TEACH Public Schools

TEACH, Inc. Regular Board Meeting

Date and Time

Tuesday April 29, 2025 at 5:00 PM PDT

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 at:

Topic: TEACH Regular Board Meeting

Time: Apr 29, 2025 05:00 PM Pacific Time (US and Canada)
Join Zoom Meeting
https://teachpublicschools-org.zoom.us/j/82576938685
Meeting ID: 825 7693 8685

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Dial by your location
• +1 719 359 4580 US
• +1 253 205 0468 US
• +1 253 215 8782 US (Tacoma)
• +1 346 248 7799 US (Houston)
• +1 669 444 9171 US
• +1 669 900 6833 US (San Jose)
• +1 305 224 1968 US
• +1 309 205 3325 US
• +1 312 626 6799 US (Chicago)
• +1 360 209 5623 US
• +1 386 347 5053 US
• +1 507 473 4847 US
• +1 564 217 2000 US
• +1 646 931 3860 US
• +1 689 278 1000 US
• +1 929 205 6099 US (New York)
• +1 301 715 8592 US (Washington DC)
Meeting ID: 825 7693 8685
Find your local number: https://teachpublicschools-org.zoom.us/u/ks7ymLkii

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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

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Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**5:00 PM**
	A. Record Attendance		Beth Bulgeron	2 m
	B. Call the Meeting to Order		Cecilia Sandoval	
	C. Public Comment		Cecilia Sandoval	5 m
II.	**Consent Items**			**5:07 PM**
	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.			
	A. Approve the Current Agenda and the Minutes from the March 25, 2025 Regular Board Meeting	Vote	Cecilia Sandoval	3 m
III.	**Items for Potential Action**			**5:10 PM**
	A. Financial Report	Discuss	Richard McNeel	8 m
	B. Expatiate Special Education Services Presentation	FYI	Matthew Brown	5 m

Purpose: To acquaint the board with Expatiate Communications, a potential partner for our special education services, and to understand how their offerings might align with our needs.

Background:

		Purpose	Presenter	Time

Expatiate Communications is a Pasadena-based firm specializing in special education management consulting. Established in 2013, they provide comprehensive services to Local Education Agencies (LEAs), including program management, educational data analytics, and compliance oversight.

Notably, Expatiate assumes full legal and fiscal responsibility for the services they provide, covering costs associated with Independent Educational Evaluations (IEEs), missed services, legal fees, and settlement agreements. This approach differentiates them from many Nonpublic, Nonsectarian Agencies (NPAs), which typically do not offer such comprehensive coverage.

Context:
In California, an NPA is a private organization certified by the California Department of Education to offer specialized educational services to students with disabilities. LEAs contract with NPAs when they cannot meet specific needs internally. NPAs must meet stringent standards related to staff qualifications, program quality, and compliance with state and federal regulations.

C.	Presentation on Interim Verified Data and Key State Indicators- Interim Predictors, State Comparisons, Average Daily Attendance, Chronic Absenteeism and Students On-Track to Graduate on Time.	Discuss	Beth Bulgeron	5 m
D.	Report on Progress on Goals by the CEO	Discuss	Raul Carranza	8 m
E.	Closed Session Item: Public Employee Performance Evaluation (Government Code § 54957(b)(1)) Title: Chief Executive Officer	Vote	Cecilia Sandoval	30 m

IV. Closing Items — 6:06 PM

A.	Board or Public Comment	FYI	Cecilia Sandoval	5 m
B.	Announcement- Board Recruitment Committee	FYI	Beth Bulgeron	3 m
C.	Upcoming Meeting Date: May 27, 2025 at 5 pm	FYI	Cecilia Sandoval	1 m

The next Regular meeting will be held on May 27, 2025 at 5 pm

	Purpose	Presenter	Time
D. Adjourn Meeting	Discuss	Cecilia Sandoval	

Coversheet

Approve the Current Agenda and the Minutes from the March 25, 2025 Regular Board Meeting

Section: II. Consent Items
Item: A. Approve the Current Agenda and the Minutes from the March 25, 2025 Regular Board Meeting
Purpose: Vote
Submitted by:
Related Material: 2025_03_25_board_meeting_minutes.pdf

TEACH Public Schools

Minutes

TEACH Regular Board Meeting

Date and Time
Tuesday March 25, 2025 at 5:00 PM

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 at:

Topic: TEACH Regular Board Meeting
Time: Mar 25, 2025 05:00 PM Pacific Time (US and Canada)
Join Zoom Meeting
https://teachpublicschools-org.zoom.us/j/87807767561
Meeting ID: 878 0776 7561

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• +1 253 205 0468 US
• +1 312 626 6799 US (Chicago)
• +1 360 209 5623 US
• +1 386 347 5053 US
• +1 507 473 4847 US
• +1 564 217 2000 US
• +1 646 931 3860 US
• +1 689 278 1000 US
• +1 929 205 6099 US (New York)
• +1 301 715 8592 US (Washington DC)
• +1 305 224 1968 US
• +1 309 205 3325 US
Meeting ID: 878 0776 7561
Find your local number: https://teachpublicschools-org.zoom.us/u/kiWBoMvJw

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www.teachpublicschools.org

Directors Present

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

Directors Absent

None

Guests Present

B. Bulgeron

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 Mar 25, 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 February 25, 2025 Regular Board Meeting

S. Burrows made a motion to approve the minutes from February 25, 2025 TEACH Regular Board Meeting on 02-25-25.
J. Lobdell seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

C. Sandoval Aye

Roll Call

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

III. Items for Potential Action

A. Approve the Form 990 tax return

S. Burrows made a motion to Approve the Form 990.
J. Lobdell seconded the motion.
Matt Brown presented the 990 and explained it.
The board **VOTED** to approve the motion.

Roll Call

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

B. CLA Annual Independent Audit Firm Selection

S. Burrows made a motion to Approve the Annual Independent Audit Firm Selection of CLA.
J. Lobdell seconded the motion.
Mr. Brown explained the selection of an independent audit firm, options explored and the decision to work with CLA based on cost, effectiveness and positive work experience with their work.
The board **VOTED** to approve the motion.

Roll Call

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

C. Consider and Approve the School Calendar

J. Lobdell made a motion to Approve the 25-26 Calendar.
S. Burrows seconded the motion.
Mr. Robles presented the calendar and explained that the start date and most breaks were aligned with LAUSD. Board Chair asked a clarifying question about the alignment to LAUSD and explained the importance of congruity with the district. Robles confirmed.
The board **VOTED** to approve the motion.

Roll Call

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

D. Consider and Approve the Updated LCAP for TEACH Academy of Technologies

M. Maye made a motion to Approve the updated LCAP for TEACH Academy of Technologies.
J. Lobdell seconded the motion.
Beth presented the updates to the LCAP which included more descriptive job descriptions for federally funded positions.
The board **VOTED** to approve the motion.

Roll Call

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

E. Consider and Approve the 2025-26 Food Service Management Company (FSMC) Fresh Start Healthy Meals, Inc. Renewal

J. Lobdell made a motion to Approve the 25-26 Food Management Company Fresh Start Healthy Meals inc renewal.
A. Dragon seconded the motion.
Mr. Robles presented the contract renewal for Healthy Meals and explained that preparations for summer school lunch services were already underway.
The board **VOTED** to approve the motion.

Roll Call

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

F. Financial Report

Rich McNeel gave the financial report (see attached report). He went over the presentation materials in detail. Overall the outlook improved from the last meeting's report.

G. School Site Council and ELAC Meeting Updates

Luis Ramirez presented the update on the SSC and ELAC meeting. He explained that parents have been asking for more tech in the classrooms, such as 3D printing, and had other contributions related to providing a safer learning environment. Luis described how he is continuing to grow the parent center. Board Chair asked follow-up questions about the tech that students currently used and where the school could upgrade tech opportunities.

H. CEO Report

Dr. Carranza gave the CEO report and started with some historical tidbits. The focus of Carranza's presentation was the renewal process and he provided an explanation of how it was done in the past and how it is currently done. He explained the renewal law and process (see attached materials).

He also reviewed the performance tracks for each school and explained how that tied to renewal. Specifically, the elementary is in the low performing tier and will face non-renewal in 26-27 if the data does not improve.

Board Chair asked about the conversations with staff and asked what Carranza is doing regarding staffing and enrollment. Carranza explained that he was optimistic and it was premature to have such conversations and he went over the timeline again.

She also asked what was happening at the Leadership level to make sure progress was made and Carranza answered making sure platforms are used as intended and explaining to parents the importance of attendance during testing. He was also considering bringing in a consultant for the high school.

Board Member Maye asked about political influence at renewal and whether or not having strong parent advocacy would make a difference at renewal time. Carranza explained in the past, it would have but under the new law, they are less swayed by emotional appeals.

Board Chair stated that she assumed leadership was reflecting on the continued causes of low performance and requested an agenda item to have a deeper discussion at the next board meeting.

I. Strategic Growth Initiative: Expanding TEACH Inc.’s Charter Support Services

Matt Brown presented this item. He reviewed the structure of the non-profit and gave the board a refresher about the legal purpose of the non-profit, and explained that TEACH Inc. is not limited to running charter schools and started out offering other services for kids. He discussed the assets that TEACH Inc has including the strong staff and described how the non-profit could use a DBA to provide other services aligned to its non-profit purpose both in California and nationwide. He paused several times to take

questions from the board and explain options for growth. Board Member Lobdell expressed optimism about the potential growth of the non-profit.

J. Reminder 700 Forms

Beth reminded the board members to complete the 700 forms.

IV. Closing Items

A. Board or Public Comment

There was no public comment.

B. Upcoming Meeting Date: April 29, 2025 at 5 pm

The next regular board meeting is April 29th at 5 pm

C. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:06 PM.

Respectfully Submitted,
C. Sandoval

Coversheet

Financial Report

Section: III. Items for Potential Action
Item: A. Financial Report
Purpose: Discuss
Submitted by:
Related Material: FY24-25 Financials as of 03.31.25 Close.pdf

CHARTER IMPACT

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

Financial Presentation – As of Mar 31st, 2025 Close

Highlights (as of 3.31.25)

- TEACH CMO and TEACH Academy projected surplus.
- TEACH Tech, TEACH Prep, projected deficits.
- 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 March 31, 2025				
	TEACH Acadmey of Technologies	TEACH Tech Charter High	TEACH Prep Elementary	TEACH CMO
Revenue Projected	$ 9,262,992	$ 8,004,508	$ 6,247,715	$ 2,252,644
Expenses Projected	8,995,298	8,668,562	6,292,446	2,160,114
Surplus/Deficit	267,694	(664,054)	(44,731)	92,530
Beginning Fund Balance	7,116,527	8,358,424	3,084,343	613,607
Ending Fund Balance	$ 7,384,221	$ 7,694,370	$ 3,039,612	$ 706,137
Cash Projected @ 6/30/2025	$ 5,410,282	$ 6,592,571	$ 5,047,554	$ 1,071,103
Enrollment/ Average Daily Attendance	468/ 411.60	368/ 324.43	271/ 233.74	
Average Daily Cash On Hand Projected @ 6/30/25 (45 req)	220	278	293	
Base Rent Coverage Ratio (1.1 req)	2.53	1.34	2.14	
Current Operating Cash Balance as of 3/31/25	$ 5,748,883	$ 6,954,410	$ 5,237,042	$ 999,800

TPS, Inc.– Financial Position 3/31/25

TEACH, Inc.

