b>	<b>148,618</b>	<b>160,306</b>	<b>173,781</b>	<b>173,191</b>	<b>172,946</b>	<b>172,946</b>	<b>172,946</b>	<b>188,837</b>	<b>2,104,979</b>	<b>2,078,167</b>	<b>(26,811)</b>
<b>Monthly Surplus (Deficit)</b>	<b>(185,084)</b>	<b>(59,404)</b>	<b>112,028</b>	<b>47,222</b>	<b>(35,628)</b>	<b>85,137</b>	<b>16,553</b>	<b>11,063</b>	<b>11,653</b>	<b>11,898</b>	<b>11,898</b>	<b>11,898</b>	<b>90,291</b>	<b>129,524</b>	<b>225,045</b>	<b>(95,521)</b>

**TEACH Public Schools**  
**Monthly Cash Flow/Forecast FY24-25**

Revised 02/11/25

Actuals Through: **31-Jan**

ADA = 0.01



	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(185,084)	(59,404)	112,028	47,222	(35,628)	85,137	16,553	11,063	11,653	11,898	11,898	11,898	90,291	129,524		
Cash flows from operating activities																
Depreciation/Amortization	3,190	3,190	3,181	3,181	3,478	3,329	3,329	3,329	3,329	3,329	3,329	3,329	-	39,522		
Public Funding Receivables	-	-	-	-	-	-	-	-	-	-	-	-	(279,128)	(279,128)		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Due To/From Related Parties	428,445	(183,041)	13,882	(115,012)	(125,460)	(41,632)	(162,474)	-	-	-	-	-	-	(185,291)		
Prepaid Expenses	5,609	1,134	8,484	-	-	(2,330)	2,330	-	-	-	-	-	-	15,228		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable	(16,174)	-	-	-	312	(312)	-	-	-	-	-	-	188,837	172,663		
Accrued Expenses	(151,159)	75,038	(118,592)	22,738	34,008	(42,057)	(8,561)	-	-	-	-	-	-	(188,586)		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	(1,925)	-	(5,346)	-	-	-	-	-	-	-	-	(7,271)		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
<b>Total Change in Cash</b>	<b>84,828</b>	<b>(163,083)</b>	<b>17,059</b>	<b>(41,871)</b>	<b>(128,636)</b>	<b>2,135</b>	<b>(148,823)</b>	<b>14,392</b>	<b>14,982</b>	<b>15,227</b>	<b>15,227</b>	<b>15,227</b>				
Cash, Beginning of Month	1,174,739	1,259,567	1,096,484	1,113,542	1,071,671	943,035	945,170	796,347	810,739	825,722	840,948	856,175				
<b>Cash, End of Month</b>	<b>1,259,567</b>	<b>1,096,484</b>	<b>1,113,542</b>	<b>1,071,671</b>	<b>943,035</b>	<b>945,170</b>	<b>796,347</b>	<b>810,739</b>	<b>825,722</b>	<b>840,948</b>	<b>856,175</b>	<b>871,402</b>				

# TEACH Academy of Technologies



## Multi-Year Forecast

Revised 02/12/25

	2024-25	2025-26	2026-27
	Forecast	Forecast	Forecast
<b>Assumptions</b>			
LCFF COLA	1.07%	2.43%	3.52%
Non-LCFF Revenue COLA	n/a	2.00%	2.00%
Expense COLA	2.00%	1.00%	1.00%
Enrollment	471.25	471.25	471.25
Average Daily Attendance	412.56	412.56	412.56
<b>Revenues</b>			
<b>State Aid - Revenue Limit</b>			
8011 LCFF State Aid	\$ 3,740,486	\$ 3,867,756	\$ 4,063,061
8012 Education Protection Account	646,578	665,523	686,023
8019 State Aid - Prior Year	-	-	-
8096 In Lieu of Property Taxes	1,577,119	1,577,119	1,577,119
	<u>5,964,184</u>	<u>6,110,398</u>	<u>6,326,203</u>
<b>Federal Revenue</b>			
8181 Special Education - Entitlement	101,078	103,099	105,161
8182 Special Education - Discretionary	-	-	-
8220 Federal Child Nutrition	341,662	348,495	355,465
8290 Title I, Part A - Basic Low Income	222,397	226,845	231,382
8291 Title II, Part A - Teacher Quality	24,396	24,884	25,382
8293 Title III - Limited English	-	-	-
8294 Title V, Part B - PCSG	-	-	-
8295 Charter Facility Incentive Grant	-	-	-
8296 Other Federal Revenue	177,904	-	-
8299 Prior Year Federal Revenue	-	-	-
	<u>867,436</u>	<u>703,323</u>	<u>717,389</u>
<b>Other State Revenue</b>			
8311 State Special Education	419,987	428,387	436,955
8520 Child Nutrition	53,657	54,730	55,824
8545 School Facilities (SB740)	575,783	562,404	562,404
8550 Mandated Cost	8,230	8,189	8,189
8560 State Lottery	102,728	104,782	106,878
8598 Prior Year Revenue	6,339	6,466	6,595
8599 Other State Revenue	883,555	886,038	790,449
	<u>2,050,279</u>	<u>2,050,996</u>	<u>1,967,294</u>
<b>Other Local Revenue</b>			
8634 Food Service Sales	-	-	-
8650 Lease and Rental Income	-	-	-
8660 Interest Revenue	224,985	229,485	234,075
8689 Other Fees and Contracts	-	-	-
8698 ASB Fundraising	-	-	-
8699 School Fundraising	7	7	7
8980 Contributions, Unrestricted	-	-	-
8990 Contributions, Restricted	-	-	-
	<u>224,992</u>	<u>229,492</u>	<u>234,082</u>
<b>Total Revenue</b>	<b>\$ 9,106,891</b>	<b>\$ 9,094,209</b>	<b>\$ 9,244,969</b>

# TEACH Academy of Technologies

## Multi-Year Forecast

Revised 02/12/25



	2024-25	2025-26	2026-27
	Forecast	Forecast	Forecast
<b>Expenses</b>			
<b>Certificated Salaries</b>			
1100 Teachers' Salaries	1,506,729	1,477,474	1,492,249
1170 Teachers' Substitute Hours	60,945	61,666	112,783
1175 Teachers' Extra Duty/Stipends	52,339	-	-
1200 Pupil Support Salaries	226,973	246,913	249,382
1300 Administrators' Salaries	430,266	508,933	514,023
1900 Other Certificated Salaries	-	-	-
	<u>2,277,252</u>	<u>2,294,986</u>	<u>2,368,436</u>
<b>Classified Salaries</b>			
2100 Instructional Salaries	206,446	274,252	276,995
2200 Support Salaries	27,917	67,670	68,346
2300 Classified Administrators' Salaries	19,420	43,151	43,582
2400 Clerical and Office Staff Salaries	235,495	278,227	281,010
2900 Other Classified Salaries	232,118	242,867	245,296
	<u>721,395</u>	<u>906,167</u>	<u>915,229</u>
<b>Benefits</b>			
3101 STRS	394,943	447,892	452,371
3202 PERS	244,005	258,258	264,501
3301 OASDI	60,495	56,182	56,744
3311 Medicare	44,853	47,142	47,613
3401 Health and Welfare	298,600	323,200	326,432
3501 State Unemployment	24,008	24,010	24,010
3601 Workers' Compensation	36,664	45,516	45,971
3901 Other Benefits	14,433	-	-
	<u>1,118,001</u>	<u>1,202,200</u>	<u>1,217,643</u>

**TEACH Academy of Technologies****Multi-Year Forecast**

Revised 02/12/25



	2024-25	2025-26	2026-27
	Forecast	Forecast	Forecast
<b>Books and Supplies</b>			
4100 Textbooks and Core Curricula	85,562	61,417	62,031
4200 Books and Other Materials	3,000	3,030	3,060
4302 School Supplies	51,879	52,398	52,922
4305 Software	158,214	84,796	85,644
4310 Office Expense	114,610	115,756	116,914
4311 Business Meals	190	192	194
4312 School Fundraising	292	295	298
4400 Noncapitalized Equipment	54,252	54,794	55,342
4700 Food Services	395,318	399,272	403,264
	<b>863,317</b>	<b>771,950</b>	<b>779,669</b>
<b>Subagreement Services</b>			
5101 Nursing	-	-	-
5102 Special Education	566,516	372,181	375,903
5103 Substitute Teacher	130,311	131,614	132,930
5104 Transportation	308,613	161,699	163,316
5105 Security	67,191	67,862	68,541
5106 Other Educational Consultants	257,632	235,208	197,560
	<b>1,330,263</b>	<b>968,565</b>	<b>938,251</b>
<b>Operations and Housekeeping</b>			
5201 Auto and Travel	991	1,001	1,011
5300 Dues & Memberships	11,395	11,508	11,624
5400 Insurance	103,095	104,125	105,167
5501 Utilities	104,593	105,638	106,695
5502 Janitorial Services	163,333	134,966	136,316
5516 Miscellaneous Expense	-	-	-
5531 ASB Fundraising Expense	-	-	-
5900 Communications	4,259	4,302	4,345
5901 Postage and Shipping	7,963	8,042	8,123
	<b>395,627</b>	<b>369,583</b>	<b>373,279</b>

# TEACH Academy of Technologies



## Multi-Year Forecast

Revised 02/12/25

	2024-25	2025-26	2026-27
	Forecast	Forecast	Forecast
<b>Facilities, Repairs and Other Leases</b>			
5601 Rent	870,028	870,028	870,028
5602 Additional Rent	708	715	723
5603 Equipment Leases	33,210	33,542	33,877
5604 Other Leases	-	-	-
5605 Real/Personal Property Taxes	-	-	-
5610 Repairs and Maintenance	71,388	22,102	22,323
	<u>975,334</u>	<u>926,387</u>	<u>926,951</u>
<b>Professional/Consulting Services</b>			
5801 IT	208	210	213
5802 Audit & Taxes	15,098	15,249	15,402
5803 Legal	23,590	23,826	24,065
5804 Professional Development	25,711	25,968	26,227
5805 General Consulting	11,551	11,667	11,784
5806 Special Activities/Field Trips	11,539	11,655	11,771
5807 Bank Charges	2,889	2,918	2,948
5808 Printing	39,226	39,618	40,014
5809 Other taxes and fees	16,976	17,145	17,317
5810 Payroll Service Fee	7,770	7,847	7,926
5811 Management Fee	945,053	954,504	964,049
5812 District Oversight Fee	59,642	61,104	63,262
5813 County Fees	4,521	4,566	4,612
5814 SPED Encroachment	292,560	292,560	292,560
5815 Public Relations/Recruitment	12,184	12,306	12,429
	<u>1,468,518</u>	<u>1,481,144</u>	<u>1,494,577</u>
<b>Depreciation</b>			
6900 Depreciation Expense	110,832	111,940	113,059
	<u>110,832</u>	<u>111,940</u>	<u>113,059</u>
<b>Interest</b>			
7438 Interest Expense	15,462	15,456	15,456
	<u>15,462</u>	<u>15,456</u>	<u>15,456</u>
<b>Total Expenses</b>	<b>\$ 9,276,000</b>	<b>\$ 9,048,378</b>	<b>\$ 9,142,550</b>
<b>Surplus (Deficit)</b>	<b>\$ (169,109)</b>	<b>\$ 45,830</b>	<b>\$ 102,420</b>
Fund Balance, Beginning of Year	\$ 7,166,233	\$ 6,997,124	\$ 7,042,954
<b>Fund Balance, End of Year</b>	<b>\$ 6,997,124</b>	<b>\$ 7,042,954</b>	<b>\$ 7,145,374</b>
	<b>75.4%</b>	<b>77.8%</b>	<b>78.2%</b>

# TEACH Tech High School

## Multi-Year Forecast

Revised 02/12/25



	2024-25	2025-26	2026-27
	Forecast	Forecast	Forecast
<b>Assumptions</b>			
LCFF COLA	1.07%	2.43%	3.52%
Non-LCFF Revenue COLA	n/a	2.00%	2.00%
Expense COLA	2.00%	1.00%	1.00%
Enrollment	367.98	367.98	367.98
Average Daily Attendance	324.89	324.89	324.89
<b>Revenues</b>			
<b>State Aid - Revenue Limit</b>			
8011 LCFF State Aid	\$ 4,322,398	\$ 4,449,552	\$ 4,652,531
8012 Education Protection Account	64,978	64,978	64,978
8019 State Aid - Prior Year	-	-	-
8096 In Lieu of Property Taxes	1,241,973	1,241,973	1,241,973
	<u>5,629,349</u>	<u>5,756,503</u>	<u>5,959,483</u>
<b>Federal Revenue</b>			
8181 Special Education - Entitlement	79,598	81,190	82,814
8182 Special Education - Discretionary	-	-	-
8220 Federal Child Nutrition	256,943	262,081	267,323
8290 Title I, Part A - Basic Low Income	194,118	198,000	201,960
8291 Title II, Part A - Teacher Quality	20,048	20,449	20,858
8293 Title III - Limited English	-	-	-
8294 Title V, Part B - PCSG	-	-	-
8295 Charter Facility Incentive Grant	-	-	-
8296 Other Federal Revenue	16,936	13,936	13,936
8299 Prior Year Federal Revenue	-	-	-
	<u>567,643</u>	<u>575,657</u>	<u>586,891</u>
<b>Other State Revenue</b>			
8311 State Special Education	330,738	337,353	344,100
8520 Child Nutrition	40,624	41,437	42,266
8545 School Facilities (SB740)	477,060	442,890	442,890
8550 Mandated Cost	19,851	17,924	17,924
8560 State Lottery	80,898	82,516	84,166
8598 Prior Year Revenue	2,116	2,158	2,201
8599 Other State Revenue	537,631	516,670	92,840
	<u>1,488,917</u>	<u>1,440,947</u>	<u>1,026,386</u>
<b>Other Local Revenue</b>			
8634 Food Service Sales	-	-	-
8650 Lease and Rental Income	-	-	-
8660 Interest Revenue	432,448	441,097	449,919
8689 Other Fees and Contracts	-	-	-
8698 ASB Fundraising	-	-	-
8699 School Fundraising	-	-	-
8980 Contributions, Unrestricted	-	-	-
8990 Contributions, Restricted	-	-	-
	<u>432,448</u>	<u>441,097</u>	<u>449,919</u>
<b>Total Revenue</b>	<b>\$ 8,118,357</b>	<b>\$ 8,214,204</b>	<b>\$ 8,022,679</b>