Statement of Financial Position

March 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
Assets									
Current Assets									
Cash & Cash Equivalents	$ 5,748,883	$ 6,954,410	$ 5,237,042	$ 999,800	$ 10,066	$ 10,673	$ -		$ 18,960,874
Accounts Receivable	630,981	334,730	129,832	38,300	3,323	-	2,337		1,139,503
Public Funding Receivables	32,754	235,493	140,171	-	-	-	-		408,419
Due To/From Related Parties	1,419,830	(290,912)	(273,594)	(345,093)	(833,124)	322,892	-		(0)
Prepaid Expenses	24,990	51,466	13,309	-	-	-	-		89,765
	7,857,439	**7,285,188**	**5,246,760**	**693,007**	**(819,735)**	**333,565**	**2,337**		**20,598,562**
Property & Equipment, Net	344,529	295,538	191,059	105,306	9,327,283	18,090,008	-		28,353,723
Right-Of-Use Asset, Net	17,675,544	15,368,509	11,569,246	-	-	-	-		44,613,300
Deposits	-	162,517	99,750	8,750	-	3,625	-	(141,967)	132,675
Deferred Lease Asset	-	-	-	-	180,419	(55,265)	-		125,155
Investments	-	-	-	-	580,907	735,583	-		1,316,490
Securities	-	-	-	-	905,676	1,840,045	-		2,745,721
Securities Premium	-	-	-	-	3,806	(1,881)	-		1,925
Total Long Term Assets	**18,020,073**	**15,826,564**	**11,860,055**	**114,056**	**10,998,093**	**20,612,114**	**-**	**(141,967)**	**32,675,689**
Total Assets	**$ 25,877,513**	**$ 23,111,753**	**$ 17,106,815**	**$ 807,063**	**$ 10,178,358**	**$ 20,945,679**	**$ 2,337**	**$ (141,967)**	**$ 97,887,551**

Note- Current Assets are 2.85 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 3/31/25

TEACH, Inc.

Statement of Financial Position

March 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
Liabilities									
Current Liabilities									
Accounts Payable	$ (5,454)	$ (7,469)	$ -	$ -	$ -	$ -	$ -		$ (12,923)
Accrued Liabilities	75,051	74,555	832,361	261,721	-	-	-		1,243,687
Interest Payable	-	-	-	-	227,669	271,000	-		498,669
Deferred Revenue	1,710,787	383,496	2,399,457	-	-	108,493	-		4,602,233
Notes Payable, Current Portion	22,164	-	-	-	-	-	-		22,164
Other Short-term Liabilities	344,540	309,287	213,755	-	-	-	-		867,583
Total Current Liabilities	**2,147,088**	**759,869**	**3,445,573**	**261,721**	**227,669**	**379,493**	**-**	**-**	**7,221,413**
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	-	-	-	-	(219,485)	(419,054)	-		(638,538)
Discount on Bonds	-	-	-	-	(178,315)	-	-		(178,315)
Premium on Bonds	-	-	-	-	-	1,671,449	-		1,671,449
Other Long-term Liabilities	17,503,192	15,050,738	11,374,054	-	-	-	-	-	43,927,984
Total Long-Term Liabilities	**17,503,192**	**15,050,738**	**11,374,054**	**-**	**11,342,201**	**23,074,362**	**-**	**(141,967)**	**34,274,596**
Total Liabilities	**$ 19,650,280**	**$ 15,810,607**	**$ 14,819,628**	**$ 261,721**	**$ 11,569,869**	**$ 23,453,855**	**$ -**	**$ (141,967)**	**$ 85,423,993**
Net Asset	6,227,233	7,301,145	2,287,188	545,342	(1,391,511)	(2,508,176)	2,337	-	12,463,558
Total Liabilities and Net Assets	**$ 25,877,513**	**$ 23,111,752**	**$ 17,106,816**	**$ 807,063**	**$ 10,178,358**	**$ 20,945,679**	**$ 2,337**	**$ (141,967)**	**$ 97,887,551**

CHARTER IMPACT

TEACH Academy of Technologies

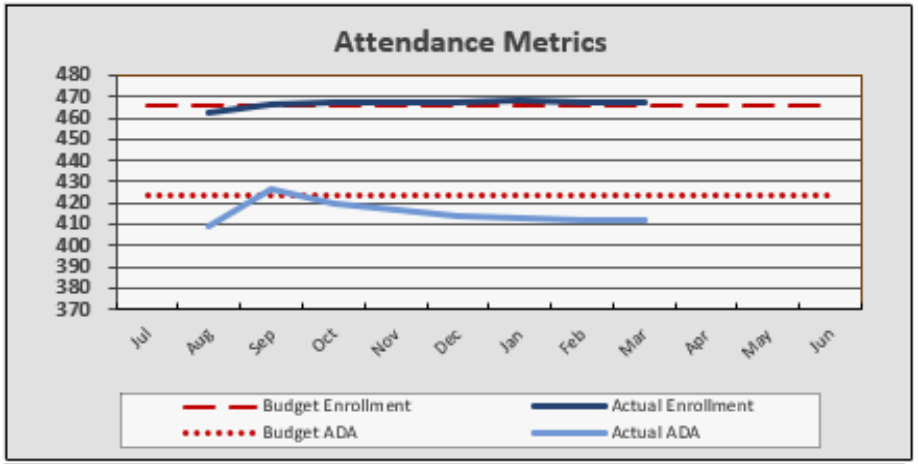
Monthly Financial Presentation – As of March 31st, 2025

TAT – Attendance Data and Metrics

Enrollment and Per Pupil Data

Enrollment & Per Pupil Data	Forecast	Budget
Average Enrollment	468	466
ADA	411.60	423.55
Attendance Rate	87.9%	90.9%
Unduplicated %	98.7%	98.4%
Revenue per ADA	$22,505	$21,565
Expenses per ADA	$21,854	$21,517

Attendance Metrics



ADA per the P-2 is at 411.60 which is 11.95 ADA below original approved budget.

TAT - Revenue

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	FY24-25	FY24-25 Budget	Fav/(Unf)
Revenue						
State Aid-Rev Limit	$ 4,030,098	$ 3,988,733	$ 41,365	$ 5,954,216	$ 6,113,279	$ (159,062)
Federal Revenue	373,337	526,829	(153,492)	848,061	809,721	38,340
Other State Revenue	1,059,498	1,054,611	4,888	2,230,508	2,035,843	194,665
Other Local Revenue	186,457	131,250	55,207	230,207	175,000	55,207
Total Revenue	**$ 5,649,390**	**$ 5,701,422**	**$ (52,032)**	**$ 9,262,992**	**$ 9,133,843**	**$ 129,149**

Note: Variance explanation(s) on next slide

TAT - Revenue

- **State Aid-Rev: $5.95 MM (projected decrease of $159.1k)-** Due to decrease of 11.95 ADA.
- **Federal Revenue: $848.1k (projected increase of $38.3k)-** Due to higher Child Nutrition run rates.
- **Other State Revenue: $2.23 MM (projected increase of $194.7k)-** Due primarily to higher Child nutrition rates and was able to pull some deferred revenue to current year based on expenses.
- **Other Local Revenue: $230.2k – (projected increase of $55.2k)-** 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)
Expenses						
Certificated Salaries	$ 1,603,800	$ 1,661,471	$ 57,671	$ 2,255,355	$ 2,268,977	$ 13,622
Classified Salaries	436,942	619,026	182,084	668,383	835,489	167,105
Benefits	722,101	828,379	106,279	1,060,128	1,116,948	56,820
Books and Supplies	689,496	997,950	308,454	815,782	1,189,044	373,262
Subagreement Services	931,072	507,672	(423,400)	1,266,316	707,900	(558,416)
Operations	291,577	207,513	(84,064)	386,464	276,800	(109,664)
Facilities	710,349	791,475	81,126	958,991	1,055,300	96,309
Professional Services	1,070,082	1,089,883	19,801	1,463,971	1,512,551	48,580
Depreciation	71,670	101,175	29,505	104,445	134,900	30,455
Interest	11,595	11,592	(3)	15,462	15,459	(3)
Total Expenses	**$ 6,538,684**	**$ 6,816,136**	**$ 277,452**	**$ 8,995,298**	**$ 9,113,367**	**$ 118,069**

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

TAT - Expense

- **Certificated Salaries: $2.26 MM (Projected savings of $13.6k)-** No significant change from budgeted however some unfilled positions could represent future savings in this line and higher substitute costs.

- **Classified Salaries: $668.4k (Projected savings of $167.1k)-** Due to salaries slightly lower than projected overall and 1.0 Open position.

- **Benefits: $1.06MM (Projected savings of $56.8k) –** Savings based on current run rates and unfilled positions.

- **Non-Personnel Related Expenses: $5.01MM (Projected increase of $119.5k)-** Increase due primarily to increased Special Education Services (+$181.8k) and Transportation costs (+222.1k) partially offset by savings in supplies and facilities costs.

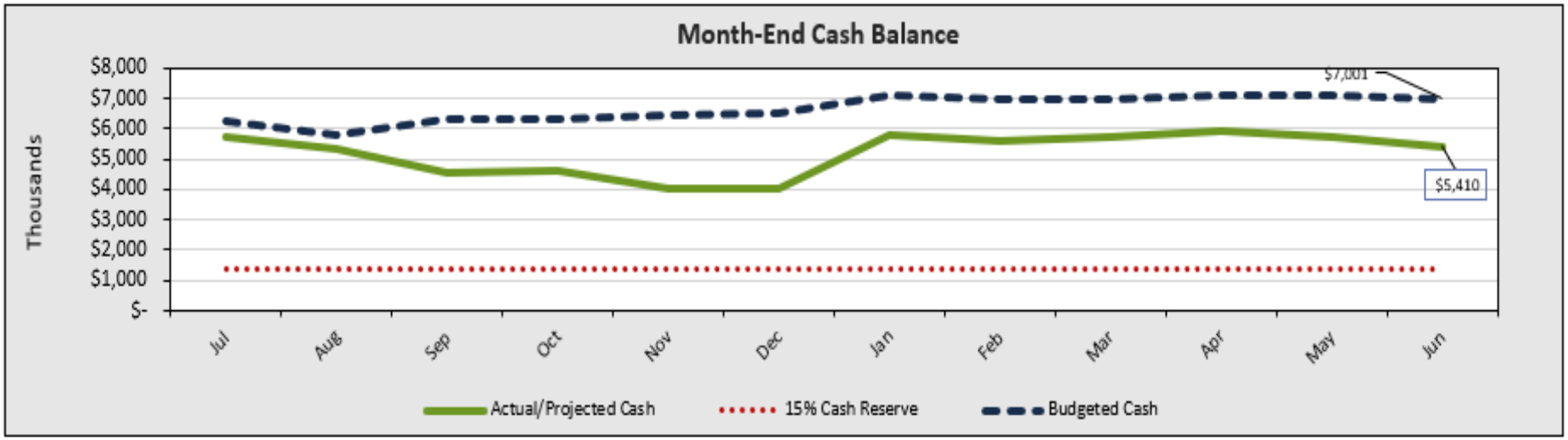
TAT – Fund Balance

- Projected surplus of $267.7k.
- Net assets projected at year-end of $7.4MM= 82.1% of the operating budget.