# TEACH Tech High School

## Multi-Year Forecast

Revised 02/12/25



	2024-25	2025-26	2026-27
	Forecast	Forecast	Forecast
<b>Expenses</b>			
<b>Certificated Salaries</b>			
1100 Teachers' Salaries	1,645,493	1,638,187	1,654,569
1170 Teachers' Substitute Hours	-	-	-
1175 Teachers' Extra Duty/Stipends	159,969	-	-
1200 Pupil Support Salaries	286,300	280,719	283,527
1300 Administrators' Salaries	302,451	261,795	264,413
1900 Other Certificated Salaries	-	-	-
	<u>2,394,214</u>	<u>2,180,701</u>	<u>2,202,508</u>
<b>Classified Salaries</b>			
2100 Instructional Salaries	194,829	198,564	200,550
2200 Support Salaries	114,553	-	-
2300 Classified Administrators' Salaries	20,365	20,569	20,774
2400 Clerical and Office Staff Salaries	172,525	193,158	195,089
2900 Other Classified Salaries	391,791	328,159	252,449
	<u>894,063</u>	<u>740,450</u>	<u>668,863</u>
<b>Benefits</b>			
3101 STRS	400,745	416,514	420,679
3202 PERS	3,389	211,028	193,301
3301 OASDI	55,319	45,908	41,470
3311 Medicare	44,600	42,357	41,635
3401 Health and Welfare	428,759	424,200	416,201
3501 State Unemployment	20,566	20,580	20,090
3601 Workers' Compensation	35,676	40,896	40,199
3901 Other Benefits	45,380	43,817	43,071
	<u>1,034,435</u>	<u>1,245,300</u>	<u>1,216,646</u>

**TEACH Tech High School****Multi-Year Forecast**

Revised 02/12/25



	2024-25	2025-26	2026-27
	Forecast	Forecast	Forecast
<b>Books and Supplies</b>			
4100 Textbooks and Core Curricula	111,981	88,100	88,982
4200 Books and Other Materials	13,570	13,706	13,843
4302 School Supplies	88,941	89,830	90,728
4305 Software	287,939	190,819	192,727
4310 Office Expense	109,021	110,112	111,213
4311 Business Meals	125	126	128
4312 School Fundraising	-	-	-
4400 Noncapitalized Equipment	72,837	48,565	49,051
4700 Food Services	297,567	300,542	303,548
	<b>981,981</b>	<b>841,801</b>	<b>850,219</b>
<b>Subagreement Services</b>			
5101 Nursing	-	-	-
5102 Special Education	303,086	206,117	208,178
5103 Substitute Teacher	161,880	88,499	89,384
5104 Transportation	328,504	231,789	124,107
5105 Security	73,975	74,715	75,462
5106 Other Educational Consultants	850	859	867
	<b>868,296</b>	<b>601,979</b>	<b>497,998</b>
<b>Operations and Housekeeping</b>			
5201 Auto and Travel	455	459	464
5300 Dues & Memberships	11,605	11,721	11,838
5400 Insurance	88,273	89,156	90,047
5501 Utilities	119,626	120,823	122,031
5502 Janitorial Services	138,112	84,493	85,338
5516 Miscellaneous Expense	-	-	-
5531 ASB Fundraising Expense	-	-	-
5900 Communications	23,570	23,806	24,044
5901 Postage and Shipping	7,123	7,194	7,266
	<b>388,764</b>	<b>337,651</b>	<b>341,028</b>

# TEACH Tech High School

## Multi-Year Forecast

Revised 02/12/25



	2024-25	2025-26	2026-27
	Forecast	Forecast	Forecast
<b>Facilities, Repairs and Other Leases</b>			
5601 Rent	742,300	742,300	742,300
5602 Additional Rent	208	210	213
5603 Equipment Leases	16,726	16,893	17,062
5604 Other Leases	-	-	-
5605 Real/Personal Property Taxes	-	-	-
5610 Repairs and Maintenance	102,020	103,040	104,071
	<u>861,254</u>	<u>862,444</u>	<u>863,645</u>
<b>Professional/Consulting Services</b>			
5801 IT	2,442	2,466	2,491
5802 Audit & Taxes	15,096	15,247	15,399
5803 Legal	9,921	10,021	10,121
5804 Professional Development	35,890	36,249	36,612
5805 General Consulting	20,624	20,831	21,039
5806 Special Activities/Field Trips	89,179	90,070	90,971
5807 Bank Charges	8,011	8,091	8,172
5808 Printing	43,584	39,019	39,410
5809 Other taxes and fees	9,679	9,776	9,874
5810 Payroll Service Fee	7,352	7,425	7,499
5811 Management Fee	848,743	821,420	802,268
5812 District Oversight Fee	56,293	57,565	59,595
5813 County Fees	4,373	4,416	4,460
5814 SPED Encroachment	230,389	230,389	230,389
5815 Public Relations/Recruitment	11,683	11,800	11,918
	<u>1,393,258</u>	<u>1,364,785</u>	<u>1,350,217</u>
<b>Depreciation</b>			
6900 Depreciation Expense	65,512	66,167	66,829
	<u>65,512</u>	<u>66,167</u>	<u>66,829</u>
<b>Interest</b>			
7438 Interest Expense	-	-	-
	<u>-</u>	<u>-</u>	<u>-</u>
<b>Total Expenses</b>	<b><u>\$ 8,881,776</u></b>	<b><u>\$ 8,241,278</u></b>	<b><u>\$ 8,057,953</u></b>
<b>Surplus (Deficit)</b>	<b><u>\$ (763,418)</u></b>	<b><u>\$ (27,074)</u></b>	<b><u>\$ (35,274)</u></b>
Fund Balance, Beginning of Year	\$ 8,647,857	\$ 7,884,438	\$ 7,857,364
<b>Fund Balance, End of Year</b>	<b><u>\$ 7,884,438</u></b>	<b><u>\$ 7,857,364</u></b>	<b><u>\$ 7,822,091</u></b>
	<b>88.8%</b>	<b>95.3%</b>	<b>97.1%</b>

# TEACH Prep Elementary School

## Multi-Year Forecast

Revised 02/12/25



	2024-25	2025-26	2026-27
	Budget	Forecast	Forecast
<b>Assumptions</b>			
LCFF COLA	1.07%	2.43%	3.52%
Non-LCFF Revenue COLA	n/a	2.00%	2.00%
Expense COLA	2.00%	1.00%	1.00%
Enrollment	270.32	270.32	270.32
Average Daily Attendance	234.78	234.78	234.78
<b>Revenues</b>			
<b>State Aid - Revenue Limit</b>			
8011 LCFF State Aid	\$ 2,674,538	\$ 2,762,844	\$ 2,893,981
8012 Education Protection Account	46,956	46,956	46,956
8019 State Aid - Prior Year	-	-	-
8096 In Lieu of Property Taxes	897,506	897,506	897,506
	<u>3,619,000</u>	<u>3,707,306</u>	<u>3,838,443</u>
<b>Federal Revenue</b>			
8181 Special Education - Entitlement	57,521	58,672	59,845
8182 Special Education - Discretionary	-	-	-
8220 Federal Child Nutrition	265,618	270,931	276,349
8290 Title I, Part A - Basic Low Income	105,425	107,534	109,684
8291 Title II, Part A - Teacher Quality	10,573	10,784	11,000
8293 Title III - Limited English	-	-	-
8294 Title V, Part B - PCSG	-	-	-
8295 Charter Facility Incentive Grant	-	-	-
8296 Other Federal Revenue	10,000	-	-
8299 Prior Year Federal Revenue	-	-	-
	<u>449,138</u>	<u>447,920</u>	<u>456,879</u>
<b>Other State Revenue</b>			
8311 State Special Education	239,006	243,786	248,662
8520 Child Nutrition	46,696	47,630	48,583
8545 School Facilities (SB740)	332,326	323,386	323,386
8550 Mandated Cost	4,767	4,327	4,660
8560 State Lottery	58,460	59,629	60,822
8598 Prior Year Revenue	4,398	4,486	4,576
8599 Other State Revenue	1,221,242	1,223,469	989,869
	<u>1,906,896</u>	<u>1,906,715</u>	<u>1,680,558</u>
<b>Other Local Revenue</b>			
8634 Food Service Sales	-	-	-
8650 Lease and Rental Income	-	-	-
8660 Interest Revenue	148,419	151,388	154,415
8689 Other Fees and Contracts	-	-	-
8698 ASB Fundraising	-	-	-
8699 School Fundraising	-	-	-
8980 Contributions, Unrestricted	-	-	-
8990 Contributions, Restricted	-	-	-
	<u>148,419</u>	<u>151,388</u>	<u>154,415</u>
<b>Total Revenue</b>	<b>\$ 6,123,453</b>	<b>\$ 6,213,329</b>	<b>\$ 6,130,296</b>

# TEACH Prep Elementary School

## Multi-Year Forecast

Revised 02/12/25



	2024-25	2025-26	2026-27
	Budget	Forecast	Forecast
<b>Expenses</b>			
<b>Certificated Salaries</b>			
1100 Teachers' Salaries	839,536	914,783	923,931
1170 Teachers' Substitute Hours	(0)	(0)	(0)
1175 Teachers' Extra Duty/Stipends	61,080	-	-
1200 Pupil Support Salaries	-	-	-
1300 Administrators' Salaries	343,542	394,899	323,381
1900 Other Certificated Salaries	-	-	-
	<u>1,244,158</u>	<u>1,309,682</u>	<u>1,247,312</u>
<b>Classified Salaries</b>			
2100 Instructional Salaries	314,518	282,786	285,614
2200 Support Salaries	-	-	-
2300 Classified Administrators' Salaries	-	29,681	29,977
2400 Clerical and Office Staff Salaries	119,662	122,046	123,267
2900 Other Classified Salaries	158,717	188,778	190,666
	<u>592,897</u>	<u>623,291</u>	<u>629,524</u>
<b>Benefits</b>			
3101 STRS	234,222	250,149	238,237
3202 PERS	-	177,638	181,932
3301 OASDI	38,398	38,644	39,030
3311 Medicare	26,668	28,028	27,214
3401 Health and Welfare	226,413	236,340	238,703
3501 State Unemployment	13,939	16,660	16,660
3601 Workers' Compensation	23,715	27,062	26,276
3901 Other Benefits	37,251	50,257	48,798
	<u>600,606</u>	<u>824,778</u>	<u>816,851</u>

**TEACH Prep Elementary School****Multi-Year Forecast**

Revised 02/12/25



	2024-25	2025-26	2026-27
	Budget	Forecast	Forecast
<b>Books and Supplies</b>			
4100 Textbooks and Core Curricula	69,484	50,179	50,681
4200 Books and Other Materials	-	-	-
4302 School Supplies	24,357	24,601	24,847
4305 Software	121,508	87,723	88,600
4310 Office Expense	75,121	75,872	76,631
4311 Business Meals	1,500	1,515	1,530
4312 School Fundraising	-	-	-
4400 Noncapitalized Equipment	22,857	23,086	23,317
4700 Food Services	316,091	319,252	322,445
	<b>630,919</b>	<b>582,228</b>	<b>588,050</b>
<b>Subagreement Services</b>			
5101 Nursing	-	-	-
5102 Special Education	393,852	247,791	250,269
5103 Substitute Teacher	67,003	67,673	68,349
5104 Transportation	340,437	193,842	195,780
5105 Security	43,048	43,479	43,914
5106 Other Educational Consultants	170,355	172,058	173,779
	<b>1,014,695</b>	<b>724,842</b>	<b>732,091</b>
<b>Operations and Housekeeping</b>			
5201 Auto and Travel	637	643	650
5300 Dues & Memberships	9,714	9,812	9,910
5400 Insurance	58,177	58,758	59,346
5501 Utilities	-	-	-
5502 Janitorial Services	83,097	68,928	69,618
5516 Miscellaneous Expense	-	-	-
5531 ASB Fundraising Expense	-	-	-
5900 Communications	16,327	16,491	16,656
5901 Postage and Shipping	7,123	7,194	7,266
	<b>175,076</b>	<b>161,826</b>	<b>163,445</b>