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	FY24-25	FY24-25 Budget	Fav/(Unf)
Total Surplus(Deficit)	**$ (889,294)**	**$(1,114,714)**	**$ 225,420**	**$ 267,694**	**$ 20,476**	**$ 247,218**
Beginning Fund Balance	7,116,527	7,116,527		7,116,527	7,384,221	
Ending Fund Balance	**$ 6,227,233**	**$ 6,001,814**		**$ 7,384,221**	**$ 7,404,697**	
As a % of Annual Expenses	*69.2%*	*65.9%*		*82.1%*	*81.3%*	

TAT – Cash Balance

- Current Cash Balance as of March Close = $5.75MM.
- Cash projected to end year at $5.41MM, which is 220 DCOH. 45 DCOH required by the bond.
- The Base Rent Coverage Ratio is currently forecasted at 2.53- bond requirement is 1.10- (Per Bond- Net Income plus Depreciation plus Management Fees plus Base Rent Divided by Base Rent.)



CHARTER IMPACT

TEACH Tech Charter High School

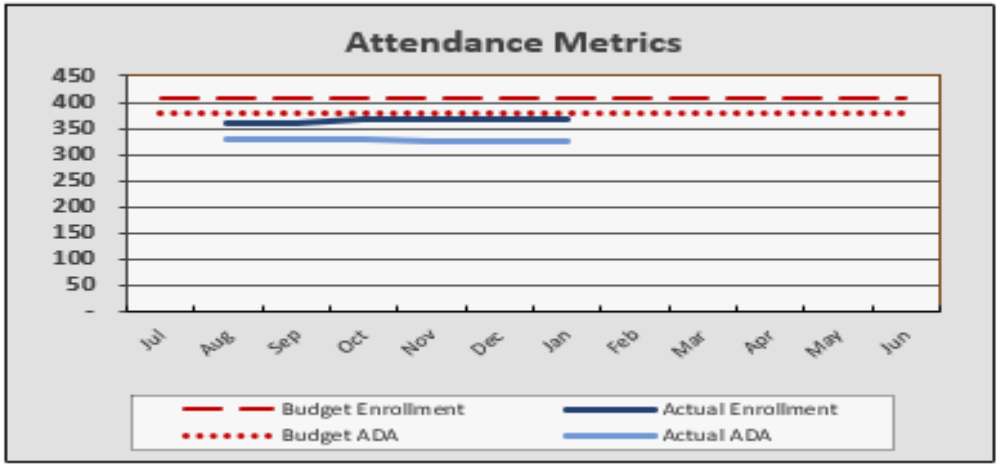
Monthly Financial Presentation – As of March 31st, 2025

TTHS – Attendance Data and Metrics

Enrollment and Per Pupil Data

Enrollment & Per Pupil Data		
	Forecast	Budget
Average Enrollment	368	407
ADA	324.43	377.25
Attendance Rate	88.2%	92.7%
Unduplicated %	95.4%	96.1%
Revenue per ADA	$24,673	$24,033
Expenses per ADA	$26,719	$23,749

Attendance Metrics



ADA per the P-2 is at 324.43 a decrease of 52.82 ADA from Budgeted.

TTHS - Revenue

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	FY24-25	FY24-25 Budget	Fav/(Unf)
Revenue						
State Aid-Rev Limit	$ 4,043,373	$ 4,225,738	$ (182,365)	$ 5,622,749	$ 6,550,407	$ (927,658)
Federal Revenue	309,996	410,386	(100,390)	544,084	588,443	(44,360)
Other State Revenue	833,485	815,799	17,686	1,426,570	1,556,614	(130,044)
Other Local Revenue	318,385	278,161	40,225	411,106	370,881	40,225
Total Revenue	**$ 5,505,240**	**$ 5,730,083**	**$ (224,843)**	**$ 8,004,508**	**$ 9,066,346**	**$ (1,061,838)**

See next slide for variance explanation(s)

TTHS - Revenue

- **State- Aid Revenue: $5.62MM (Projected Decrease of $927.7k)-** Due to ADA decrease of 52.82 ADA.
- **Federal Revenue: $544.1k (projected decrease of $44.4k)-** Due primarily to ADA decrease.
- **Other State Revenue: $1.43MM (Projected decrease of $130k)-** Due primarily ADA decrease.
- **Other Local Revenue: $411.1k (Projected increase of $40.2k)-** Due to actual Interest run rate.

TTHS - Expenses

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	FY24-25	FY24-25 Budget	Fav/(Unf)
Expenses						
Certificated Salaries	$ 1,712,846	$ 2,008,135	$ 295,288	$ 2,369,869	$ 2,739,887	$ 370,018
Classified Salaries	667,986	750,775	82,789	900,544	1,018,522	117,978
Benefits	737,321	784,729	47,409	995,079	1,058,227	63,148
Books and Supplies	770,655	634,568	(136,087)	926,359	813,756	(112,603)
Subagreement Services	563,494	416,655	(146,839)	796,021	572,900	(223,121)
Operations	305,333	208,998	(96,335)	383,480	278,700	(104,780)
Facilities	648,249	725,550	77,301	855,557	967,400	111,843
Professional Services	1,099,374	1,058,197	(41,177)	1,371,967	1,452,260	80,293
Depreciation	57,261	43,275	(13,986)	69,686	57,700	(11,986)
Interest	-	-	-	-	-	-
Total Expenses	**$ 6,562,519**	**$ 6,630,881**	**$ 68,363**	**$ 8,668,562**	**$ 8,959,351**	**$ 290,789**

Note: Variance explanation(s) on next slide

TTHS - Expense

- **Certificated Salaries:$2.37MM-(Projected savings of $370k)-** 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: $900.5k- (Projected savings of $118K)-** Savings due to reduction of 1.0 FTE and salaries lower than projected overall.

- **Benefits: $995.1k –(projected savings of $63.1K)**- Primarily due to reduced positions offset by overall higher average run rate.

- **Non-Personnel Expenses: $4.40MM- (Projected increase of $260.4k)**- Increase due to higher actuals than budgeted - Books and Supplies (+112k), Sub Services- ($24.8k), Transportation costs ($177k), and Custodial Services ($114.5k) offset by some projected savings due to decreased ADA.

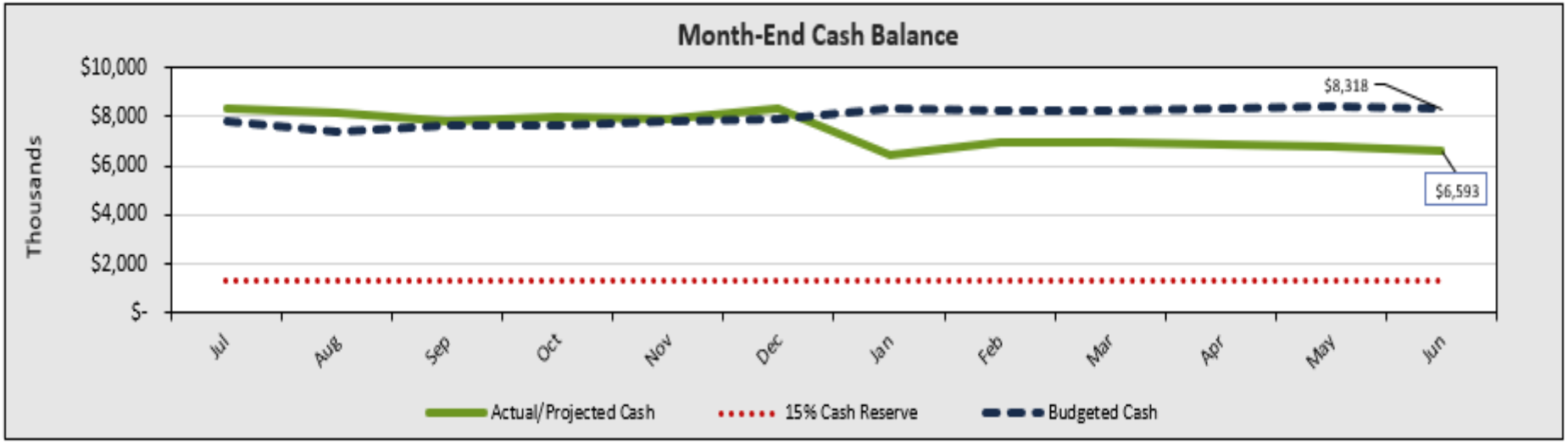
TTHS – Fund Balance

- Projected deficit of $664.1k.
- Net assets projected to end positively at $7.69MM, which is 88.8% of annual expenses.

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	FY24-25	FY24-25 Budget	Fav/(Unf)
Total Surplus(Deficit)	$ (1,057,279)	$ (900,798)	$ (156,481)	$ (664,054)	$ 106,995	$ (771,049)
Beginning Fund Balance	8,358,424	8,358,424		8,358,424	8,972,735	
Ending Fund Balance	$ 7,301,145	$ 7,457,626		$ 7,694,370	$ 9,079,730	
As a % of Annual Expenses	*84.2%*	*83.2%*		*88.8%*	*101.3%*	

TTHS – Cash Balance

- Cash as of March close of $6.95MM.
- Cash projected at year-end of $6.59MM, which is 278 DCOH. 45 DCOH required by bond.
- The Base Rent Coverage Ratio is currently forecasted at 1.34, Bond requirement is 1.10- (Per Bond-Surplus plus Depreciation plus Management Fees plus Base Rent divided by Base Rent.)