# TEACH Prep Elementary School

## Multi-Year Forecast

Revised 02/12/25



	2024-25	2025-26	2026-27
	Budget	Forecast	Forecast
<b>Facilities, Repairs and Other Leases</b>			
5601 Rent	627,400	627,400	627,400
5602 Additional Rent	-	-	-
5603 Equipment Leases	18,555	18,741	18,928
5604 Other Leases	-	-	-
5605 Real/Personal Property Taxes	-	-	-
5610 Repairs and Maintenance	54,730	55,277	55,830
	<u>700,685</u>	<u>701,418</u>	<u>702,158</u>
<b>Professional/Consulting Services</b>			
5801 IT	-	-	-
5802 Audit & Taxes	15,096	15,247	15,399
5803 Legal	3,887	3,926	3,965
5804 Professional Development	14,872	15,021	15,171
5805 General Consulting	465,955	260,615	213,221
5806 Special Activities/Field Trips	10,910	11,019	11,129
5807 Bank Charges	1,231	1,244	1,256
5808 Printing	37,626	38,002	38,382
5809 Other taxes and fees	8,705	8,792	8,880
5810 Payroll Service Fee	7,602	7,678	7,754
5811 Management Fee	630,575	636,880	643,249
5812 District Oversight Fee	36,190	37,073	38,384
5813 County Fees	4,252	4,294	4,337
5814 SPED Encroachment	166,490	166,490	166,490
5815 Public Relations/Recruitment	11,583	11,699	11,816
	<u>1,414,972</u>	<u>1,217,978</u>	<u>1,179,434</u>
<b>Depreciation</b>			
6900 Depreciation Expense	51,637	52,154	52,675
	<u>51,637</u>	<u>52,154</u>	<u>52,675</u>
<b>Interest</b>			
7438 Interest Expense	-	-	-
	<u>-</u>	<u>-</u>	<u>-</u>
<b>Total Expenses</b>	<b>\$ 6,425,646</b>	<b>\$ 6,198,198</b>	<b>\$ 6,111,540</b>
<b>Surplus (Deficit)</b>	<b>\$ (302,193)</b>	<b>\$ 15,131</b>	<b>\$ 18,756</b>
Fund Balance, Beginning of Year	\$ 3,239,637	\$ 2,937,444	\$ 2,952,574
<b>Fund Balance, End of Year</b>	<b>\$ 2,937,444</b>	<b>\$ 2,952,574</b>	<b>\$ 2,971,331</b>
	<b>45.7%</b>	<b>47.6%</b>	<b>48.6%</b>

**Teach Academy of Technology**

**Budget vs Actual**

For the period ended January 31, 2025

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
<b>Revenues</b>							
State Aid - Revenue Limit							
LCFF State Aid	\$ 321,308	\$ 389,435	\$ (68,127)	\$ 1,642,240	1,990,447	\$ (348,207)	\$ 4,432,014
Education Protection Account	195,196	-	195,196	390,392	42,355	348,037	84,710
State Aid - Prior Year	-	-	-	-	-	-	-
In Lieu of Property Taxes	125,472	124,700	772	909,671	779,374	130,297	1,596,555
Total State Aid - Revenue Limit	641,976	514,135	127,841	2,942,303	2,812,176	130,127	6,113,279
Federal Revenue							
Special Education - Entitlement	8,374	9,118	(744)	60,710	46,604	14,106	103,769
Federal Child Nutrition	31,171	29,624	1,547	139,470	104,462	35,007	311,828
Title I, Part A - Basic Low Income	1,673	-	1,673	55,599	197,043	(141,444)	197,043
Title II, Part A - Teacher Quality	120	-	120	6,099	19,023	(12,924)	19,023
Title III - Limited English	-	-	-	-	-	-	14,614
Other Federal Revenue	7,169	40,861	(33,692)	54,377	81,722	(27,345)	163,444
Total Federal Revenue	48,507	79,603	(31,096)	316,255	448,854	(132,600)	809,721
Other State Revenue							
State Special Education	29,514	37,887	(8,373)	213,977	193,643	20,334	431,171
State Child Nutrition	7,762	2,804	4,959	34,519	9,888	24,631	29,515
School Facilities (SB740)	-	288,690	(288,690)	294,581	288,690	5,891	577,380
Mandated Cost	-	-	-	8,230	8,208	22	8,208
State Lottery	26,164	25,742	423	26,164	25,742	423	105,463
Prior Year Revenue	6,339	-	6,339	6,339	-	6,339	-
Other State Revenue	178,532	217,638	(39,106)	397,993	441,205	(43,212)	884,104
Total Other State Revenue	248,311	572,760	(324,449)	981,803	967,376	14,427	2,035,842
Other Local Revenue							
Interest Revenue	19,673	14,583	5,089	152,069	102,083	49,985	175,000
School Fundraising	-	-	-	7	-	7	-
Total Other Local Revenue	19,673	14,583	5,089	152,076	102,083	49,992	175,000
<b>Total Revenues</b>	<b>\$ 958,467</b>	<b>\$ 1,181,081</b>	<b>\$ (222,614)</b>	<b>\$ 4,392,436</b>	<b>\$ 4,330,489</b>	<b>\$ 61,948</b>	<b>\$ 9,133,842</b>
<b>Expenses</b>							
Certificated Salaries							
Teachers' Salaries	\$ 139,655	\$ 143,639	\$ 3,983	\$ 841,799	\$ 861,832	\$ 20,033	\$ 1,580,025
Teachers' Substitute Hours	-	9,822	9,822	-	58,934	58,934	108,047
Teachers' Extra Duty/Stipends	-	-	-	52,339	-	(52,339)	-
Pupil Support Salaries	21,131	22,365	1,234	122,568	148,966	26,397	260,789
Administrators' Salaries	32,877	26,676	(6,201)	215,251	186,735	(28,516)	320,117
Total Certificated Salaries	193,664	202,502	8,838	1,231,958	1,256,467	24,509	2,268,977
Classified Salaries							
Instructional Salaries	10,973	26,745	15,773	83,020	160,471	77,451	294,197
Support Salaries	-	5,583	5,583	-	39,083	39,083	67,000
Supervisors' and Administrators' Salaries	-	3,617	3,617	-	21,701	21,701	39,785
Clerical and Office Staff Salaries	11,642	18,588	6,945	120,715	130,113	9,399	223,052
Other Classified Salaries	17,214	17,621	408	131,926	123,349	(8,577)	211,455
Total Classified Salaries	39,828	72,154	32,326	335,660	474,717	139,057	835,489
Benefits							
State Teachers' Retirement System, certificated po	32,983	38,678	5,695	193,471	239,985	46,515	433,375
Public Employees' Retirement System, classified po	15,697	20,059	4,361	110,639	131,971	21,333	232,266
OASDI/Medicare/Alternative, certificated positions	3,630	4,474	844	30,752	29,432	(1,319)	51,800
Medicare/Alternative, certificated positions	3,384	3,983	599	22,745	25,102	2,357	45,015
Health and Welfare Benefits, certificated positions	23,232	24,000	768	165,266	168,000	2,734	288,000
State Unemployment Insurance, certificated positio	8,519	5,757	(2,762)	13,203	12,666	(537)	23,030
Workers' Compensation Insurance, certificated pos	1,635	3,845	2,210	15,318	24,237	8,918	43,462
Other Benefits, certificated positions	2,029	-	(2,029)	14,433	-	(14,433)	-
Total Benefits	91,109	100,796	9,687	565,827	631,394	65,567	1,116,948



**Teach Academy of Technology****Budget vs Actual**

For the period ended January 31, 2025

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
<b>Books &amp; Supplies</b>							
Textbooks and Core Materials	-	-	-	85,562	318,200	232,638	318,200
Books and Reference Materials	-	-	-	3,000	6,900	3,900	6,900
School Supplies	1,731	6,325	4,594	21,046	44,275	23,229	75,900
Software	5,132	17,292	12,160	128,131	121,042	(7,089)	207,500
Office Expense	13,673	8,983	(4,690)	70,860	62,883	(7,977)	107,800
Business Meals	-	-	-	190	-	(190)	-
School Fundraising Expense	-	67	67	-	467	467	800
Noncapitalized Equipment	-	-	-	54,252	130,600	76,348	130,600
Food Services	34,239	31,031	(3,208)	203,244	186,187	(17,056)	341,344
<b>Total Books &amp; Supplies</b>	<b>54,775</b>	<b>63,698</b>	<b>8,923</b>	<b>566,283</b>	<b>870,554</b>	<b>304,270</b>	<b>1,189,043</b>
<b>Subagreement Services</b>							
Special Education	116,013	25,482	(90,531)	306,061	152,891	(153,171)	280,300
Substitute Teacher	26,351	5,027	(21,324)	107,629	30,164	(77,466)	55,300
Transportation	38,977	5,845	(33,131)	180,159	35,073	(145,086)	64,300
Security	8,553	4,118	(4,435)	47,100	24,709	(22,391)	45,300
Other Educational Consultants	20,171	26,270	6,099	129,682	131,350	1,668	262,700
<b>Total Subagreement Services</b>	<b>210,064</b>	<b>66,743</b>	<b>(143,322)</b>	<b>770,631</b>	<b>374,186</b>	<b>(396,445)</b>	<b>707,900</b>
<b>Operations &amp; Housekeeping</b>							
Auto and Travel	-	27	27	855	164	(691)	300
Dues & Memberships	-	758	758	7,686	5,308	(2,378)	9,100
Insurance	7,611	8,667	1,056	60,886	60,667	(220)	104,000
Utilities	3,941	8,233	4,293	60,301	57,633	(2,668)	98,800
Janitorial Services	18,309	2,908	(15,400)	107,500	20,358	(87,141)	34,900
Other taxes and fees	-	-	-	-	-	-	0
Communications	(1,856)	2,342	4,197	(7,158)	16,392	23,549	28,100
Postage and Shipping	-	160	160	7,163	800	(6,363)	1,600
<b>Total Operations &amp; Housekeeping</b>	<b>28,005</b>	<b>23,096</b>	<b>(4,909)</b>	<b>237,232</b>	<b>161,322</b>	<b>(75,911)</b>	<b>276,800</b>
<b>Facilities, Repairs &amp; Other Leases</b>							
Rent	72,237	71,058	(1,178)	505,666	497,408	(8,258)	852,700
Additional Rent	-	142	142	-	992	992	1,700
Equipment Leases	5,714	4,317	(1,398)	12,168	30,217	18,049	51,800
Repairs and Maintenance	18,134	12,425	(5,709)	42,097	86,975	44,878	149,100
<b>Total Facilities, Repairs &amp; Other Leases</b>	<b>96,085</b>	<b>87,942</b>	<b>(8,143)</b>	<b>559,931</b>	<b>615,592</b>	<b>55,661</b>	<b>1,055,300</b>
<b>Professional/Consulting Services</b>							
IT	-	50	50	-	350	350	600
Audit & Taxes	6,587	-	(6,587)	15,098	12,400	(2,698)	12,400
Legal	1,610	3,733	2,123	5,424	26,133	20,710	44,800
Professional Development	3,000	3,590	590	8,261	17,950	9,689	35,900
General Consulting	1,000	1,940	940	7,001	9,700	2,699	19,400
Special Activities/Field Trips	-	7,033	7,033	4,673	14,067	9,394	21,100
Bank Charges	152	10	(142)	2,889	50	(2,839)	100
Printing	11,589	2,070	(9,519)	29,176	10,350	(18,826)	20,700
Other Taxes and Fees	1,806	2,640	834	4,126	13,200	9,074	26,400
Payroll Service Fee	858	392	(467)	5,853	2,742	(3,111)	4,700
Management Fee	85,049	78,964	(6,086)	462,372	552,747	90,375	947,566
District Oversight Fee	4,685	5,141	456	33,967	28,122	(5,845)	61,133
County Fees	-	1,100	1,100	2,371	2,200	(171)	4,400
SPED Encroachment	24,633	27,032	2,399	178,589	138,161	(40,428)	300,352
Public Relations/Recruitment	-	1,300	1,300	5,834	6,500	666	13,000
<b>Total Professional/Consulting Services</b>	<b>140,971</b>	<b>134,995</b>	<b>(5,976)</b>	<b>765,633</b>	<b>834,671</b>	<b>69,038</b>	<b>1,512,550</b>

**Teach Academy of Technology****Budget vs Actual**

For the period ended January 31, 2025

	<b>Current Period Actual</b>	<b>Current Period Budget</b>	<b>Current Period Variance</b>	<b>Current Year Actual</b>	<b>YTD Budget</b>	<b>YTD Budget Variance</b>	<b>Total Budget</b>
Depreciation							
Depreciation Expense	7,495	11,242	3,747	56,082	78,692	22,610	134,900
Total Depreciation	7,495	11,242	3,747	56,082	78,692	22,610	134,900
Interest							
Interest Expense	1,288	1,288	(0)	9,019	9,016	(3)	15,459
Total Interest	1,288	1,288	(0)	9,019	9,016	(3)	15,459
<b>Total Expenses</b>	<b>\$ 863,284</b>	<b>\$ 764,454</b>	<b>\$ (98,829)</b>	<b>\$ 5,098,256</b>	<b>\$ 5,306,610</b>	<b>\$ 208,355</b>	<b>\$ 9,113,365</b>
<b>Change in Net Assets</b>	<b>95,184</b>	<b>416,627</b>	<b>(321,443)</b>	<b>(705,819)</b>	<b>(976,122)</b>	<b>270,302</b>	<b>20,478</b>
Net Assets, Beginning of Period	6,315,524			7,116,527			
<b>Net Assets, End of Period</b>	<b><u>6,410,708</u></b>			<b><u>6,410,708</u></b>			