CHARTER IMPACT

TEACH Prep Elementary School

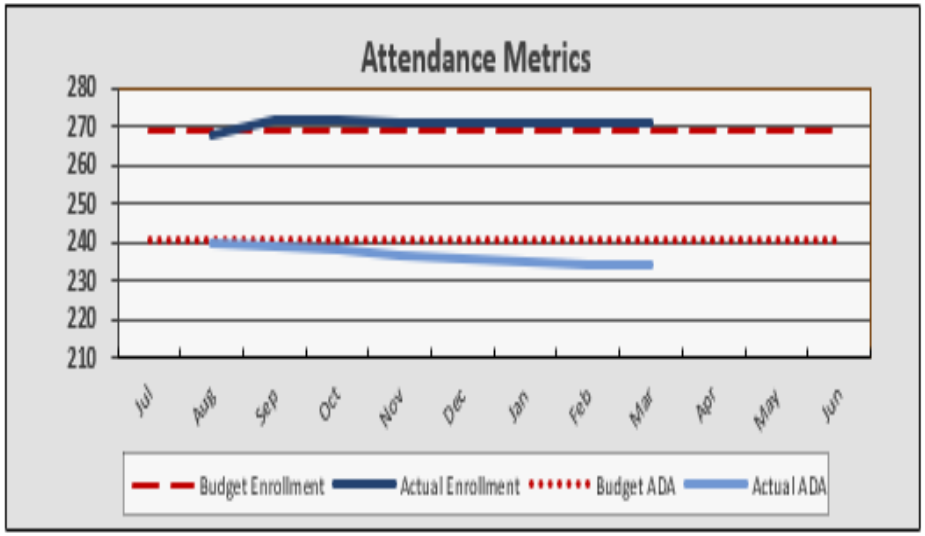
Monthly Financial Presentation – As of March 31st, 2025

TES – Attendance Data and Metrics

Enrollment and Per Pupil Data

Enrollment & Per Pupil Data	Forecast	Budget
Average Enrollment	271	269
ADA	233.74	240.38
Attendance Rate	86.3%	89.4%
Unduplicated %	98.0%	97.6%
Revenue per ADA	$26,729	$25,144
Expenses per ADA	$26,921	$25,016

Attendance Metrics



ADA enrollment at P-2 is at 233.74 which is below the budgeted number by 6.64 ADA.

TES – Revenue

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	FY24-25 Forecast	FY24-25 Budget	Fav/(Unf)
Revenue						
State Aid-Rev Limit	$ 2,391,023	$ 2,444,341	$ (53,318)	$ 3,603,427	$ 3,706,990	$ (103,562)
Federal Revenue	250,980	261,323	(10,342)	440,744	384,962	55,782
Other State Revenue	541,897	963,449	(421,553)	2,037,620	1,880,203	157,418
Other Local Revenue	147,923	54,000	93,923	165,923	72,000	93,923
Total Revenue	**$ 3,331,823**	**$ 3,723,113**	**$ (391,290)**	**$ 6,247,715**	**$ 6,044,154**	**$ 203,560**

- **State- Aid Revenue: $3.60MM (Projected decrease of $103.6k)-** Based on lower ADA of 6.64.
- **Federal Revenue: $440.7k (Projected increase of $55.8k)-** Based on higher Federal child nutrition revenues received to date.
- **Other State Revenue: $2.04MM (Projected increase of $157.4K)-** Based primarily on State Child nutrition higher run rates and some deferred revenue able to be expensed in current year.
- **Other Local Revenue: $165.9k (projected increase of $93.9k)-** Based on current Interest revenue run rates.

TES – Expenses

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	FY24-25 Forecast	FY24-25 Budget	Fav/(Unf)
Expenses						
Certificated Salaries	$ 878,029	$ 1,025,827	$ 147,798	$ 1,253,332	$ 1,398,441	$ 145,109
Classified Salaries	446,034	468,418	22,384	599,330	634,801	35,471
Benefits	395,193	431,712	36,519	562,148	582,119	19,971
Books and Supplies	497,833	393,198	(104,635)	631,596	512,400	(119,196)
Subagreement Services	625,940	362,699	(263,241)	912,639	504,700	(407,939)
Operations	162,760	65,609	(97,151)	181,796	87,500	(94,296)
Facilities	455,100	561,825	106,725	685,759	749,100	63,341
Professional Services	627,966	1,070,366	442,401	1,413,696	1,494,670	80,974
Depreciation	40,125	37,125	(3,000)	52,150	49,500	(2,650)
Interest	-	-	-	-	-	-
Total Expenses	**$ 4,128,978**	**$ 4,416,778**	**$ 287,800**	**$ 6,292,446**	**$ 6,013,231**	**$ (279,214)**

Note: Variance explanation(s) on next slide

TES - Expense

- **Certificated Salaries: $1.25MM- (Projected savings of $145.1k)**-Savings due to salaries lower than projected overall.
- **Classified Salaries: $599.3K- (Projected savings of $35.5k)**-Savings due to salaries lower than projected.
- **Benefits: $562.1k- (Projected savings of 20k)-** Savings based on current run rates.
- **Non-Personnel Expenses: $3.88MM- (Projected increase of $479.8k)-** Based on current run rates mostly higher. Primarily Books and Supplies ($119.2k), Special Education Services ($139.8k), Transportation ($216.7k) and Custodial services ($90.1k) offset by some savings due to lower ADA projections.

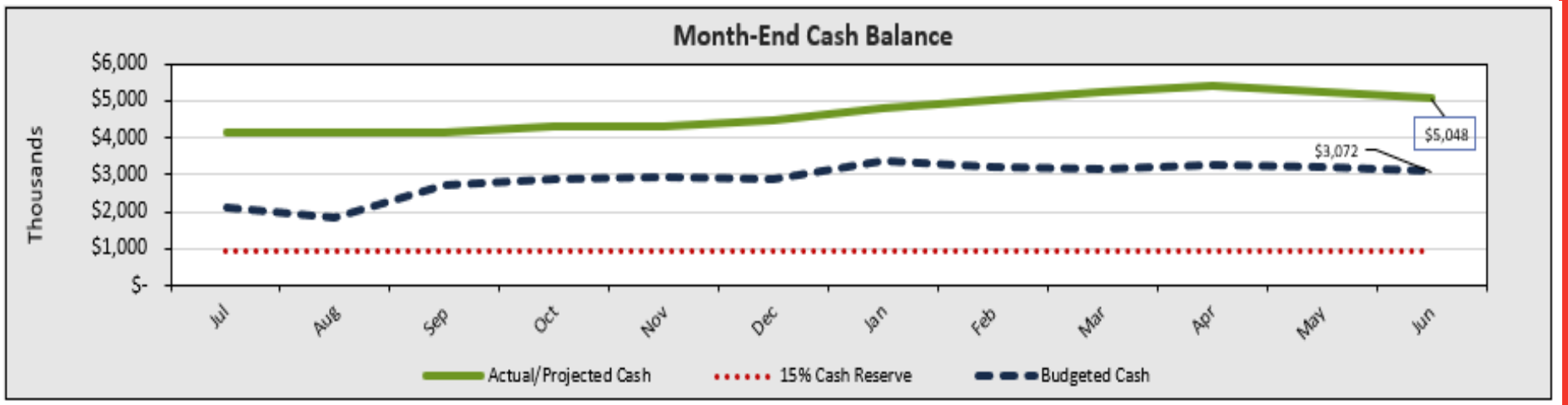
TES – Fund Balance

- Deficit Projected of $44.7k.
- Net assets projected to end positively at $3.04MM which is 48.3% 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)	**$ (797,155)**	**$ (693,665)**	**$ (103,490)**	**$ (44,731)**	**$ 30,923**	**$ (75,654)**
Beginning Fund Balance	3,084,343	3,084,343		3,084,343	3,822,077	
Ending Fund Balance	**$ 2,287,188**	**$ 2,390,678**		**$ 3,039,611**	**$ 3,853,000**	
As a % of Annual Expenses	*36.3%*	*39.8%*		*48.3%*	*64.1%*	

TES – Cash Balance

- Cash on hand as of March close- $5.24MM.
- Cash projected at year end of $5.05MM, which is 293 DCOH. 45 DCOH required by bond.
- The Base Rent Coverage Ratio is currently forecasted at 2.14- Bond requirement is 1.10- (surplus plus depreciation plus management fees plus base rent divided by base rent.)



CHARTER IMPACT

TEACH Public Schools

Monthly Financial Presentation – As of March 31st, 2025

TPS – Revenue

- Revenue- $2.25MM –Decrease of $50.6k from budgeted primarily due to the decrease of overall ADA.

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	FY24-25	FY24-25 Budget	Fav/(Unf)
Revenue						
Other Local Revenue	1,394,912	1,727,409	(332,498)	2,252,644	2,303,213	(50,568)
Total Revenue	**$ 1,394,912**	**$ 1,727,410**	**$ (332,498)**	**$ 2,252,644**	**$ 2,303,213**	**$ (50,568)**

TPS – Expenses

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	FY24-25	FY24-25 Budget	Fav/(Unf)
Expenses						
Certificated Salaries	$ 703,572	$ 689,700	$ (13,872)	$ 970,463	$ 919,600	$ (50,863)
Classified Salaries	430,690	369,663	(61,027)	557,348	492,885	(64,464)
Benefits	287,694	307,977	20,283	379,174	409,982	30,809
Books and Supplies	61,903	112,425	50,522	83,578	134,100	50,522
Subagreement Services	-	3,855	3,855	1,445	5,300	3,855
Operations	75,088	41,424	(33,664)	90,064	56,400	(33,664)
Facilities	329	1,125	796	704	1,500	796
Professional Services	(125,636)	32,125	157,761	37,814	45,000	7,186
Depreciation	29,536	10,050	(19,486)	39,523	13,400	(26,123)
Interest	-	-	-	-	-	-
Total Expenses	**$ 1,463,177**	**$ 1,568,344**	**$ 105,167**	**$ 2,160,114**	**$ 2,078,167**	**$ (81,947)**

- Overall increase of $81.9k due primarily to run rates slightly higher than budgeted.

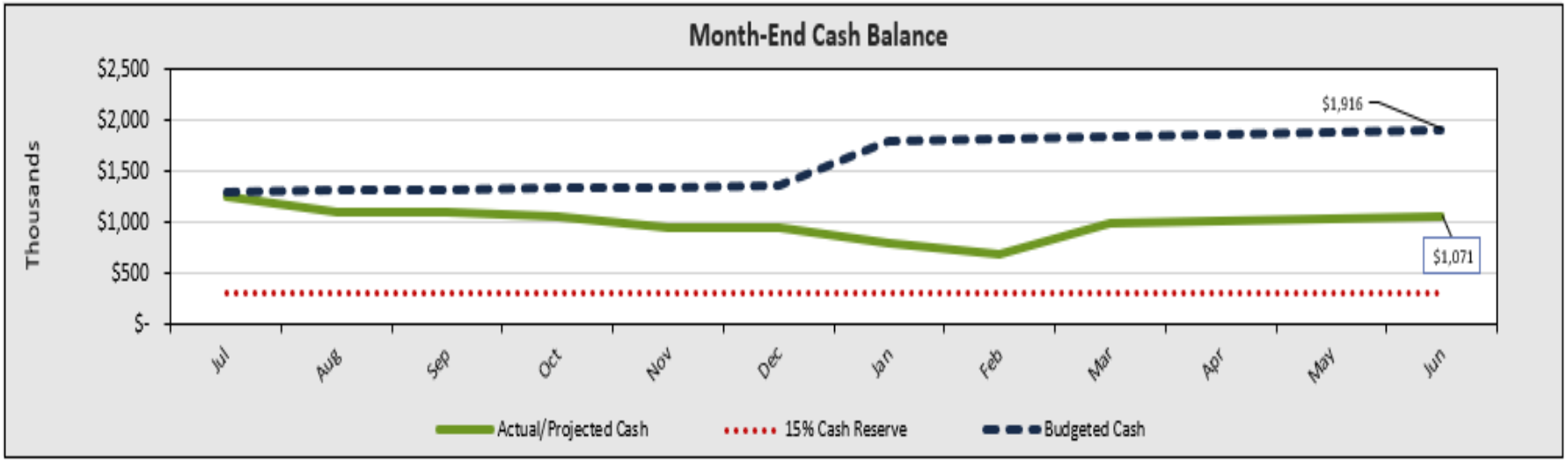
TPS – Fund Balance

- Projected surplus at year-end of $92.5k.
- Ending positive fund balance of $706.1K- 32.7% of expenses.

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	FY24-25	FY24-25 Budget	Fav/(Unf)
Total Surplus(Deficit)	**$ (68,265)**	**$ 159,066**	**$ (227,331)**	**$ 92,530**	**$ 225,046**	**$ (132,515)**
Beginning Fund Balance	613,607	613,607		613,607	706,137	
Ending Fund Balance	**$ 545,342**	**$ 772,673**		**$ 706,137**	**$ 931,183**	
As a % of Annual Expenses	*25.2%*	*37.2%*		*32.7%*	*44.8%*	

TPS – Cash Balance

- Cash on hand of $999.8k as of March Close.
- Cash projected at year-end of $1.07MM.



Questions & Discussion

Appendix follows, including:

- Monthly Cash Flow / Forecast 24/25
- 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 04/25/25

Actuals Through: 31-Mar

ADA = 411.60

		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.)
Revenues																ADA = 423.55	
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	178,504	178,504	321,308	321,308	321,308	321,308	321,308	304,075	291,407	291,407	291,407	278,720	**3,420,565**	4,432,014	(1,011,449)
8012	Education Protection Account	-	-	-	195,196	-	-	195,196	-	-	206,763	-	-	229,897	**827,053**	84,710	742,343
8019	State Aid - Prior Year	-	-	-	-	-	-	-	-	(5,579)	-	-	-	-	**(5,579)**	-	(5,579)
8096	In Lieu of Property Taxes	94,104	188,208	125,472	125,471	-	250,944	125,472	219,576	248,415	97,155	97,155	97,155	43,050	**1,712,178**	1,596,555	115,623
		94,104	366,712	303,976	641,975	321,308	572,252	641,976	540,884	546,911	595,326	388,563	388,563	551,668	**5,954,216**	**6,113,279**	**(159,062)**
Federal Revenue																	
8181	Special Education - Entitlement	6,280	12,561	8,374	8,373	-	16,748	8,374	14,654	10,949	5,096	5,096	5,096	(758)	**100,842**	103,769	(2,927)
8220	Federal Child Nutrition	-	-	7,789	28,147	72,363	-	31,171	26,219	-	28,861	28,861	28,861	57,722	**309,994**	311,828	(1,834)
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	-	5,261	-	-	-	13,036	**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	-	-	47,608	-	-	88,447	**190,432**	163,444	26,988
		6,280	12,561	16,163	80,116	135,880	16,748	48,507	40,873	16,210	81,565	33,957	33,957	325,246	**848,061**	**809,721**	**38,340**
Other State Revenue																	
8311	State Special Education	22,136	44,271	29,514	29,514	-	59,028	29,514	51,650	41,848	30,676	30,676	30,676	19,505	**419,009**	431,171	(12,162)
8520	Child Nutrition	-	-	1,857	7,051	17,848	-	7,762	6,536	-	2,732	2,732	2,732	5,464	**54,713**	29,515	25,198
8545	School Facilities (SB740)	-	-	-	-	-	294,581	-	-	-	-	140,273	-	140,273	**575,128**	577,380	(2,252)
8550	Mandated Cost	-	-	-	-	-	8,230	-	-	-	-	-	-	-	**8,230**	8,208	22
8560	State Lottery	-	-	-	-	-	-	26,164	-	-	25,742	-	-	50,583	**102,488**	105,463	(2,975)
8598	Prior Year Revenue	-	-	-	-	-	-	6,339	-	(43,726)	-	-	-	-	**(37,387)**	-	(37,387)
8599	Other State Revenue	-	5,909	5,909	186,370	10,637	10,637	178,532	10,637	10,750	273,789	1,852	1,852	411,453	**1,108,326**	884,105	224,222
		22,136	50,180	37,280	222,934	28,485	372,476	248,311	68,823	8,872	332,938	175,534	35,260	627,277	**2,230,508**	**2,035,843**	**194,665**
Other Local Revenue																	
8660	Interest Revenue	15,968	15,673	24,034	15,221	48,462	13,038	19,673	17,018	17,363	14,583	14,583	14,583	-	**230,200**	175,000	55,200
8699	School Fundraising	-	7	-	-	-	-	-	-	-	-	-	-	-	**7**	-	7
		15,968	15,680	24,034	15,221	48,462	13,038	19,673	17,018	17,363	14,583	14,583	14,583	-	**230,207**	**175,000**	**55,207**
Total Revenue		**138,488**	**445,133**	**381,453**	**960,246**	**534,135**	**974,514**	**958,467**	**667,598**	**589,356**	**1,024,412**	**612,636**	**472,363**	**1,504,190**	**9,262,992**	**9,133,843**	**129,149**

TEACH Academy of Technologies

Monthly Cash Flow/Forecast FY24-25

Revised 04/25/25

Actuals Through: 31-Mar

ADA = 411.60

		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.)
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	24,932	135,967	137,311	131,665	126,142	146,127	139,655	138,920	135,406	132,986	132,986	132,986	-	**1,515,082**	1,580,025	64,943
1170	Teachers' Substitute Hours	-	-	-	-	-	-	-	-	-	10,051	10,051	10,051	30,793	**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	23,833	20,428	20,881	20,881	20,881	-	**229,473**	260,789	31,316
1300	Administrators' Salaries	22,950	27,914	32,877	32,877	32,877	32,877	32,877	32,877	20,377	43,003	43,003	43,003	-	**397,515**	320,117	(77,398)
		62,660	178,659	184,967	179,320	232,803	199,886	193,664	195,631	176,211	206,921	206,921	206,921	30,793	**2,255,355**	**2,268,977**	**13,622**
Classified Salaries																	
2100	Instructional Salaries	1,410	13,633	16,320	14,408	14,789	11,488	10,973	16,510	16,854	24,685	24,685	24,685	-	**190,439**	294,197	103,758
2200	Support Salaries	-	-	-	-	-	-	-	-	-	5,583	5,583	5,583	-	**16,750**	67,000	50,250
2300	Classified Administrators'	-	-	-	-	-	-	-	-	-	3,884	3,884	3,884	-	**11,652**	39,785	28,133
2400	Clerical and Office Staff Salaries	9,600	18,262	21,067	21,970	23,392	14,783	11,642	13,908	12,521	22,956	22,956	22,956	-	**216,012**	223,052	7,040
2900	Other Classified Salaries	16,324	18,368	19,576	19,376	23,530	17,539	17,214	18,954	22,536	20,039	20,039	20,039	-	**233,531**	211,455	(22,075)
		27,333	50,262	56,963	55,754	61,710	43,809	39,828	49,371	51,911	77,147	77,147	77,147	-	**668,383**	**835,489**	**167,105**
Benefits																	
3101	STRS	8,729	30,844	31,776	30,671	24,799	33,670	32,983	33,248	31,653	40,686	40,686	40,686	-	**380,429**	433,375	52,946
3202	PERS	11,837	16,069	16,814	17,214	16,998	16,008	15,697	18,319	14,594	28,789	28,789	28,789	-	**229,918**	232,266	2,348
3301	OASDI	2,738	4,296	4,676	6,209	5,342	3,861	3,630	4,361	3,588	6,421	6,421	6,421	-	**57,962**	51,800	(6,162)
3311	Medicare	1,303	3,346	3,506	3,407	4,268	3,532	3,384	3,544	3,312	4,535	4,535	4,535	-	**43,206**	45,015	1,809
3401	Health and Welfare	19,579	21,678	18,199	23,244	26,928	32,406	23,232	16,162	17,554	26,667	26,667	26,667	-	**278,983**	288,000	9,017
3501	State Unemployment	273	2,318	821	135	546	591	8,519	1,890	523	1,200	1,200	1,200	-	**19,218**	23,030	3,812
3601	Workers' Compensation	-	6,542	3,871	1,636	-	1,635	1,635	1,635	1,635	4,379	4,379	4,379	-	**31,724**	43,463	11,739
3901	Other Benefits	1,432	2,222	2,102	2,021	2,608	2,019	2,029	2,234	2,020	-	-	-	-	**18,687**	-	(18,687)
		45,890	87,315	81,766	84,537	81,490	93,722	91,109	81,394	74,880	112,676	112,676	112,676	-	**1,060,128**	**1,116,948**	**56,820**