**Teach Tech High School****Budget vs Actual**

For the period ended January 31, 2025

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
<b>Revenues</b>							
State Aid - Revenue Limit							
LCFF State Aid	\$ 426,509	\$ 440,237	\$ (13,728)	\$ 2,179,934	\$ 2,250,101	\$ (70,167)	\$ 5,052,930
Education Protection Account	17,800	-	17,800	35,601	37,725	(2,124)	75,450
State Aid - Prior Year	-	-	-	-	-	-	-
In Lieu of Property Taxes	108,875	110,129	(1,254)	789,344	688,306	101,038	1,422,028
Total State Aid - Revenue Limit	553,184	550,366	2,818	3,004,879	2,976,132	28,747	6,550,407
Federal Revenue							
Special Education - Entitlement	7,266	8,053	(787)	52,678	41,158	11,520	92,426
Federal Child Nutrition	21,404	25,771	(4,367)	102,275	90,878	11,397	271,278
Title I, Part A - Basic Low Income	53,435	-	53,435	100,552	189,912	(89,360)	189,912
Title II, Part A - Teacher Quality	3,958	-	3,958	5,012	18,699	(13,687)	18,699
Title III - Limited English	-	-	-	-	-	-	13,128
Other Federal Revenue	-	750	(750)	-	1,500	(1,500)	3,000
Total Federal Revenue	86,063	34,574	51,489	260,517	342,147	(81,630)	588,443
Other State Revenue							
State Special Education	25,610	33,460	(7,850)	185,673	171,016	14,657	384,039
State Child Nutrition	5,541	2,439	3,102	25,985	8,602	17,383	25,677
School Facilities (SB740)	-	257,132	(257,132)	255,615	257,132	(1,517)	514,265
Mandated Cost	-	-	-	19,851	20,148	(297)	20,148
State Lottery	22,479	22,734	(255)	22,479	22,734	(255)	93,935
Prior Year Revenue	2,116	-	2,116	2,116	-	2,116	-
Other State Revenue	97,818	126,620	(28,802)	244,440	258,521	(14,081)	518,550
Total Other State Revenue	153,564	442,385	(288,821)	756,158	738,153	18,006	1,556,614
Other Local Revenue							
Interest Revenue	20,213	30,907	(10,694)	277,915	216,347	61,567	370,881
Total Other Local Revenue	20,213	30,907	(10,694)	277,915	216,347	61,567	370,881
<b>Total Revenues</b>	<b>\$ 813,024</b>	<b>\$1,058,232</b>	<b>\$ (245,208)</b>	<b>\$ 4,299,469</b>	<b>\$ 4,272,779</b>	<b>\$ 26,690</b>	<b>\$ 9,066,345</b>
<b>Expenses</b>							
Certificated Salaries							
Teachers' Salaries	\$ 158,290	\$ 162,428	\$ 4,139	\$ 911,458	\$ 974,571	\$ 63,113	\$ 1,786,713
Teachers' Substitute Hours	-	11,683	11,683	-	70,095	70,095	128,508
Teachers' Extra Duty/Stipends	-	3,747	3,747	79,969	22,483	(57,486)	41,219
Pupil Support Salaries	24,662	16,654	(8,008)	166,631	107,310	(59,321)	190,578
Administrators' Salaries	21,614	49,406	27,792	194,450	345,840	151,390	592,869
Total Certificated Salaries	204,565	243,917	39,352	1,352,509	1,520,300	167,791	2,739,887
Classified Salaries							
Instructional Salaries	10,497	25,667	15,170	105,466	154,001	48,534	282,334
Support Salaries	10,887	9,259	(1,628)	68,258	55,554	(12,704)	101,849
Supervisors' and Administrators' Salaries	-	4,409	4,409	-	26,455	26,455	48,501
Clerical and Office Staff Salaries	11,590	15,937	4,347	92,839	111,560	18,720	191,245
Other Classified Salaries	33,514	33,977	463	253,479	224,708	(28,771)	394,592
Total Classified Salaries	66,489	89,249	22,760	520,043	572,277	52,234	1,018,521
Benefits							
State Teachers' Retirement System, certificat	37,764	46,588	8,825	235,097	290,377	55,281	523,318
Public Employees' Retirement System, classif	-	892	892	-	5,723	5,723	10,185
OASDI/Medicare/Alternative, certificated pos	4,111	5,533	1,422	34,305	35,481	1,176	63,148
Medicare/Alternative, certificated positions	3,926	4,831	905	27,112	30,342	3,231	54,497
Health and Welfare Benefits, certificated pos	40,033	27,333	(12,700)	248,759	191,333	(57,426)	328,000
State Unemployment Insurance, certificated	9,447	6,615	(2,832)	11,085	14,553	3,468	26,460
Workers' Compensation Insurance, certificati	2,021	4,664	2,643	18,791	29,296	10,505	52,618
Other Benefits, certificated positions	4,483	-	(4,483)	27,288	-	(27,288)	-
Total Benefits	101,784	96,458	(5,326)	602,437	597,106	(5,331)	1,058,226

**Teach Tech High School****Budget vs Actual**

For the period ended January 31, 2025

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
<b>Books &amp; Supplies</b>							
Textbooks and Core Materials	-	-	-	111,981	52,400	(59,581)	52,400
Books and Reference Materials	119	-	(119)	13,570	18,600	5,030	18,600
School Supplies	27,455	8,517	(18,938)	52,232	59,617	7,384	102,200
Software	85,500	14,242	(71,258)	245,356	99,692	(145,664)	170,900
Office Expense	7,172	9,950	2,778	66,188	69,650	3,462	119,400
Business Meals	-	25	25	-	175	175	300
Noncapitalized Equipment	612	-	(612)	72,837	53,000	(19,837)	53,000
Food Services	20,968	26,996	6,028	135,322	161,976	26,654	296,956
<b>Total Books &amp; Supplies</b>	<b>141,826</b>	<b>59,729</b>	<b>(82,097)</b>	<b>697,487</b>	<b>515,109</b>	<b>(182,378)</b>	<b>813,755</b>
<b>Subagreement Services</b>							
Special Education	50,570	21,136	(29,434)	152,995	126,818	(26,177)	232,500
Substitute Teacher	17,323	14,564	(2,760)	99,152	87,382	(11,771)	160,200
Transportation	37,400	10,636	(26,764)	178,141	63,818	(114,322)	117,000
Security	7,249	5,745	(1,504)	49,248	34,473	(14,775)	63,200
Other Educational Consultants	-	-	-	850	-	(850)	-
<b>Total Subagreement Services</b>	<b>112,543</b>	<b>52,082</b>	<b>(60,461)</b>	<b>480,386</b>	<b>312,491</b>	<b>(167,896)</b>	<b>572,900</b>
<b>Operations &amp; Housekeeping</b>							
Auto and Travel	-	109	109	-	655	655	1,200
Dues & Memberships	200	917	717	7,646	6,417	(1,230)	11,000
Insurance	6,722	8,717	1,995	53,773	61,017	7,244	104,600
Utilities	8,524	10,308	1,785	75,251	72,158	(3,093)	123,700
Janitorial Services	16,592	1,808	(14,784)	96,987	12,658	(84,329)	21,700
Communications	333	1,375	1,042	17,654	9,625	(8,029)	16,500
Postage and Shipping	-	-	-	7,123	-	(7,123)	-
<b>Total Operations &amp; Housekeeping</b>	<b>32,370</b>	<b>23,234</b>	<b>(9,136)</b>	<b>258,434</b>	<b>162,529</b>	<b>(95,905)</b>	<b>278,700</b>
<b>Facilities, Repairs &amp; Other Leases</b>							
Rent	61,840	71,825	9,985	432,887	502,775	69,888	861,900
Additional Rent	-	50	50	-	350	350	600
Equipment Leases	3,774	1,500	(2,274)	10,267	10,500	233	18,000
Repairs and Maintenance	18,033	7,242	(10,791)	70,853	50,692	(20,162)	86,900
<b>Total Facilities, Repairs &amp; Other Leases</b>	<b>83,647</b>	<b>80,617</b>	<b>(3,030)</b>	<b>514,008</b>	<b>564,317</b>	<b>50,309</b>	<b>967,400</b>
<b>Professional/Consulting Services</b>							
IT	2,400	17	(2,383)	2,400	117	(2,283)	200
Audit & Taxes	6,585	-	(6,585)	15,096	14,600	(496)	14,600
Legal	9,463	108	(9,355)	9,463	758	(8,705)	1,300
Professional Development	1,500	4,050	2,550	18,440	20,250	1,810	40,500
General Consulting	1,175	730	(445)	17,524	3,650	(13,874)	7,300
Special Activities/Field Trips	6,675	18,900	12,225	79,579	37,800	(41,779)	56,700
Bank Charges	422	10	(412)	8,011	50	(7,961)	100
Printing	11,546	1,740	(9,806)	36,084	8,700	(27,384)	17,400
Other Taxes and Fees	296	1,790	1,495	1,979	8,950	6,971	17,900
Payroll Service Fee	858	350	(508)	5,852	2,450	(3,402)	4,200
Management Fee	78,544	78,311	(232)	461,374	548,180	86,806	939,737
District Oversight Fee	4,885	5,504	619	35,415	29,761	(5,654)	65,504
County Fees	-	1,425	1,425	1,923	2,850	928	5,700
SPED Encroachment	21,375	24,077	2,702	154,967	123,058	(31,909)	267,518
Public Relations/Recruitment	-	1,360	1,360	5,833	6,800	967	13,600
<b>Total Professional/Consulting Services</b>	<b>145,723</b>	<b>138,372</b>	<b>(7,351)</b>	<b>853,938</b>	<b>807,975</b>	<b>(45,964)</b>	<b>1,452,259</b>

## Teach Tech High School

### Budget vs Actual

For the period ended January 31, 2025

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Depreciation							
Depreciation Expense	6,211	4,808	(1,402)	44,804	33,658	(11,145)	57,700
Total Depreciation	6,211	4,808	(1,402)	44,804	33,658	(11,145)	57,700
<b>Total Expenses</b>	<b>\$ 895,158</b>	<b>\$ 788,466</b>	<b>\$ (106,692)</b>	<b>\$ 5,324,045</b>	<b>\$ 5,085,761</b>	<b>\$ (238,284)</b>	<b>\$ 8,959,349</b>
<b>Change in Net Assets</b>	<b>(82,134)</b>	<b>269,766</b>	<b>(351,900)</b>	<b>(1,024,576)</b>	<b>(812,982)</b>	<b>(211,594)</b>	<b>106,997</b>
Net Assets, Beginning of Period	7,415,982			8,358,424			
<b>Net Assets, End of Period</b>	<b><u><u>\$7,333,848</u></u></b>			<b><u><u>\$ 7,333,848</u></u></b>			

**Teach Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School****Budget vs Actual**

For the period ended January 31, 2025

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
<b>Revenues</b>							
State Aid - Revenue Limit							
LCFF State Aid	\$ 243,080	\$ 246,816	\$ (3,736)	\$1,242,410	\$1,261,502	\$ (19,092)	\$2,752,810
Education Protection Account	11,882	-	11,882	23,765	24,038	(273)	48,076
In Lieu of Property Taxes	-	72,214	(72,214)	308,882	451,340	(142,458)	906,104
Total State Aid - Revenue Limit	254,962	319,030	(64,068)	1,575,057	1,736,879	(161,822)	3,706,990
Federal Revenue							
Special Education - Entitlement	-	5,280	(5,280)	20,614	26,988	(6,374)	58,893
Federal Child Nutrition	29,743	18,338	11,405	140,218	64,665	75,553	193,029
Title I, Part A - Basic Low Income	803	-	803	26,356	111,154	(84,798)	111,154
Title II, Part A - Teacher Quality	10	-	10	2,643	11,235	(8,592)	11,235
Title III - Limited English	-	-	-	-	-	-	10,651
Other Federal Revenue	-	-	-	2,500	-	2,500	-
Total Federal Revenue	30,556	23,618	6,938	192,331	214,042	(21,711)	384,962
Other State Revenue							
State Special Education	-	21,940	(21,940)	72,657	112,139	(39,482)	244,705
State Child Nutrition	7,300	1,736	5,565	34,827	6,121	28,706	18,271
School Facilities (SB740)	-	165,549	(165,549)	170,633	165,549	5,084	331,097
Mandated Cost	-	-	-	4,767	4,753	14	4,753
State Lottery	15,293	14,907	386	15,293	14,907	386	59,854
Prior Year Revenue	4,398	-	4,398	4,398	-	4,398	-
Other State Revenue	109,127	303,457	(194,330)	161,232	610,280	(449,048)	1,221,522
Total Other State Revenue	136,119	507,589	(371,470)	463,807	913,749	(449,942)	1,880,203
Other Local Revenue							
Interest Revenue	15,164	6,000	9,164	118,419	42,000	76,419	72,000
Total Other Local Revenue	15,164	6,000	9,164	118,419	42,000	76,419	72,000
<b>Total Revenues</b>	<b>\$ 436,801</b>	<b>\$ 856,237</b>	<b>\$ (419,436)</b>	<b>\$2,349,614</b>	<b>\$2,906,670</b>	<b>\$ (557,056)</b>	<b>\$6,044,154</b>
<b>Expenses</b>							
Certificated Salaries							
Teachers' Salaries	\$ 67,045	\$ 84,565	\$ 17,521	\$ 427,842	\$ 507,393	\$ 79,551	\$ 930,220
Teachers' Substitute Hours	-	5,984	5,984	-	35,904	35,904	65,825
Teachers' Extra Duty/Stipends	-	1,466	1,466	30,540	8,795	(21,745)	16,125
Administrators' Salaries	32,582	32,189	(393)	180,630	225,325	44,695	386,271
Total Certificated Salaries	99,627	124,205	24,578	639,013	777,417	138,405	1,398,441
Classified Salaries							
Instructional Salaries	25,436	30,734	5,298	187,251	184,404	(2,847)	338,075
Clerical and Office Staff Salaries	9,042	10,070	1,028	69,313	70,489	1,176	120,838
Other Classified Salaries	9,401	14,657	5,257	80,839	102,602	21,763	175,889
Total Classified Salaries	43,879	55,461	11,582	337,403	357,495	20,092	634,801
Benefits							
State Teachers' Retirement System, certificated p	19,029	23,723	4,694	119,836	148,487	28,651	267,102
Public Employees' Retirement System, classified j	-	-	-	-	-	-	-
OASDI/Medicare/Alternative, certificated positio	2,713	3,611	898	21,910	23,273	1,363	41,325
Medicare/Alternative, certificated positions	2,076	2,646	569	14,128	16,713	2,585	29,942
Health and Welfare Benefits, certificated positior	19,281	12,000	(7,281)	128,913	84,000	(44,913)	144,000
State Unemployment Insurance, certificated posi	4,870	4,288	(583)	6,442	9,433	2,991	17,150
Workers' Compensation Insurance, certificated p	1,172	2,555	1,383	11,608	16,137	4,529	28,910
Other Benefits, certificated positions	2,023	4,744	2,721	14,766	29,968	15,202	53,689
Total Benefits	51,164	53,566	2,401	317,604	328,010	10,406	582,119