TEACH Academy of Technologies

Monthly Cash Flow/Forecast FY24-25

Revised 04/25/25

Actuals Through: 31-Mar

ADA = 411.60

		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.)
Books and Supplies																	
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	2,588	-	6,150	6,150	6,150	-	**42,084**	75,900	33,816
4305	Software	55,995	4,295	54,462	1,549	3,803	2,894	5,132	10,004	1,747	5,975	5,975	5,975	-	**157,806**	207,500	49,694
4310	Office Expense	17,216	16,044	10,348	5,968	5,224	2,387	13,673	2,444	6,271	8,733	8,733	8,733	-	**105,776**	107,800	2,024
4311	Business Meals	79	112	-	-	-	-	-	-	120	-	-	-	-	**311**	-	(311)
4312	School Fundraising Expense	-	-	-	-	-	-	-	-	-	58	58	58	-	**175**	800	625
4400	Noncapitalized Equipment	-	54,252	-	-	-	-	-	585	1,525	-	-	-	-	**56,362**	130,600	74,238
4700	Food Services	-	-	42,224	44,159	45,401	37,220	34,239	50,232	47,696	33,155	33,155	33,155	(35,930)	**364,707**	341,344	(23,364)
		75,628	165,698	111,125	53,762	62,794	42,501	54,775	65,853	57,360	54,072	54,072	54,072	(35,930)	**815,782**	**1,189,044**	**373,262**
Subagreement Services																	
5102	Special Education	-	4,482	48,111	-	137,455	-	116,013	-	-	52,036	52,036	52,036	-	**462,171**	280,300	(181,871)
5103	Substitute Teacher	-	10,407	23,413	13,348	25,312	8,798	26,351	61,141	28,056	4,491	4,491	4,491	-	**210,299**	55,300	(154,999)
5104	Transportation	5,000	21,457	25,750	31,528	44,219	13,228	38,977	16,102	13,108	25,682	25,682	25,682	-	**286,414**	64,300	(222,114)
5105	Security	2,230	7,750	7,576	10,404	4,318	6,269	8,553	2,515	6,156	4,009	4,009	4,009	-	**67,798**	45,300	(22,498)
5106	Other Educational Consultants	-	14,304	14,382	-	80,825	-	20,171	21,456	11,906	25,530	25,530	25,530	-	**239,634**	262,700	23,066
		7,230	58,400	119,232	55,280	292,130	28,295	210,064	101,215	59,226	111,748	111,748	111,748	-	**1,266,316**	**707,900**	**(558,416)**
Operations and Housekeeping																	
5201	Auto and Travel	-	826	29	-	-	-	-	-	636	27	27	27	-	**1,572**	300	(1,272)
5300	Dues & Memberships	7,686	-	-	-	-	-	-	1,000	-	742	742	742	-	**10,911**	9,100	(1,811)
5400	Insurance	-	30,443	7,611	7,611	-	7,611	7,611	7,611	7,611	8,425	8,425	8,425	-	**101,383**	104,000	2,617
5501	Utilities	15	12,776	9,569	10,321	16,192	7,488	3,941	14,146	5,360	8,842	8,842	8,842	-	**106,332**	98,800	(7,532)
5502	Janitorial Services	15,871	17,903	18,631	13,733	9,502	13,551	18,309	9,957	7,939	11,158	11,158	11,158	-	**158,870**	34,900	(123,970)
5900	Communications	3,262	-	(21,443)	1,704	1,122	10,052	(1,856)	6	67	2,275	2,275	2,275	-	**(260)**	28,100	28,360
5901	Postage and Shipping	3,723	450	12	109	2,851	18	-	11	3	160	160	160	-	**7,656**	1,600	(6,056)
		30,557	62,396	14,409	33,478	29,667	38,720	28,005	32,730	21,615	31,629	31,629	31,629	-	**386,464**	**276,800**	**(109,664)**
Facilities, Repairs and Other Leases																	
5601	Rent	72,239	72,239	72,239	72,239	72,237	72,237	72,237	72,237	72,237	72,714	72,714	72,714	-	**868,282**	852,700	(15,582)
5602	Additional Rent	-	-	-	-	-	-	-	-	-	142	142	142	-	**425**	1,700	1,275
5603	Equipment Leases	451	1,481	576	3,156	790	-	5,714	1,022	374	4,200	4,200	4,200	-	**26,164**	51,800	25,636
5610	Repairs and Maintenance	1,356	1,500	5,381	8,952	2,358	4,416	18,134	3,817	732	5,825	5,825	5,825	-	**64,121**	149,100	84,979
		74,046	75,220	78,196	84,347	75,385	76,653	96,085	77,076	73,343	82,881	82,881	82,881	-	**958,991**	**1,055,300**	**96,309**
Professional/Consulting Services																	
5801	IT	-	-	-	-	-	-	-	-	-	42	42	42	-	**125**	600	475
5802	Audit & Taxes	5,816	-	-	-	2,696	-	6,587	2,275	-	-	-	-	-	**17,374**	12,400	(4,974)
5803	Legal	-	1,743	420	1,331	-	320	1,610	144	-	3,625	3,625	3,625	-	**16,443**	44,800	28,357
5804	Professional Development	983	2,927	-	-	1,350	-	3,000	-	-	3,480	3,480	3,480	-	**18,701**	35,900	17,199
5805	General Consulting	-	1,000	500	3,334	-	1,167	1,000	9,168	-	820	820	820	-	**18,629**	19,400	771
5806	Special Activities/Field Trips	2,050	2,184	439	-	-	-	-	-	-	-	-	-	-	**4,673**	21,100	16,428
5807	Bank Charges	-	-	-	-	2,585	152	152	160	159	-	-	-	-	**3,208**	100	(3,108)
5808	Printing	-	9,377	3,359	-	4,851	-	11,589	-	-	2,010	2,010	2,010	-	**35,206**	20,700	(14,506)
5809	Other taxes and fees	-	-	1,741	-	-	578	1,806	1,667	77	2,570	2,570	2,570	-	**13,579**	26,400	12,821
5810	Payroll Service Fee	807	807	807	858	858	858	858	858	-	375	375	375	-	**7,836**	4,700	(3,136)
5811	Management Fee	20,666	49,798	42,833	101,707	59,750	102,569	85,049	89,454	64,725	79,990	79,990	79,990	103,361	**959,883**	947,566	(12,317)
5812	District Oversight Fee	3,514	7,028	4,685	4,685	-	9,370	4,685	8,199	5,788	5,953	3,886	3,886	(2,136)	**59,542**	61,133	1,591
5813	County Fees	-	-	-	-	2,371	-	-	2,730	-	1,075	-	-	1,075	**7,251**	4,400	(2,851)
5814	SPED Encroachment	18,475	36,949	24,633	24,633	-	49,266	24,633	43,108	75,937	22,658	22,658	22,658	(73,729)	**291,878**	300,352	8,474
5815	Public Relations/Recruitment	1,167	1,167	1,167	1,167	1,167	-	-	-	-	1,270	1,270	1,270	-	**9,644**	13,000	3,356
		53,478	112,978	80,584	137,715	75,628	164,280	140,971	157,762	146,686	123,868	120,725	120,725	28,571	**1,463,971**	**1,512,551**	**48,580**
Depreciation																	
6900	Depreciation Expense	8,191	8,285	8,179	7,921	8,056	7,955	7,495	7,495	8,093	10,925	10,925	10,925	-	**104,445**	134,900	30,455
		8,191	8,285	8,179	7,921	8,056	7,955	7,495	7,495	8,093	10,925	10,925	10,925	-	**104,445**	**134,900**	**30,455**
Interest																	
7438	Interest Expense	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,291	-	**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)**
Total Expenses		**386,301**	**800,502**	**736,707**	**693,402**	**920,950**	**697,109**	**863,284**	**769,815**	**670,614**	**813,154**	**810,011**	**810,014**	**23,433**	**8,995,298**	**9,113,367**	**118,069**
Monthly Surplus (Deficit)		**(247,814)**	**(355,369)**	**(355,253)**	**266,844**	**(386,816)**	**277,405**	**95,184**	**(102,218)**	**(81,257)**	**211,258**	**(197,375)**	**(337,651)**	**1,480,757**	**267,694**	**20,476**	**247,218**

TEACH Academy of Technologies

Monthly Cash Flow/Forecast FY24-25

Revised 04/25/25

Actuals Through: 31-Mar

ADA = 411.60

	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)	(247,814)	(355,369)	(355,253)	266,844	(386,816)	277,405	95,184	(102,218)	(81,257)	211,258	(197,375)	(337,651)	1,480,757	**267,694**		
Cash flows from operating activities																
Depreciation/Amortization	8,191	8,285	8,179	7,921	8,056	7,955	7,495	7,495	8,093	10,925	10,925	10,925	-	**104,445**		
Public Funding Receivables	1,125,060	9,470	(109,765)	152,392	(82,422)	35,197	54,849	(32,754)	220,314	-	-	-	(1,504,190)	**(131,849)**		
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	(106,332)	(59,505)	-	-	-	-	**117,635**		
Prepaid Expenses	26,888	30,895	(14,607)	(91,572)	43,963	(24,185)	35,678	35,499	19,456	-	-	-	-	**62,015**		
Other Assets	-	-	-	-	-	-	-	5,000	-	-	-	-	-	**5,000**		
Accounts Payable	(207,022)	13,165	(22,472)	29,136	4,666	(33,803)	-	-	-	-	-	-	23,433	**(192,896)**		
Accrued Expenses	(408,092)	(26,315)	-	-	(2)	-	-	(5,922)	8,736	-	-	-	-	**(431,595)**		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Deferred Revenue	20,857	24,919	24,919	(174,474)	44,855	47,639	(123,040)	44,855	44,855	(47,608)	-	-	-	**(92,222)**		
Cash flows from investing activities																
Purchases of Prop. And Equip.	(1,337)	(5,630)	-	-	(2,028)	-	-	-	(19,035)	-	-	-	-	**(28,030)**		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Proceeds(Payments) on Debt	(4,433)	(4,433)	(4,433)	(4,433)	(4,433)	(4,433)	(4,433)	(4,433)	(4,433)	-	-	-	-	**(39,896)**		
Total Change in Cash	(22,732)	(409,910)	(772,310)	61,120	(592,710)	23,893	1,733,676	(158,810)	137,224	174,575	(186,450)	(326,726)				
Cash, Beginning of Month	5,749,444	5,726,713	5,316,802	4,544,492	4,605,612	4,012,902	4,036,794	5,770,470	5,611,660	5,748,883	5,923,459	5,737,008				
Cash, End of Month	**5,726,713**	**5,316,802**	**4,544,492**	**4,605,612**	**4,012,902**	**4,036,794**	**5,770,470**	**5,611,660**	**5,748,883**	**5,923,459**	**5,737,008**	**5,410,282**				

TEACH Tech High School

Monthly Cash Flow/Forecast FY24-25

Revised 04/15/25

Actuals Through: 31-Mar

ADA = 324.43

		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.)
Revenues																**ADA = 377.25**	
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	236,949	236,949	426,509	426,509	426,509	426,509	426,509	329,444	321,289	321,289	321,289	313,134	**4,212,888**	5,052,930	(840,042)
8012	Education Protection Account	-	-	-	17,801	-	-	17,800	-	-	16,222	-	-	13,064	**64,886**	75,450	(10,564)
8019	State Aid - Prior Year	-	-	-	-	-	-	-	-	(4,592)	-	-	-	-	**(4,592)**	-	(4,592)
8096	In Lieu of Property Taxes	81,656	163,312	108,875	108,876	-	217,750	108,875	190,531	96,602	61,615	61,615	61,615	88,244	**1,349,567**	1,422,028	(72,461)
		81,656	400,261	345,824	553,186	426,509	644,259	553,184	617,040	421,454	399,126	382,904	382,904	414,442	**5,622,749**	**6,550,407**	**(927,658)**
Federal Revenue																	
8181	Special Education - Entitlement	5,450	10,899	7,266	7,265	-	14,532	7,266	12,716	2,049	2,818	2,818	2,818	3,588	**79,485**	92,426	(12,940)
8220	Federal Child Nutrition	-	-	2,199	24,509	54,163	-	21,404	19,678	-	22,002	22,002	22,002	44,004	**231,962**	271,278	(39,316)
8290	Title I, Part A - Basic Low Income	-	-	-	-	47,117	-	53,435	-	-	-	-	-	93,566	**194,118**	189,912	4,206
8291	Title II, Part A - Teacher Quality	-	-	-	-	1,054	-	3,958	-	15,036	-	-	-	-	**20,048**	18,699	1,349
8293	Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	13,128	(13,128)
8296	Other Federal Revenue	-	-	-	-	-	-	-	-	-	4,618	-	-	13,853	**18,470**	3,000	15,470
		5,450	10,899	9,465	31,774	102,334	14,532	86,063	32,394	17,085	29,438	24,820	24,820	155,010	**544,084**	**588,443**	**(44,360)**
Other State Revenue																	
8311	State Special Education	19,208	38,415	25,610	25,610	-	51,220	25,610	44,818	9,763	19,956	19,956	19,956	30,148	**330,270**	384,039	(53,769)
8520	Child Nutrition	-	-	529	6,158	13,757	-	5,541	5,087	-	2,083	2,083	2,083	4,165	**41,484**	25,677	15,807
8545	School Facilities (SB740)	-	-	-	-	-	255,615	-	-	-	-	110,566	-	110,566	**476,747**	514,265	(37,518)
8550	Mandated Cost	-	-	-	-	-	19,851	-	-	-	-	-	-	-	**19,851**	20,148	(297)
8560	State Lottery	-	-	-	-	-	-	22,479	-	-	22,734	-	-	35,570	**80,783**	93,935	(13,152)
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	9,079	8,580	116,234	1,460	1,460	94,066	**475,320**	518,550	(43,231)
		19,208	43,458	31,182	150,146	22,836	335,765	153,564	58,984	18,343	161,006	134,064	23,498	274,516	**1,426,570**	**1,556,614**	**(130,044)**
Other Local Revenue																	
8660	Interest Revenue	44,270	43,454	(5,301)	24,700	122,725	27,854	20,213	18,654	21,817	30,907	30,907	30,907	-	**411,106**	370,881	40,225
		44,270	43,454	(5,301)	24,700	122,725	27,854	20,213	18,654	21,817	30,907	30,907	30,907	-	**411,106**	**370,881**	**40,225**
Total Revenue		**150,584**	**498,072**	**381,169**	**759,805**	**674,404**	**1,022,410**	**813,024**	**727,071**	**478,699**	**620,477**	**572,695**	**462,129**	**843,967**	**8,004,508**	**9,066,346**	**(1,061,838)**