**Teach Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School****Budget vs Actual**

For the period ended January 31, 2025

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
<b>Books &amp; Supplies</b>							
Textbooks and Core Materials	-	-	-	69,484	9,800	(59,684)	9,800
School Supplies	1,570	3,083	1,514	9,316	21,583	12,268	37,000
Software	355	9,925	9,570	89,716	69,475	(20,241)	119,100
Office Expense	6,131	7,375	1,244	39,121	51,625	12,504	88,500
Business Meals	-	142	142	792	992	200	1,700
Noncapitalized Equipment	120	-	(120)	22,857	45,000	22,143	45,000
Food Services	28,596	19,209	(9,387)	174,130	115,254	(58,876)	211,300
<b>Total Books &amp; Supplies</b>	<b>36,772</b>	<b>39,734</b>	<b>2,962</b>	<b>405,416</b>	<b>313,729</b>	<b>(91,686)</b>	<b>512,400</b>
<b>Subagreement Services</b>							
Special Education	90,300	15,809	(74,491)	193,898	94,855	(99,043)	173,900
Substitute Teacher	12,315	5,445	(6,869)	40,412	32,673	(7,739)	59,900
Transportation	38,966	7,936	(31,029)	176,665	47,618	(129,046)	87,300
Security	4,628	2,173	(2,455)	32,458	13,036	(19,421)	23,900
Other Educational Consultants	20,705	15,970	(4,735)	92,355	79,850	(12,505)	159,700
<b>Total Subagreement Services</b>	<b>166,913</b>	<b>47,334</b>	<b>(119,579)</b>	<b>535,786</b>	<b>268,032</b>	<b>(267,755)</b>	<b>504,700</b>
<b>Operations &amp; Housekeeping</b>							
Auto and Travel	-	45	45	410	273	(137)	500
Dues & Memberships	-	550	550	7,006	3,850	(3,156)	6,600
Insurance	4,407	5,458	1,051	35,260	38,208	2,948	65,500
Janitorial Services	14,746	275	(14,471)	81,722	1,925	(79,797)	3,300
Communications	3	958	955	11,661	6,708	(4,952)	11,500
Postage and Shipping	-	10	10	7,123	50	(7,073)	100
<b>Total Operations &amp; Housekeeping</b>	<b>19,156</b>	<b>7,297</b>	<b>(11,859)</b>	<b>143,182</b>	<b>51,014</b>	<b>(92,167)</b>	<b>87,500</b>
<b>Facilities, Repairs &amp; Other Leases</b>							
Rent	46,651	53,533	6,882	326,564	374,733	48,169	642,400
Equipment Leases	3,820	1,400	(2,420)	11,722	9,800	(1,922)	16,800
Repairs and Maintenance	4,510	7,492	2,982	18,147	52,442	34,295	89,900
<b>Total Facilities, Repairs &amp; Other Leases</b>	<b>54,980</b>	<b>62,425</b>	<b>7,445</b>	<b>356,432</b>	<b>436,975</b>	<b>80,543</b>	<b>749,100</b>
<b>Professional/Consulting Services</b>							
Audit & Taxes	6,585	-	(6,585)	15,096	12,100	(2,996)	12,100
Legal	-	350	350	2,179	2,450	271	4,200
Professional Development	1,500	1,130	(370)	9,372	5,650	(3,722)	11,300
General Consulting	1,000	54,516	53,516	6,999	272,578	265,578	545,155
Special Activities/Field Trips	-	4,867	4,867	6,177	9,733	3,557	14,600
Bank Charges	65	-	(65)	1,231	-	(1,231)	-
Printing	11,491	1,720	(9,771)	29,226	8,600	(20,626)	17,200
Other Taxes and Fees	-	1,230	1,230	2,705	6,150	3,445	12,300
Payroll Service Fee	858	358	(500)	5,852	2,508	(3,343)	4,300
Management Fee	36,457	54,074	17,617	263,663	378,516	114,854	648,885
District Oversight Fee	-	3,190	3,190	12,302	17,369	5,067	37,070
County Fees	-	1,325	1,325	1,702	2,650	949	5,300
SPED Encroachment	-	15,341	15,341	60,640	78,411	17,771	170,459
Public Relations/Recruitment	-	1,180	1,180	5,833	5,900	67	11,800
<b>Total Professional/Consulting Services</b>	<b>57,955</b>	<b>139,281</b>	<b>81,326</b>	<b>422,975</b>	<b>802,616</b>	<b>379,640</b>	<b>1,494,669</b>

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

### Budget vs Actual

For the period ended January 31, 2025

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Depreciation							
Depreciation Expense	4,344	4,125	(219)	31,512	28,875	(2,637)	49,500
Total Depreciation	4,344	4,125	(219)	31,512	28,875	(2,637)	49,500
<b>Total Expenses</b>	<b>\$ 534,790</b>	<b>\$ 533,427</b>	<b>\$ (1,363)</b>	<b>\$3,189,323</b>	<b>\$3,364,163</b>	<b>\$ 174,840</b>	<b>\$6,013,229</b>
<b>Change in Net Assets</b>	<b>(97,989)</b>	<b>322,810</b>	<b>(420,799)</b>	<b>(839,709)</b>	<b>(457,493)</b>	<b>(382,216)</b>	<b>30,925</b>
Net Assets, Beginning of Period	<u>2,342,623</u>			<u>3,084,343</u>			
<b>Net Assets, End of Period</b>	<b><u><u>\$2,244,634</u></u></b>			<b><u><u>\$2,244,634</u></u></b>			



**Teach Public Schools**

**Budget vs Actual**

For the period ended January 31, 2025

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
<b>Revenues</b>							
Other Local Revenue							
Interest Revenue	\$ 1,235	\$ -	\$ 1,235	\$ 16,376	\$ -	\$ 16,376	\$ -
Other Fees and Contracts	175,624	191,934	(16,311)	1,014,780	1,343,541	(328,760)	2,303,213
Total Other Local Revenue	176,859	191,934	(15,076)	1,031,156	1,343,541	(312,384)	2,303,213
<b>Total Revenues</b>	<b>\$ 176,859</b>	<b>\$ 191,934</b>	<b>\$ (15,076)</b>	<b>\$ 1,031,156</b>	<b>\$ 1,343,541</b>	<b>\$ (312,384)</b>	<b>\$ 2,303,213</b>
<b>Expenses</b>							
Certificated Salaries							
Teachers' Salaries	\$ -	\$ 4,125	\$ 4,125	\$ -	\$ 28,875	\$ 28,875	\$ 49,500
Teachers' Extra Duty/Stipends	-	-	-	20,130	-	(20,130)	-
Administrators' Salaries	67,400	67,100	(300)	492,465	469,698	(22,768)	805,196
Other Certificated Salaries	-	5,409	5,409	-	37,861	37,861	64,904
Total Certificated Salaries	67,400	76,633	9,234	512,595	536,433	23,838	919,600
Classified Salaries							
Support Salaries	-	-	-	-	-	-	-
Supervisors' and Administrators' Salaries	33,698	32,252	(1,446)	250,352	225,766	(24,587)	387,027
Clerical and Office Staff Salaries	8,850	8,821	(29)	69,782	61,750	(8,032)	105,858
Total Classified Salaries	42,548	41,074	(1,474)	320,134	287,516	(32,618)	492,885
Benefits							
State Teachers' Retirement System, certificated positions	12,816	14,637	1,821	93,557	102,459	8,902	175,644
OASDI/Medicare/Alternative, certificated positions	2,612	2,547	(65)	19,743	17,826	(1,917)	30,559
Medicare/Alternative, certificated positions	1,580	1,707	127	11,872	11,947	76	20,481
Health and Welfare Benefits, certificated positions	11,197	7,333	(3,863)	64,657	51,333	(13,324)	88,000
State Unemployment Insurance, certificated positions	2,055	1,225	(830)	2,055	2,695	640	4,900
Workers' Compensation Insurance, certificated positions	810	1,648	838	6,483	11,535	5,053	19,775
Other Benefits, certificated positions	4,453	5,885	1,433	32,504	41,197	8,694	70,624
Total Benefits	35,522	34,982	(540)	230,870	238,993	8,123	409,982
Books & Supplies							
School Supplies	-	183	183	-	1,283	1,283	2,200
Software	200	600	400	780	4,200	3,420	7,200
Office Expense	4,963	5,542	579	30,944	38,792	7,848	66,500
Business Meals	47	900	853	3,739	6,300	2,561	10,800
Noncapitalized Equipment	1,212	-	(1,212)	5,399	47,400	42,001	47,400
Total Books & Supplies	6,421	7,225	804	40,862	97,975	57,113	134,100
Subagreement Services							
Security	-	482	482	-	2,891	2,891	5,300
Total Subagreement Services	-	482	482	-	2,891	2,891	5,300
Operations & Housekeeping							
Auto and Travel	703	2,245	1,542	30,550	13,473	(17,078)	24,700
Insurance	-	8	8	54	58	4	100
Utilities	1,588	700	(888)	8,821	4,900	(3,921)	8,400
Janitorial Services	-	-	-	-	-	-	-
Communications	1,763	1,408	(354)	14,285	9,858	(4,426)	16,900
Postage and Shipping	30	630	600	2,164	3,150	986	6,300
Total Operations & Housekeeping	4,084	4,992	908	55,874	31,439	(24,434)	56,400
Facilities, Repairs & Other Leases							
Equipment Leases	-	50	50	239	350	111	600
Repairs and Maintenance	-	75	75	-	525	525	900
Total Facilities, Repairs & Other Leases	-	125	125	239	875	636	1,500

**Teach Public Schools****Budget vs Actual**

For the period ended January 31, 2025

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Professional/Consulting Services							
Legal	-	833	833	150	5,833	5,683	10,000
Professional Development	799	2,140	1,341	12,898	10,700	(2,198)	21,400
General Consulting	-	510	510	1,817	2,550	733	5,100
Special Activities/Field Trips	-	100	100	-	200	200	300
Bank Charges	125	190	65	895	950	55	1,900
Other Taxes and Fees	78	280	202	1,697	1,400	(297)	2,800
Payroll Service Fee	-	58	58	-	408	408	700
Management Fee	-	0	0	-	0	0	0
SPED Encroachment	-	-	-	(150,575)	-	150,575	-
Public Relations/Recruitment	-	280	280	-	1,400	1,400	2,800
Total Professional/Consulting Services	1,002	4,392	3,390	(133,119)	23,442	156,561	45,000
Depreciation							
Depreciation Expense	3,329	1,117	(2,213)	22,877	7,817	(15,061)	13,400
Total Depreciation	3,329	1,117	(2,213)	22,877	7,817	(15,061)	13,400
<b>Total Expenses</b>	<b>\$ 160,306</b>	<b>\$ 171,021</b>	<b>\$ 10,715</b>	<b>\$ 1,050,333</b>	<b>\$ 1,227,381</b>	<b>\$ 177,048</b>	<b>\$ 2,078,166</b>
<b>Change in Net Assets</b>	<b>16,553</b>	<b>20,913</b>	<b>(4,360)</b>	<b>(19,176)</b>	<b>116,160</b>	<b>(135,336)</b>	<b>225,046</b>
Net Assets, Beginning of Period	577,878			613,607			
<b>Net Assets, End of Period</b>	<b>\$ 594,431</b>			<b>\$ 594,431</b>			

**C & M LLC****Statement of Activities**

For the period ended January 31, 2025

	<b>Current Period Actual</b>	<b>Current Year Actual</b>
<b>Revenues</b>		
Other Local Revenue		
Lease and Rental Income	\$ 71,786	\$ 502,500
Interest Revenue	1,143	18,848
Unrealized Gain/Loss on FMV of Investments	2,561	22,208
Total Other Local Revenue	<u>75,490</u>	<u>543,556</u>
<b>Total Revenues</b>	<b><u>\$ 75,490</u></b>	<b><u>\$ 543,556</u></b>
<b>Expenses</b>		
Operations & Housekeeping		
Bond Amortization Expense	\$ 712	\$ 4,983
Total Operations & Housekeeping	<u>712</u>	<u>4,983</u>
Professional/Consulting Services		
General Consulting	-	1,500
Bank Charges	-	12
Other Taxes and Fees	-	5,000
Total Professional/Consulting Services	<u>-</u>	<u>6,512</u>
Depreciation		
Depreciation Expense	27,221	190,549
Total Depreciation	<u>27,221</u>	<u>190,549</u>
Interest		
Interest Expense	57,650	403,847
Total Interest	<u>57,650</u>	<u>403,847</u>
<b>Total Expenses</b>	<b><u>\$ 85,583</u></b>	<b><u>\$ 605,890</u></b>
<b>Change in Net Assets</b>	<b>(10,094)</b>	<b>(62,334)</b>
Net Assets, Beginning of Period	<u>(1,375,302)</u>	<u>(1,323,062)</u>
<b>Net Assets, End of Period</b>	<b><u><u>\$(1,385,396)</u></u></b>	<b><u><u>\$(1,385,396)</u></u></b>

**Wooten Avila****Statement of Activities**

For the period ended January 31, 2025

	<b>Current Period Actual</b>	<b>Current Year Actual</b>
<b>Revenues</b>		
Other Local Revenue		
Lease and Rental Income	\$ 108,243	\$ 757,700
Interest Revenue	1,208	34,827
Unrealized Gain/Loss on FMV of Investments	4,599	33,106
Total Other Local Revenue	<u>114,050</u>	<u>825,633</u>
<b>Total Revenues</b>	<b><u>\$ 114,050</u></b>	<b><u>\$ 825,633</u></b>
<b>Expenses</b>		
Operations & Housekeeping		
Bond Amortization Expense	\$ 1,050	\$ 7,352
Total Operations & Housekeeping	<u>1,050</u>	<u>7,352</u>
Professional/Consulting Services		
General Consulting	-	3,000
Bank Charges	12	12
Other Taxes and Fees	5,000	8,278
Total Professional/Consulting Services	<u>5,012</u>	<u>11,290</u>
Depreciation		
Depreciation Expense	63,393	439,650
Total Depreciation	<u>63,393</u>	<u>439,650</u>
Interest		
Interest Expense	86,129	602,904
Total Interest	<u>86,129</u>	<u>602,904</u>
<b>Total Expenses</b>	<b><u>\$ 155,584</u></b>	<b><u>\$ 1,061,196</u></b>
<b>Change in Net Assets</b>	<b>(41,534)</b>	<b>(235,563)</b>
Net Assets, Beginning of Period	<u>(2,419,221)</u>	<u>(2,225,192)</u>
<b>Net Assets, End of Period</b>	<b><u><u>\$ (2,460,755)</u></u></b>	<b><u><u>\$ (2,460,755)</u></u></b>

**TEACH Foundation, Inc**

***Statement of Activities***

For the period ended January 31, 2025

	Current Period Actual	Current Year Actual
<b>Revenues</b>		
<b>Total Revenues</b>	\$ -	\$ -
<b>Expenses</b>		
<b>Total Expenses</b>	\$ -	\$ -
Net Assets, Beginning of Period	2,337	2,337
<b>Net Assets, End of Period</b>	<b>\$ 2,337</b>	<b>\$ 2,337</b>

**TEACH, Inc.****Statement of Financial Position**

January 31, 2025

	Teach Academy of Technology	Teach Tech High School	Teach Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School	Teach Public Schools	C & M LLC	Wooten Avila, LLC	TEACH Foundation, Inc	Eliminations	Combined
<b>Assets</b>									
<b>Current Assets</b>									
Cash & Cash Equivalents	\$ 5,770,470	\$ 6,403,468	\$ 4,785,031	\$ 796,347	\$ 100,066	\$ 376,673	\$ -		\$ 18,232,054
Accounts Receivable	630,981	334,730	129,832	38,300	3,323	-	2,337		1,139,503
Public Funding Receivables	220,314	617,092	243,055	-	-	-	-		1,080,460
Due To/From Related Parties	1,253,993	(104,695)	(52,359)	(129,139)	(923,433)	(44,367)	-		(0)
Prepaid Expenses	79,945	47,369	5,949	-	-	-	-		133,264
	<b>7,955,703</b>	<b>7,297,964</b>	<b>5,111,507</b>	<b>705,508</b>	<b>(820,044)</b>	<b>332,306</b>	<b>2,337</b>		<b>20,585,281</b>
Property & Equipment, Net	341,082	306,897	199,671	111,964	9,381,726	18,216,793	-		28,558,133
Right-Of-Use Asset, Net	17,675,544	15,368,509	11,569,246	-	-	-	-		44,613,300
Deposits	5,000	162,517	99,750	8,750	-	3,625	-	(141,967)	137,675
Deferred Lease Asset	-	-	-	-	181,322	(54,768)	-		126,553
Investments	-	-	-	-	423,959	492,737	-		916,696
Securities	-	-	-	-	896,981	1,829,930	-		2,726,912
Securities Premium	-	-	-	-	4,178	(1,912)	-		2,267
<b>Total Long Term Assets</b>	<b>18,021,626</b>	<b>15,837,923</b>	<b>11,868,668</b>	<b>120,714</b>	<b>10,888,166</b>	<b>20,486,406</b>	<b>-</b>	<b>(141,967)</b>	<b>32,468,236</b>
<b>Total Assets</b>	<b>\$ 25,977,329</b>	<b>\$ 23,135,887</b>	<b>\$ 16,980,175</b>	<b>\$ 826,222</b>	<b>\$ 10,068,122</b>	<b>\$ 20,818,712</b>	<b>\$ 2,337</b>	<b>\$ (141,967)</b>	<b>\$ 97,666,817</b>
<b>Liabilities</b>									
<b>Current Liabilities</b>									
Accounts Payable	\$ (5,454)	\$ (7,509)	\$ 49,630	\$ -	\$ -	\$ -	\$ -		\$ 36,667
Accrued Liabilities	72,237	66,027	828,825	231,792	-	-	-		1,198,880
Interest Payable	-	-	-	-	113,834	90,333	-		204,168
Deferred Revenue	1,621,077	383,496	2,269,277	-	-	108,493	-		4,382,343
Notes Payable, Current Portion	31,030	-	-	-	-	-	-		31,030
Other Short-term Liabilities	344,540	309,287	213,755	-	-	-	-		867,583
<b>Total Current Liabilities</b>	<b>2,063,429</b>	<b>751,301</b>	<b>3,361,487</b>	<b>231,792</b>	<b>113,834</b>	<b>198,827</b>	<b>-</b>	<b>-</b>	<b>6,720,670</b>
<b>Long-Term Liabilities</b>									
Notes Payable, Net of Current P	-	-	-	-	0	141,967	-	(141,967)	-
Bonds Payable	-	-	-	-	11,740,000	21,680,000	-		33,420,000
Bond Issue Cost	-	-	-	-	(220,908)	(421,154)	-		(642,062)
Discount on Bonds	-	-	-	-	(179,409)	-	-		(179,409)
Premium on Bonds	-	-	-	-	-	1,679,827	-		1,679,827
Other Long-term Liabilities	17,503,192	15,050,738	11,374,054	-	-	-	-		43,927,984
<b>Total Long-Term Liabilities</b>	<b>17,503,192</b>	<b>15,050,738</b>	<b>11,374,054</b>	<b>-</b>	<b>11,339,683</b>	<b>23,080,640</b>	<b>-</b>	<b>(141,967)</b>	<b>34,278,356</b>
<b>Total Liabilities</b>	<b>\$ 19,566,621</b>	<b>\$ 15,802,039</b>	<b>\$ 14,735,541</b>	<b>\$ 231,792</b>	<b>\$ 11,453,517</b>	<b>\$ 23,279,466</b>	<b>\$ -</b>	<b>\$ (141,967)</b>	<b>\$ 84,927,010</b>
Net Asset	6,410,708	7,333,848	2,244,634	594,431	(1,385,396)	(2,460,755)	2,337	-	12,739,807
<b>Total Liabilities and Net Assets</b>	<b>\$ 25,977,329</b>	<b>\$ 23,135,887</b>	<b>\$ 16,980,175</b>	<b>\$ 826,223</b>	<b>\$ 10,068,122</b>	<b>\$ 20,818,711</b>	<b>\$ 2,337</b>	<b>\$ (141,967)</b>	<b>\$ 97,666,817</b>

**TEACH, Inc.****Statement of Cash Flows**

For the period ended January 31, 2025

	Teach Academy of Technology	Teach Tech High School	Teach Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School	Teach Public Schools	C & M LLC	Wooten Avila	YTD Ended 01/31/25
<b>Cash Flows from Operating Activities</b>							
Change in Net Assets	\$ 95,184	\$ (82,134)	\$ (97,989)	\$ 16,553	\$ (10,094)	\$ (41,534)	\$ (120,013)
<b>Adjustments to reconcile change in net assets to net cash flows from operating activities:</b>							
Depreciation	7,495	6,211	4,344	3,329	27,221	63,393	175,385
Public Funding Receivables	54,849	44,740	56,460	-	-	-	156,050
Accounts Receivable							
Due from Related Parties	1,667,943	(1,830,826)	325,357	(162,474)	-	-	-
Prepaid Expenses	35,678	(17,668)	6,574	2,330	-	-	(81,727)
Other Assets	-	-	-	-	(72,382)	(108,640)	(289,663)
Accounts Payable	-	160	49,630	-	-	-	49,790
Accrued Expenses	-	(5,745)	(464)	(8,561)	-	-	(14,770)
Deferred Revenue	(123,040)	(88,739)	(45,529)	-	-	-	(165,924)
Other Liabilities	-	-	-	-	57,629	91,384	240,396
<b>Total Cash Flows from Operating Activities</b>	<b>1,738,108</b>	<b>(1,974,000)</b>	<b>298,382</b>	<b>(148,823)</b>	<b>2,374</b>	<b>4,602</b>	<b>(50,476)</b>
<b>Cash Flows from Investing Activities</b>							
Purchases of Property & Equipment	-	-	(9,092)	-	-	-	(13,691)
Purchase of Securities	-	-	-	-	(2,561)	(4,599)	(11,759)
<b>Total Cash Flows from Investing Activities</b>	<b>-</b>	<b>-</b>	<b>(9,092)</b>	<b>-</b>	<b>(2,561)</b>	<b>(4,599)</b>	<b>(25,450)</b>
<b>Cash Flows from Financing Activities</b>							
Proceeds from (Payments on) Long-term Debt	(4,433)	-	-	-	186	(15)	(4,277)
<b>Total Cash Flows from Financing Activities</b>	<b>(4,433)</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>186</b>	<b>(15)</b>	<b>(4,277)</b>
Change in Cash & Cash Equivalents	1,733,676	(1,974,000)	289,290	(148,823)	(0)	(12)	(99,870)
Cash & Cash Equivalents, Beginning of Period	4,036,794	8,377,468	4,495,741	945,170	100,066	376,685	18,331,924
<b>Cash and Cash Equivalents, End of Period</b>	<b>\$ 5,770,470</b>	<b>\$ 6,403,468</b>	<b>\$ 4,785,031</b>	<b>\$ 796,347</b>	<b>\$ 100,066</b>	<b>\$ 376,673</b>	<b>\$ 18,232,054</b>

## Teach Academy of Technology

### Accounts Payable Aging

January 31, 2025

Vendor name	Invoice	Invoice date	Due date	Current	1-30 Days Past Due	31-60 Days Past Due	61-90 Days Past Due	Over 90 Days Past Due	Total
Bay Alarm Company	20672351	6/27/2023	6/27/2023	\$ -	\$ -	\$ -	\$ -	\$ (159)	\$ (159)
Bay Alarm Company	3384134	6/27/2023	6/27/2023	-	-	-	-	(886)	(886)
Charter Communications	22214032224	3/22/2024	4/21/2024	-	-	-	-	(1,764)	(1,764)
McGraw Hill LLC	134172687001	9/9/2024	10/9/2024	-	-	-	-	(2,645)	(2,645)
<b>Total Outstanding Invoices</b>				<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ (5,454)</u>	<u>\$ (5,454)</u>



## Teach Tech High School

### Accounts Payable Aging

January 31, 2025

Vendor name	Invoice	Invoice date	Due date	Current	1-30 Days Past Due	31-60 Days Past Due	61-90 Days Past Due	Over 90 Days Past Due	Total
McGraw Hill LLC	133465415001	8/20/2024	8/20/2024	\$ -	\$ -	\$ -	\$ -	\$ (7,669)	\$ (7,669)
Charter Communications	236563001100124	10/1/2024	10/31/2024	-	-	-	-	40	40
Charter Communications	236563001110124	11/1/2024	11/1/2024	-	-	-	-	40	40
Charter Communications	236563001090124	9/1/2024	10/1/2024	-	-	-	-	40	40
Charter Communications	236563001010125	1/1/2025	1/31/2025	40	-	-	-	-	40
<b>Total Outstanding Invoices</b>				<u>\$ 40</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ (7,549)</u>	<u>\$ (7,509)</u>

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

### Accounts Payable Aging

January 31, 2025

Vendor Name	Invoice	Invoice date	Due date	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Comprehensive Therapy Associates Inc	7330	12/31/2024	12/31/2024	\$ -	\$ -	\$ 44,913	\$ -	\$ -	\$ 44,913
Los Angeles Executive Security Group, Inc.	1966	1/6/2025	1/21/2025	-	1,913	-	-	-	1,913
Maintex, Inc.	1110171-01	11/19/2024	12/19/2024	-	-	118	-	-	118
Maintex, Inc.	1109950-00	11/8/2024	12/8/2024	-	-	704	-	-	704
Maintex, Inc.	1110171-00	11/18/2024	12/18/2024	-	-	374	-	-	374
Eduardo Miranda	MIRA081624	8/16/2024	9/15/2024	-	-	-	-	1,500	1,500
Pacific Business Technologies North	14386	1/23/2025	2/22/2025	107	-	-	-	-	107
<b>Total Outstanding Invoices</b>				<u>\$ 107</u>	<u>\$ 1,913</u>	<u>\$ 46,110</u>	<u>\$ -</u>	<u>\$ 1,500</u>	<u>\$ 49,630</u>