TEACH Tech High School

Monthly Cash Flow/Forecast FY24-25

Revised 04/15/25

Actuals Through: 31-Mar

ADA = 324.43

		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.)
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	9,100	124,130	138,733	145,056	161,528	174,621	158,290	118,403	144,907	146,807	146,807	146,807	-	**1,615,190**	1,786,713	171,523
1170	Teachers' Substitute Hours	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	128,508	128,508
1175	Teachers' Extra Duty/Stipends	-	-	-	-	79,969	-	-	(4,254)	-	-	-	-	80,000	**155,715**	41,219	(114,496)
1200	Pupil Support Salaries	23,162	23,162	23,162	23,162	23,162	26,162	24,662	23,871	22,453	23,934	23,934	23,934	-	**284,756**	190,578	(94,178)
1300	Administrators' Salaries	33,943	33,943	33,943	27,779	21,614	21,614	21,614	20,844	34,114	21,600	21,600	21,600	-	**314,209**	592,869	278,660
		66,205	181,235	195,838	195,996	286,272	222,397	204,565	158,864	201,474	192,341	192,341	192,341	80,000	**2,369,869**	**2,739,887**	**370,018**
Classified Salaries																	
2100	Instructional Salaries	5,583	13,612	23,688	20,815	20,609	10,663	10,497	14,822	14,087	17,873	17,873	17,873	-	**187,993**	282,334	94,342
2200	Support Salaries	10,887	9,987	8,487	8,487	11,034	8,487	10,887	11,487	19,004	9,259	9,259	9,259	-	**126,526**	101,849	(24,677)
2300	Classified Administrators'	-	-	-	-	-	-	-	-	-	1,851	1,851	1,851	14,811	**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	14,139	13,406	15,937	15,937	15,937	-	**168,195**	191,245	23,050
2900	Other Classified Salaries	35,591	34,491	34,853	35,278	44,582	35,170	33,514	34,875	26,123	27,662	27,662	27,662	-	**397,465**	394,592	(2,873)
		62,409	70,417	81,162	79,663	92,966	66,937	66,489	75,323	72,620	72,582	72,582	72,582	14,811	**900,544**	**1,018,522**	**117,978**
Benefits																	
3101	STRS	12,645	34,425	37,405	37,435	37,624	37,798	37,764	31,114	36,759	33,470	33,470	33,470	-	**403,379**	523,318	119,939
3202	PERS	-	-	-	-	-	-	-	-	-	673	673	673	-	**2,019**	10,185	8,166
3301	OASDI	3,858	4,355	5,021	7,251	5,753	3,958	4,111	4,659	4,483	4,172	4,172	4,172	-	**55,964**	63,148	7,184
3311	Medicare	1,861	3,643	4,010	3,991	5,493	4,189	3,926	3,388	3,981	3,517	3,517	3,517	-	**45,031**	54,497	9,466
3401	Health and Welfare	28,915	33,982	39,332	35,823	34,764	35,911	40,033	19,489	15,769	36,000	36,000	36,000	-	**392,017**	328,000	(64,017)
3501	State Unemployment	-	940	576	122	-	-	9,447	1,226	513	1,054	1,054	1,054	-	**15,984**	26,460	10,476
3601	Workers' Compensation	-	8,084	4,255	2,411	-	2,021	2,021	2,021	2,021	3,396	3,396	3,396	-	**33,019**	52,618	19,598
3901	Other Benefits	1,423	2,592	4,103	4,440	5,960	4,287	4,483	5,163	4,299	3,638	3,638	3,638	-	**47,665**	-	(47,665)
		48,703	88,019	94,702	91,472	89,593	88,164	101,784	67,058	67,826	85,919	85,919	85,919	-	**995,079**	**1,058,227**	**63,148**
Books and Supplies																	
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	(2,608)	398	7,325	7,325	7,325	-	**71,998**	102,200	30,202
4305	Software	38,236	60,128	25,305	15,742	17,551	2,893	85,500	11,066	1,746	8,500	8,500	8,500	-	**283,668**	170,900	(112,768)
4310	Office Expense	4,619	21,234	19,075	7,088	4,405	2,594	7,172	1,270	4,697	8,558	8,558	8,558	-	**97,829**	119,400	21,571
4311	Business Meals	-	-	-	-	-	-	-	-	-	25	25	25	-	**75**	300	225
4400	Noncapitalized Equipment	2,631	5,011	-	64,583	-	-	612	954	-	-	-	-	-	**73,791**	53,000	(20,791)
4700	Food Services	1,450	(1,450)	29,732	32,642	28,449	23,531	20,968	26,276	29,369	24,859	24,859	24,859	7,902	**273,446**	296,956	23,509
		48,166	197,777	89,422	127,465	56,847	35,983	141,826	36,958	36,210	49,267	49,267	49,267	7,902	**926,359**	**813,756**	**(112,603)**

TEACH Tech High School

Monthly Cash Flow/Forecast FY24-25

Revised 04/15/25

Actuals Through: 31-Mar

ADA = 324.43

		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.)
Subagreement Services																	
5102	Special Education	-	-	32,854	-	69,571	-	50,570	-	-	29,991	29,991	29,991	-	**242,968**	232,500	(10,468)
5103	Substitute Teacher	-	2,648	25,560	24,952	21,024	7,646	17,323	27,697	20,538	12,527	12,527	12,527	-	**184,970**	160,200	(24,770)
5104	Transportation	5,000	21,453	26,558	30,298	44,206	13,225	37,400	14,301	11,441	30,055	30,055	30,055	-	**294,046**	117,000	(177,046)
5105	Security	3,323	7,249	13,493	7,528	3,448	6,957	7,249	2,476	6,653	4,936	4,936	4,936	-	**73,187**	63,200	(9,987)
5106	Other Educational Consultants	-	850	-	-	-	-	-	-	-	-	-	-	-	**850**	-	(850)
		8,323	32,199	98,465	62,778	138,250	27,828	112,543	44,474	38,633	77,509	77,509	77,509	-	**796,021**	**572,900**	**(223,121)**
Operations and Housekeeping																	
5201	Auto and Travel	-	-	-	-	-	-	-	-	-	91	91	91	-	**273**	1,200	927
5300	Dues & Memberships	7,446	-	-	-	-	-	200	-	-	792	792	792	-	**10,021**	11,000	979
5400	Insurance	-	26,886	6,722	6,722	-	6,722	6,722	6,722	6,722	6,892	6,892	6,892	-	**87,891**	104,600	16,709
5501	Utilities	732	13,091	18,848	14,808	10,236	9,013	8,524	9,115	9,585	8,867	8,867	8,867	-	**120,551**	123,700	3,149
5502	Janitorial Services	15,707	14,897	16,295	13,615	7,917	11,965	16,592	8,350	6,182	8,225	8,225	8,225	-	**136,195**	21,700	(114,495)
5900	Communications	3,432	170	1,878	1,664	1,788	8,390	333	6	217	1,183	1,183	1,183	-	**21,427**	16,500	(4,927)
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	24,193	22,706	26,049	26,049	26,049	-	**383,480**	**278,700**	**(104,780)**
Facilities, Repairs and Other Leases																	
5601	Rent	61,841	61,841	61,841	61,841	61,841	61,841	61,840	61,840	61,840	61,767	61,767	61,767	(667)	**741,200**	861,900	120,700
5602	Additional Rent	-	-	-	-	-	-	-	-	-	42	42	42	-	**125**	600	475
5603	Equipment Leases	451	451	508	3,431	1,652	-	3,774	1,850	374	1,292	1,292	1,292	-	**16,366**	18,000	1,634
5604	Other Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5610	Repairs and Maintenance	135	13,553	15,079	5,097	13,546	5,410	18,033	4,531	3,807	6,225	6,225	6,225	-	**97,866**	86,900	(10,966)
		62,427	75,845	77,429	70,370	77,040	67,251	83,647	68,221	66,020	69,325	69,325	69,325	(667)	**855,557**	**967,400**	**111,843**
Professional/Consulting Services																	
5801	IT	-	-	-	-	-	-	2,400	-	-	8	8	8	-	**2,425**	200	(2,225)
5802	Audit & Taxes	5,816	-	-	-	2,695	-	6,585	2,275	-	-	-	-	-	**17,370**	14,600	(2,770)
5803	Legal	-	-	-	-	-	-	9,463	300	-	92	92	92	-	**10,038**	1,300	(8,738)
5804	Professional Development	983	5,900	6,000	-	4,057	-	1,500	4,500	-	3,480	3,480	3,480	-	**33,380**	40,500	7,120
5805	General Consulting	-	1,000	500	3,508	-	11,342	1,175	4,166	175	620	620	620	-	**23,726**	7,300	(16,426)
5806	Special Activities/Field Trips	715	7,584	17,895	17,124	11,482	18,105	6,675	(10,477)	9,392	-	-	-	-	**78,494**	56,700	(21,794)
5807	Bank Charges	-	-	-	-	7,166	422	422	442	442	-	-	-	-	**8,895**	100	(8,795)
5808	Printing	-	16,331	3,358	-	4,850	-	11,546	-	-	1,500	1,500	1,500	-	**40,584**	17,400	(23,184)
5809	Other taxes and fees	-	-	1,680	4	-	-	296	2,300	477	1,540	1,540	1,540	-	**9,376**	17,900	8,524
5810	Payroll Service Fee	807	807	807	858	858	858	858	858	-	300	300	300	-	**7,609**	4,200	(3,409)
5811	Management Fee	21,815	54,827	43,461	82,005	73,062	107,661	78,544	87,376	54,004	69,827	69,827	69,827	25,691	**837,927**	939,738	101,811
5812	District Oversight Fee	3,663	7,327	4,885	4,885	-	9,770	4,885	8,548	923	3,991	3,829	3,829	(308)	**56,227**	65,504	9,277
5813	County Fees	-	-	-	-	1,923	-	-	2,137	-	1,225	-	-	1,225	**6,510**	5,700	(810)
5814	SPED Encroachment	16,031	32,062	21,375	21,374	-	42,750	21,375	37,405	40,193	15,019	15,019	15,019	(47,560)	**230,063**	267,518	37,455
5815	Public Relations/Recruitment	-	2,333	1,167	1,167	1,167	-	-	-	-	1,170	1,170	1,170	-	**9,343**	13,600	4,257
		49,830	128,170	101,127	130,924	107,258	190,907	145,723	139,830	105,606	98,773	97,385	97,385	(20,951)	**1,371,967**	**1,452,260**	**80,293**
Depreciation																	
6900	Depreciation Expense	6,427	6,327	6,301	6,513	6,513	6,513	6,211	6,229	6,229	4,142	4,142	4,142	-	**69,686**	57,700	(11,986)
		6,427	6,327	6,301	6,513	6,513	6,513	6,211	6,229	6,229	4,142	4,142	4,142	-	**69,686**	**57,700**	**(11,986)**
Interest																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
Total Expenses		**383,531**	**835,484**	**788,187**	**802,089**	**877,530**	**742,067**	**895,158**	**621,150**	**617,323**	**675,907**	**674,520**	**674,520**	**81,095**	**8,668,562**	**8,959,351**	**290,789**
Monthly Surplus (Deficit)		**(232,947)**	**(337,412)**	**(407,018)**	**(42,284)**	**(203,126)**	**280,344**	**(82,134)**	**105,921**	**(138,624)**	**(55,431)**	**(101,825)**	**(212,391)**	**762,872**	**(664,054)**	**106,995**	**(771,049)**