## Teach Academy of Technology

## Check Register

For the period ended January 31, 2025

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
<b>9012-101-PWB x7835</b>				
ACH	SoCalGas	Utility Svcs - 11/08/24 - 12/11/24	1/7/2025	\$ 16.90
<b>Total Disbursements Issued in January</b>				<b>\$ 16.90</b>
<b>9003-101-PWB x7843</b>				
64389	After-School All-Stars, Los Angeles	Enrichment Svcs - 11/01/24 - 11/30/24	1/10/2025	\$ 20,170.70
64390	Bay Alarm Company	Security Svcs - 01/25	1/10/2025	452.76
64391	City of Los Angeles - Office of Finance	Professions Tax	1/10/2025	1,510.93
64392	CliftonLarsonAllen LLP	Audit Svcs - 1/3 Prepaid - 06/30/24	1/10/2025	18,076.80
64393	EMCOR Services Mesa Energy Systems, Inc.	Maintenance Svcs - 12/11/24 - 12/13/24	1/10/2025	1,542.79
64394	Ezell Company	Office Supplies	1/10/2025	7,230.58
64395	KS Statebank	Rent - 02/25	1/10/2025	5,721.22
64396	Scoot Education Inc.	Substitute Svcs - 12/09/24 - 12/13/24	1/10/2025	6,783.00
64397	Amtech Elevator Services	Maintenance Svcs - 01/01/25 - 03/31/25	1/17/2025	842.76
64398	AT&T	Communication Svcs - 11/28/24 - 12/27/24	1/17/2025	118.92
64399	Bay Alarm Company	Security Svcs - 01/25	1/17/2025	502.11
64400	Bay Alarm Company	Security Svcs - 02/01/25 - 04/30/25	1/17/2025	447.30
64401	Charter Impact, LLC	Payroll Svcs - 01/25	1/17/2025	10,615.22
64402	CliftonLarsonAllen LLP	Audit Svcs - Late Journal Entries	1/17/2025	560.12
64403	HopSkipDrive, Inc	Transportation Svcs - 12/02/24 - 12/19/24	1/17/2025	1,565.13
64404	Orkin	Pest Control Svcs	1/17/2025	455.96
64405	Palms Tree Care	Maintenance Svcs	1/17/2025	320.06
64406	Scoot Education Inc.	Substitute Svcs - 12/16/24 - 12/19/24	1/17/2025	7,611.00
64407	Sehi Computer Products, Inc.	Office Supplies	1/17/2025	432.52
64408	SmartSign	Office Supplies	1/17/2025	807.70
64409	Staples	Office Supplies	1/17/2025	720.59
64410	Trafera, LLC	License (20) - 1yr	1/17/2025	5,131.60
64411	Young, Minney & Corr LLP	Legal Svcs - 12/11/24 - 12/17/24	1/17/2025	1,575.00
64412	Zoom Video Communications, Inc.	Communication Svcs - 12/01/24 - 12/31/24	1/17/2025	2.85
64413	Health Net	Health Ins - 02/25	1/24/2025	37,024.08
64414	TASC	Participant Fee - 02/01/25 - 04/30/25	1/24/2025	263.13
64415	Vision Service Plan (CA)	Insurance Svcs - 02/25	1/24/2025	69.57
64416	Bay Alarm Company	Security Svcs - 02/01/25 - 02/28/25	1/27/2025	939.33
64417	Bay Alarm Company	Security Svcs - 02/01/25 - 04/30/25	1/27/2025	1,032.27
64418	County of Los Angeles	Cafeteria Food Safety Inspection - 10/03/24	1/27/2025	591.00
64419	Fotorama	Printing Svcs - 24/25 Student ID Card Backside - (427)	1/27/2025	235.38
64420	ReadyRefresh	Office Supplies	1/27/2025	111.13
64421	Scoot Education Inc.	Substitute Svcs - 01/06/25 - 01/08/25	1/27/2025	5,386.00
64422	Wells Fargo Vendor Financial Services LLC	Copier Lease - 12/03/24 - 01/02/25	1/27/2025	1,414.08
64423	Young, Minney & Corr LLP	Legal Svcs - 12/11/24 - 12/17/24	1/27/2025	35.00
64424	Charter Impact, LLC	Rush Processing - 12/24	1/30/2025	563.70
64425	EMCOR Services Mesa Energy Systems, Inc.	Maintenance Svcs - 11/01/24 - 01/31/25	1/30/2025	3,347.00
64426	Emily Rodriguez	Reimb - Prof Development - Beginning Teacher Program - 10/	1/30/2025	1,500.00
64427	Hirsch Pipe & Supply Co., Inc	Office Supplies	1/30/2025	427.35
64428	Melissa Armas Gutierrez	Reimb - Prof Development - Beginning Teacher Program - 09/	1/30/2025	1,500.00
64429	Orkin	Pest Control Svcs	1/30/2025	412.00
64430	Scoot Education Inc.	Substitute Svcs - 01/13/25 - 01/17/25	1/30/2025	6,571.00
64431	Wells Fargo Vendor Financial Services LLC	Copier Lease - 01/03/25 - 02/02/25	1/30/2025	1,414.08
ACH	CALPERS	TAT PERS 12/24	1/2/2025	20,341.79
ACH	CALSTRS	TAT STRS 12/24	1/2/2025	29,230.94
ACH	CALSTRS	TAT STRS 12/24	1/2/2025	54,588.72
ACH	The Lincoln National Life Insurance Company	Life Ins - 01/25	1/3/2025	5,921.70
ACH	Aflac	Supplemental Ins - 12/24	1/6/2025	1,535.08
ACH	A&B Legacy Transports LLC	Transportation Svcs - 01/20/25 - 01/24/25	1/10/2025	38,617.18
ACH	Comprehensive Therapy Associates Inc	SpEd Svcs - 11/24	1/10/2025	62,673.68
ACH	Irresistible Cleaning Inc LLC	Maintenance Svcs - 12/16/24	1/10/2025	17,829.23
ACH	MCD Apparel LLC	Office Supplies	1/10/2025	810.00

**Teach Academy of Technology**

**Check Register**

For the period ended January 31, 2025

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
ACH	Pacific Business Technologies North	Copier Lease 11/01/24 - 12/01/24	1/10/2025	3,388.77
ACH	Amazon Capital Services	School Supplies	1/10/2025	4,210.99
ACH	Brand New Electric	Repair Svcs	1/10/2025	1,975.00
ACH	iKreate Design & Print LLC	Furnish Database and Design Fee	1/10/2025	34,054.74
ACH	LADWP - 0000	Utility Svcs - 11/30/24 - 12/31/24	1/16/2025	326.45
ACH	LADWP - 7788	Utility Svcs - 12/02/24 - 12/31/24	1/16/2025	444.41
ACH	LADWP - 4653	Utility Svcs - 11/26/24 - 12/30/24	1/16/2025	3,083.16
ACH	Jennifer Olguin	Consulting Svcs - 12/02/24 - 01/10/25	1/17/2025	1,000.20
ACH	LADWP - 7514	Utility Svcs - 11/27/24 - 12/31/24	1/17/2025	69.81
ACH	PlanConnect	403B & 457 Pay Date: 01/15/25	1/22/2025	14,833.21
ACH	Brand New Electric	Repair Svcs	1/24/2025	5,462.50
ACH	A&B Legacy Transports LLC	Transportation Svcs - 02/03/25 - 02/07/25	1/27/2025	34,978.27
ACH	Fresh Start Healthy Meals, Inc.	Food Svcs - 12/01/24 - 12/31/24	1/27/2025	34,239.12
ACH	Irresistible Cleaning Inc LLC	Janitorial Svcs - 01/27/25 - 01/31/25	1/27/2025	18,211.73
ACH	Leonel Vazquez	Reimb - Office Supplies - 12/13/24 - 01/08/25	1/27/2025	132.15
ACH	Pacific Business Technologies North	Copier Lease - 12/01/24 - 01/01/25	1/27/2025	1,382.63
ACH	Chartersafe	Workers Comp - 02/25	1/27/2025	24,378.00
ACH	Republic Services #902	Janitorial Svcs - 01/25	1/28/2025	1,098.74
ACH	Republic Services #902	Janitorial Svcs - 01/25	1/28/2025	1,185.98
ACH	Republic Services #902	Janitorial Svcs - 01/25	1/28/2025	1,273.89
ACH	A&B Legacy Transports LLC	Transportation Svcs - 02/24/25 - 02/28/25	1/30/2025	38,617.18
ACH	Comprehensive Therapy Associates Inc	SpEd Svcs - 12/24	1/30/2025	53,339.28
ACH	Irresistible Cleaning Inc LLC	Janitorial Svcs - 02/10/25 - 02/14/25	1/30/2025	19,525.73
ACH	Los Angeles Executive Security Group, Inc.	Crosswalk Ambassador - 01/06/25 - 01/31/25	1/30/2025	8,336.00
ACH	Maintex, Inc.	Office Supplies	1/30/2025	1,127.49
<b>Total Disbursements Issued in January</b>				<b>\$ <u>694,257.47</u></b>

**Teach Tech High School****Check Register**

For the period ended January 31, 2025

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
<b>9004-102-PWB x7868 - TTHS</b>				
72993	Bay Alarm Company	Security Svcs - 01/25	1/10/2025	\$ 786.24
72994	Bay Alarm Company	Security Svcs - 01/25 - 03/25	1/10/2025	297.00
72995	Entourage Yearbooks	School Supplies	1/10/2025	5,846.48
72996	FCOC Transportation	Transportation Svcs to St. Bernard HS - 12/13/24	1/10/2025	2,550.00
72997	Scoot Education Inc.	Substitute Svcs - 12/09/24 - 12/13/24	1/10/2025	4,476.00
72998	Barnes & Noble, Inc.	Books - (8)	1/17/2025	119.14
72999	Charter Impact, LLC	Payroll Svcs - 01/25	1/17/2025	10,406.64
73000	CliftonLarsonAllen LLP	Audit Svcs - Late Journal Entries	1/17/2025	559.94
73001	Fotorama	Printing Svcs - 24/25 Student ID Card Backside - (354)	1/17/2025	195.14
73002	Interquest Detection Canines	Consulting Svcs - 12/11/25	1/17/2025	175.00
73003	Palms Tree Care	Maintenance Svcs	1/17/2025	319.97
73004	PowerSchool Group LLC	IT Svcs - 12/09/24 - 12/08/25	1/17/2025	2,400.00
73005	Scoot Education Inc.	Substitute Svcs - 12/16/24 - 12/19/24	1/17/2025	1,492.00
73006	Teachers on Reserve	Substitute Svcs - 12/09/24 - 12/13/24	1/17/2025	2,226.63
73007	The Comprehensible Classroom	El Mundo en Tus Manos Subscription (2)	1/17/2025	200.00
73008	Vortex Industries, Inc.	Repair Svcs	1/17/2025	5,694.49
73009	Zoom Video Communications, Inc.	Communication Svcs - 12/01/24 - 12/31/24	1/17/2025	2.84
73010	Bay Alarm Company	Security Svcs - 12/31/24	1/27/2025	987.45
73011	Charter Communications	Communication Svcs - 01/25	1/27/2025	169.98
73012	FCOC Transportation	Transportation Svcs to Dignity Health Center - 01/07/25	1/27/2025	750.00
73013	Orkin	Pest Control Svcs	1/27/2025	531.00
73014	Scoot Education Inc.	Substitute Svcs - 01/07/25 - 01/08/25	1/27/2025	746.00
73015	Staples	Office Supplies	1/27/2025	2,276.49
73016	Teachers on Reserve	Substitute Svcs - 01/06/25 - 01/10/25	1/27/2025	3,049.52
73017	Abel Glass and Screen, Inc.	Maintenance Svcs - 01/22/25	1/30/2025	675.57
73018	AMTECH Elevator Services	Maintenance Svcs - 02/01/25 - 04/30/25	1/30/2025	1,537.38
73019	FCOC Transportation	Transportation Svcs to University Magnet HS - 01/16/25	1/30/2025	1,500.00
73020	Holloway & Kimberlin, LLP	Legal Svcs - 10/22/25 - 12/02/24	1/30/2025	9,463.00
73021	Scoot Education Inc.	Substitute Svcs - 01/13/25 - 01/17/25	1/30/2025	5,333.00
ACH	Golden State Water Company	Utility Svcs - 11/13/24 - 12/12/24	1/8/2025	30.17
ACH	Golden State Water Company	Utility Svcs - 11/12/24 - 12/11/24	1/8/2025	626.96
ACH	Comprehensive Therapy Associates Inc	SpEd Svcs - 11/24	1/10/2025	30,620.48
ACH	Edmentum	License (107) - 08/12/24 - 12/20/24	1/10/2025	57,000.00
ACH	Pacific Business Technologies North	Copier Lease - 11/01/24 - 12/01/24	1/10/2025	1,517.80
ACH	Amazon Capital Services	Office Supplies	1/10/2025	3,781.25
ACH	The Gas Company	Utility Svcs - 11/19/24 - 12/18/24	1/10/2025	18.50
ACH	Edmentum	License (107) - 01/06/25 - 01/05/26	1/17/2025	57,000.00
ACH	Jennifer Olguin	Consulting Svcs - 12/02/24 - 01/10/25	1/17/2025	999.90
ACH	Waste Management	Waste Management - 01/25	1/22/2025	1,846.59
ACH	Southern California Edison	Utility Svcs - 12/07/24 - 01/07/25	1/23/2025	7,699.74
ACH	Brand New Electric	Repair Svcs - Elevator	1/24/2025	5,500.00
ACH	Fresh Start Healthy Meals, Inc.	Food Svcs - 12/01/24 - 12/31/24	1/27/2025	20,968.43
ACH	Pacific Business Technologies North	Copier Lease - 12/01/24 - 01/01/25	1/27/2025	1,313.75
ACH	Anschutz Southern California Sports Comple	Field Rental - 12/24	1/30/2025	875.00
ACH	Comprehensive Therapy Associates Inc	SpEd Svcs - 12/24	1/30/2025	19,949.75
ACH	Honorio Antonio	Reimb - Prof Development - Beginning Teacher Program - 01	1/30/2025	1,500.00
ACH	Los Angeles Executive Security Group, Inc.	Crosswalk Ambassador - 01/06/25 - 01/31/25	1/30/2025	3,600.00
ACH	Maintex, Inc.	Office Supplies	1/30/2025	2,534.03
ACH	MCD Apparel LLC	School Supplies	1/30/2025	19,710.00
<b>Total Disbursements Issued in January</b>				<b>\$ 301,859.25</b>

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

For the period ended January 31, 2025

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
<b>9007-104-PWB x1471 - TES</b>				
11286	After-School All-Stars, Los Angeles	Enrichment Svcs - 11/01/24 - 11/30/24	1/10/2025	\$ 20,704.75
11287	Bay Alarm Company	Security Svcs - 01/25	1/10/2025	350.35
11288	Scoot Education Inc.	Substitute Svcs - 12/09/24 - 12/13/24	1/10/2025	2,804.00
11289	Charter Impact, LLC	Business Mgmt - 01/25	1/17/2025	5,414.64
11290	CliftonLarsonAllen LLP	Audit Svcs - Late Journal Entries	1/17/2025	559.94
11291	De Lage Landen Financial Services, Inc.	Copier Lease - 01/25	1/17/2025	319.92
11292	Fotorama	Printing Svcs - 24/25 Student ID Card Backside - (255)	1/17/2025	140.57
11293	HopSkipDrive, Inc	Transportation Svcs - 12/02/24 - 12/19/24	1/17/2025	1,565.14
11294	Orkin	Pest Control Svcs	1/17/2025	196.99
11295	Palms Tree Care	Maintenance Svcs	1/17/2025	319.97
11296	Scoot Education Inc.	Substitute Svcs - 12/16/24 - 12/19/24	1/17/2025	3,066.00
11297	Staples	Office Supplies	1/17/2025	364.78
11298	Starfall Education Foundation	License - 1yr	1/17/2025	355.00
11299	The Education Team	Substitute Svcs - 12/05/24	1/17/2025	620.15
11300	Zoom Video Communications, Inc.	Communication Svcs - 12/01/24 - 12/31/24	1/17/2025	2.84
11301	Bay Alarm Company	Security Svcs - 02/01/25 - 02/28/25	1/27/2025	786.41
11302	Scoot Education Inc.	Substitute Svcs - 01/07/25 - 01/08/25	1/27/2025	1,164.00
11303	Staples	Office Supplies	1/27/2025	887.68
11304	The Education Team	Substitute Svcs - 11/07/24 - 11/08/24	1/27/2025	414.41
11305	Orkin	Pest Control Svcs	1/30/2025	218.00
11306	Scoot Education Inc.	Substitute Svcs - 01/13/25 - 01/17/25	1/30/2025	4,246.00
ACH	CALSTRS	TES STRS 12/24	1/2/2025	31,528.26
ACH	Comprehensive Therapy Associates Inc	SpEd Svcs - 11/24	1/10/2025	45,386.99
ACH	Pacific Business Technologies North	Copier Lease - 11/01/24 - 12/01/24	1/10/2025	1,422.93
ACH	Smith Garage Doors	Door Repair and Installation - 10/24/24	1/10/2025	9,092.00
ACH	Amazon Capital Services	Office Supplies	1/10/2025	4,017.71
ACH	Jennifer Olguin	Consulting Svcs - 12/02/24 - 01/10/25	1/17/2025	999.90
ACH	Fresh Start Healthy Meals, Inc.	Food Svcs - 12/01/24 - 12/31/24	1/27/2025	28,595.60
ACH	Maintex, Inc.	Office Supplies	1/27/2025	910.44
ACH	Pacific Business Technologies North	Copier Lease - 12/01/24 - 01/01/25	1/27/2025	1,134.12
ACH	Comprehensive Therapy Associates Inc	SpEd Svcs - 12/24	1/30/2025	44,913.17
ACH	Eduardo Miranda	Reimb - Prof - Development - Educational Leadership Pri	1/30/2025	1,500.00
ACH	Los Angeles Executive Security Group, Inc.	Crosswalk Ambassador - 01/06/25 - 01/31/25	1/30/2025	1,912.50
ACH	Maintex, Inc.	Office Supplies	1/30/2025	1,197.04
ACH	Pacific Business Technologies North	Office Supplies	1/30/2025	107.31
<b>Total Disbursements Issued in January</b>				<b>\$ 217,219.51</b>

**Teach Public Schools**

**Check Register**

For the period ended January 31, 2025

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
<b>9005-100-PWB x7850</b>				
81894	2024 CSDC Conference Registration	2024 CSDC Conference	1/17/2025	\$ 799.00
ACH	Amazon Capital Services	Office Supplies	1/10/2025	4,518.26
ACH	Chatgpt Subscription	Chatgpt Subscription	1/13/2025	200.00
ACH	Verizon Wireless	Verizon Wireless	1/13/2025	780.32
ACH	Verizon Wireless	Verizon Wireless	1/13/2025	982.25
ACH	Home Depot	Home Depot	1/14/2025	87.97
ACH	Inova	Payroll Taxes 01/15/2025	1/14/2025	85,378.14
ACH	Inova	Payroll Direct Deposit 01/15/25	1/14/2025	248,506.52
ACH	Pacific Western Bank	Bank Fee	1/15/2025	125.00
ACH	California Department of Tax and Fee Admin	Use Tax Q4 2024	1/17/2025	78.00
ACH	United States Postal Service	USPS PO	1/21/2025	10.10
ACH	Amazon	Amazon.com	1/23/2025	16.41
ACH	Home Depot	Home Depot	1/24/2025	582.25
ACH	Home Depot	Home Depot	1/27/2025	213.38
ACH	Home Depot	Home Depot	1/27/2025	1,035.58
ACH	Enrique Robles	Reimb - Auto - Charging Station - 01/21/25	1/28/2025	750.00
ACH	Home Depot	Home Depot	1/30/2025	484.89
ACH	Inova	Payroll Taxes 01/31/2025	1/30/2025	94,568.21
ACH	Inova	Payroll Direct Deposit 01/31/25	1/30/2025	284,892.35
ACH	Home Depot	Home Depot	1/31/2025	56.21
<b>Total Disbursements Issued in January</b>				<b>\$ <u>724,064.84</u></b>

Area	Due Date	Description	Completed By	Board Must Approve	Signature Required	Additional Information
FINANCE	Board meeting before Feb 28	<b>2024-25 LCAP Midyear Update</b> - present a report on the annual update to the LCAP and the Budget Overview for Parents <b>on or before February 28</b> of each year at a <b>regularly scheduled meeting of the governing board of the LEA</b> .  The governing board is not required to adopt the mid-year update, however it must be presented to the governing board as part of a non-consent item. The report must include both of the following: All available mid-year outcome data related to metrics identified in the current year's LCAP. All available mid-year expenditure and implementation data on all actions identified in the current year's LCAP. There is no required template for the mid-year update	TEACH with Charter Impact support	No	No	<a href="https://www.cde.ca.gov/re/lc/">https://www.cde.ca.gov/re/lc/</a>
DATA	Feb-01	<b>School Accountability Report Card</b> - All public schools in California are required to prepare an annual SARC (2023/24). SARCs are intended to provide the public with important information about each public school and to communicate a school's progress in achieving its goals. EC Section 35256 requires LEA governing boards to approve SARCs for publications.	TEACH	Yes	No	<a href="https://www.cde.ca.gov/ta/ac/sa/">https://www.cde.ca.gov/ta/ac/sa/</a>
FINANCE	Feb-07	<b>Application for 2025-26 California Community Schools Partnership Program: Implementation Grant</b> - CCSP Implementation Grant (Cohort 4) funds are to be used to support the establishment of new community schools and/or the expansion or continuation of existing community schools. A community school is a "whole-child" school improvement strategy where the local educational agency and school(s) work closely with teachers, students, and families. Community schools partner with community agencies and local government to align community resources to improve student outcomes.	TEACH with Charter Impact support	No	Yes	<a href="https://www.cde.ca.gov/fg/fo/profile.asp?id=6348&amp;recID=6359">https://www.cde.ca.gov/fg/fo/profile.asp?id=6348&amp;recID=6359</a>
FINANCE	Feb-15	<b>Board of Equalization Property Tax Exemption</b> - 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	No	Yes	<a href="https://www.boe.ca.gov/proptaxes/lessor_exemption.htm">https://www.boe.ca.gov/proptaxes/lessor_exemption.htm</a>
FINANCE	Set by Authorizer (by Mar 15)	<b>2nd Interim Financial Report</b> - 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	<a href="https://www.cde.ca.gov/fg/fi/ir/interimstatus.asp">https://www.cde.ca.gov/fg/fi/ir/interimstatus.asp</a>
FINANCE	Feb-20	<b>Certification of the First Principal Apportionment</b> - 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	<a href="https://www.cde.ca.gov/fg/aa/pa/">https://www.cde.ca.gov/fg/aa/pa/</a>
FINANCE	Feb-28	<b>Comprehensive Support and Improvement (CSI) Expenditure Reporting - 2023 Report 3</b> - Actual expenditures for each performance period within the grant period shall be reported to the California Department of Education (CDE) as part of regular grant management and administration.	Charter Impact with TEACH support	No	No	<a href="https://www.cde.ca.gov/sp/sw/t1/csileagrnrpt.asp">https://www.cde.ca.gov/sp/sw/t1/csileagrnrpt.asp</a>
DATA	Feb-28	<b>CALPADS - Fall 2 deadline</b> - 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.	TEACH with Charter Impact Support	No	No	<a href="https://www.cde.ca.gov/ds/sp/cl/rptcalendar.asp">https://www.cde.ca.gov/ds/sp/cl/rptcalendar.asp</a>
FINANCE	Mar-01	<b>School-Based Medi-Cal Administrative Activities (SMAA)</b> - All charter schools participating in the SMAA program are required to participate in this reporting. The SMAA program reimburse schools for the federal share (50%) of the certain costs for administering the Medi-Cal program.	TEACH with Charter Impact support	No	No	<a href="https://www.dhcs.ca.gov/provgovpart/Pages/SMAA">https://www.dhcs.ca.gov/provgovpart/Pages/SMAA</a>
FINANCE	Mar-01	<b>Every Student Succeeds Act Per-Pupil Expenditure Application</b> -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	<a href="https://www3.cde.ca.gov/essars">https://www3.cde.ca.gov/essars</a>
DATA	Mar-07	<b>CRDC - 2023-24 Submission Window (Dec 9, 2024 - Mar 7, 2025)</b> - 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.	TEACH with Charter Impact Support	No	No	<a href="https://crdc.communities.ed.gov/#program">https://crdc.communities.ed.gov/#program</a>
FINANCE	Mar-17	<b>Audit Firm Selection</b> - 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.	TEACH with Charter Impact support	Yes	No	<a href="https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=41020.&amp;lawCode=EDC">https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=41020.&amp;lawCode=EDC</a>
FINANCE	Apr-01	<b>File a Form 700 - Statement of Economic Interests (SEI)</b> : The requirement is part of the Political Reform Act enacted in 1974, which was passed by California voters to promote integrity in state and local government by helping agency decision makers avoid conflicts between their personal interests and official duties. Depending on your local authorizer's conflict of interest policies, certain charter school officers and employees may be required to file Statements of Economic Interest with a filing officer by the April 1 deadline.	TEACH	Yes	Yes	<a href="https://www.fppc.ca.gov/Form700.html">https://www.fppc.ca.gov/Form700.html</a>



FINANCE	Apr-05	<b>Year 5 ESSER and GEER Annual Reporting</b> - The Year 5 ESSER and GEER Annual Reports are applicable to activities and expenditures that occurred July 1, 2023 – June 30, 2024. 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). <b>Year 4 Annual Reporting is anticipated to open March 2025 and close April 2025.</b>	Charter Impact with TEACH support	No	No	<a href="https://www.cde.ca.gov/fg/cr/reporting.asp">https://www.cde.ca.gov/fg/cr/reporting.asp</a>
FINANCE	Apr-15	<b>Federal Stimulus Reporting</b> - Local educational agencies (LEAs) are required to report to the California Department of Education (CDE) on funds received from ESSER II and ESSER III. LEAs are required to report corrections for the period through September 30, 2024.	Charter Impact with TEACH support	No	No	<a href="https://www.cde.ca.gov/fg/cr/reporting.asp">https://www.cde.ca.gov/fg/cr/reporting.asp</a>
FINANCE	Apr-26	<b>School-Based Medi-Cal Administrative Activities (SMAA)</b> - All charter schools participating in the SMAA program are required to participate in this reporting. The SMAA program reimburse schools for the federal share (50%) of the certain costs for administering the Medi-Cal program.	TEACH with Charter Impact support	No	No	<a href="https://www.dhcs.ca.gov/provgovpart/Pages/SMAA">https://www.dhcs.ca.gov/provgovpart/Pages/SMAA</a>
FINANCE	Apr-26	<b>Antibias Education Grant Program</b> - All charter schools participating in the Antibias Education Grant Program are required to participate in this reporting.	TEACH with Charter Impact support	No	No	<a href="https://www.cde.ca.gov/pd/ps/antibiasgrant.asp">https://www.cde.ca.gov/pd/ps/antibiasgrant.asp</a>
FINANCE	Apr-30	<b>ASES - 3rd Quarter Expenditure Report</b> - The ASES Program funds the establishment of local after school education and enrichment programs. These programs are created through partnerships between schools and local community resources to provide literacy, academic enrichment and safe constructive alternatives for students in kindergarten through ninth grade (K-9).	Charter Impact or After School Provider	No	No	<a href="https://www.cde.ca.gov/ls/ex/asesduedates.asp">https://www.cde.ca.gov/ls/ex/asesduedates.asp</a>
FINANCE	Apr-30	<b>Federal Cash Management - Period 4</b> - The Title I, Part A; Title I, Part D, Subpart 2; Title II, Part A; Title III LEP; Title III Immigrant; and Title IV programs under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the ESSA, will utilize the Federal Cash Management program. Charter schools that are awarded a grant under any of these programs must submit the CMDC report for a particular quarter in order to receive an apportionment for that quarter; CDE will apportion funds to LEAs whose cash balance is below a certain threshold.	Charter Impact	No	No	<a href="https://www.cde.ca.gov/fg/aa/cm/">https://www.cde.ca.gov/fg/aa/cm/</a>