TEACH Tech High School

Monthly Cash Flow/Forecast FY24-25

Revised 04/15/25

Actuals Through: 31-Mar

ADA = 324.43

	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)	105,921	(138,624)	(55,431)	(101,825)	(212,391)	762,872	**(664,054)**		
Cash flows from operating activities																
Depreciation/Amortization	6,427	6,327	6,301	6,513	6,513	6,513	6,211	6,229	6,229	4,142	4,142	4,142	-	**69,686**		
Public Funding Receivables	429,227	54,875	(89,894)	127,500	(65,721)	30,667	44,740	354,653	26,946	-	-	-	(843,967)	**69,025**		
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)	109,371	76,847	-	-	-	-	**(845,341)**		
Prepaid Expenses	23,966	5,175	27,185	8,025	(1,162)	(16,781)	(17,668)	(22,584)	18,487	-	-	-	-	**24,641**		
Other Assets	-	-	9,096	-	-	-	-	-	-	-	-	-	-	**9,096**		
Accounts Payable	(121,855)	(19,139)	(21,798)	29,647	(12,395)	(24,920)	160	-	40	-	-	-	81,095	**(89,165)**		
Accrued Expenses	(10,576)	(47,779)	-	9,930	-	-	(5,745)	-	8,528	-	-	-	-	**(45,641)**		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Deferred Revenue	-	-	-	(109,299)	-	993	(88,739)	-	-	(4,618)	-	-	-	**(201,663)**		
Cash flows from investing activities																
Purchases of Prop. And Equip.	(16,032)	(2,550)	(12,753)	-	-	-	-	(1,099)	-	-	-	-	-	**(32,434)**		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Total Change in Cash	45,833	(144,458)	(380,052)	176,698	(75,343)	487,345	(1,974,000)	552,490	(1,548)	(55,907)	(97,683)	(208,249)				
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	6,955,958	6,954,410	6,898,503	6,800,820				
Cash, End of Month	**8,313,278**	**8,168,819**	**7,788,767**	**7,965,466**	**7,890,123**	**8,377,468**	**6,403,468**	**6,955,958**	**6,954,410**	**6,898,503**	**6,800,820**	**6,592,571**				

TEACH Prep Elementary School

Monthly Cash Flow/Forecast FY24-25

Revised 04/25/25

Actuals Through: 31-Mar

ADA = 233.74

		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.)
Revenues																**ADA =**	**240.38**
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	135,045	135,045	243,080	243,080	243,080	243,080	243,080	230,730	220,390	220,390	220,390	210,039	**2,587,431**	2,752,810	(165,379)
8012	Education Protection Account	-	-	-	11,883	-	-	11,882	-	-	11,687	-	-	11,296	**46,748**	48,076	(1,328)
8019	State Aid - Prior Year	-	-	-	-	-	-	-	-	(3,065)	-	-	-	-	**(3,065)**	-	(3,065)
8096	In Lieu of Property Taxes	-	54,509	181,695	72,678	-	-	-	218,034	127,187	74,233	74,233	74,233	95,512	**972,314**	906,104	66,210
		-	189,554	316,740	327,641	243,080	243,080	254,962	461,114	354,852	306,310	294,623	294,623	316,847	**3,603,427**	**3,706,990**	**(103,562)**
Federal Revenue																	
8181	Special Education - Entitlement	-	3,638	12,125	4,851	-	-	-	14,550	8,488	4,420	4,420	4,420	353	**57,266**	58,893	(1,626)
8220	Federal Child Nutrition	-	-	3,402	32,797	74,276	-	29,743	27,740	-	17,904	17,904	17,904	35,809	**257,480**	193,029	64,450
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	-	7,872	-	-	-	58	**10,573**	11,235	(662)
8293	Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	10,651	(10,651)
8296	Other Federal Revenue	-	-	-	-	2,500	-	-	-	-	2,500	-	-	5,000	**10,000**	-	10,000
		-	3,638	15,527	37,648	104,962	-	30,556	42,290	16,360	24,825	22,325	22,325	120,289	**440,744**	**384,962**	**55,782**
Other State Revenue																	
8311	State Special Education	-	12,822	42,740	17,095	-	-	-	51,288	29,918	22,800	22,800	22,800	15,683	**237,947**	244,705	(6,758)
8520	Child Nutrition	-	-	909	8,219	18,399	-	7,300	6,810	-	1,695	1,695	1,695	3,389	**50,110**	18,271	31,840
8545	School Facilities (SB740)	-	-	-	-	-	170,633	-	-	-	-	80,488	-	80,488	**331,609**	331,097	512
8550	Mandated Cost	-	-	-	-	-	4,767	-	-	-	-	-	-	-	**4,767**	4,753	14
8560	State Lottery	-	-	-	-	-	-	15,293	-	-	14,907	-	-	28,001	**58,201**	59,854	(1,653)
8598	Prior Year Revenue	-	-	-	-	-	-	4,398	-	(25,328)	-	-	-	-	**(20,929)**	-	(20,929)
8599	Other State Revenue	-	3,410	3,410	33,009	6,138	6,138	109,127	9,271	6,130	342,109	1,052	1,052	855,069	**1,375,914**	1,221,522	154,392
		-	16,232	47,059	58,322	24,537	181,538	136,119	67,369	10,720	381,511	106,035	25,547	982,630	**2,037,620**	**1,880,203**	**157,418**
Other Local Revenue																	
8660	Interest Revenue	6,806	6,680	31,857	13,984	29,378	14,550	15,164	13,831	15,672	6,000	6,000	6,000	-	**165,923**	72,000	93,923
		6,806	6,680	31,857	13,984	29,378	14,550	15,164	13,831	15,672	6,000	6,000	6,000	-	**165,923**	**72,000**	**93,923**
Total Revenue		**6,806**	**216,104**	**411,183**	**437,595**	**401,958**	**439,168**	**436,801**	**584,604**	**397,605**	**718,646**	**428,984**	**348,495**	**1,419,766**	**6,247,715**	**6,044,154**	**203,560**

TEACH Prep Elementary School

Monthly Cash Flow/Forecast FY24-25

Revised 04/25/25

Actuals Through: 31-Mar

ADA = 233.74

		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.)
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	17,477	73,342	69,611	66,421	67,526	66,421	67,045	103,176	66,421	82,339	82,339	82,339	-	**844,455**	930,220	85,765
1170	Teachers' Substitute Hours	-	-	-	-	-	-	-	-	-	(0)	(0)	(0)	(0)	**(0)**	65,825	65,825
1175	Teachers' Extra Duty/Stipends	-	-	-	-	30,540	-	-	4,254	-	-	-	-	30,540	**65,335**	16,125	(49,210)
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	140,013	99,003	114,921	114,921	114,921	30,540	**1,253,332**	**1,398,441**	**145,109**
Classified Salaries																	
2100	Instructional Salaries	10,026	22,973	29,495	29,822	39,693	29,805	25,436	33,465	30,147	25,453	25,453	25,453	-	**327,223**	338,075	10,852
2400	Clerical and Office Staff Salaries	8,847	9,692	9,913	10,212	12,320	9,289	9,042	9,627	9,627	10,070	10,070	10,070	-	**118,776**	120,838	2,062
2900	Other Classified Salaries	12,240	12,102	12,039	11,461	13,356	10,240	9,401	10,934	14,832	15,576	15,576	15,576	-	**153,332**	175,889	22,557
		31,113	44,767	51,447	51,495	65,369	49,333	43,879	54,025	54,606	51,099	51,099	51,099	-	**599,330**	**634,801**	**35,471**
Benefits																	
3101	STRS	7,206	17,057	17,164	17,732	22,738	18,910	19,029	25,930	18,910	22,710	22,710	22,710	-	**232,805**	267,102	34,298
3301	OASDI	1,921	2,768	3,182	4,232	4,045	3,051	2,713	3,342	3,378	3,262	3,262	3,262	-	**38,416**	41,326	2,910
3311	Medicare	995	1,940	2,045	2,089	2,838	2,147	2,076	2,809	2,223	2,487	2,487	2,487	-	**26,621**	29,942	3,321
3401	Health and Welfare	14,751	16,940	19,524	20,134	17,940	20,341	19,281	5,541	5,788	19,500	19,500	19,500	-	**198,742**	144,000	(54,742)
3501	State Unemployment	86	785	226	131	221	122	4,870	1,789	831	833	833	833	-	**11,561**	17,150	5,589
3601	Workers' Compensation	-	4,687	3,406	1,172	-	1,172	1,172	1,172	1,172	2,401	2,401	2,401	-	**21,155**	28,910	7,755
3901	Other Benefits	1,496	1,928	2,222	2,250	2,791	2,056	2,023	2,595	2,111	4,459	4,459	4,459	-	**32,850**	53,690	20,840
		26,455	46,104	47,769	47,739	50,574	47,798	51,164	43,177	34,412	55,652	55,652	55,652	-	**562,148**	**582,119**	**19,971**

TEACH Prep Elementary School

Monthly Cash Flow/Forecast FY24-25

Revised 04/25/25

Actuals Through: 31-Mar

ADA = 233.74

		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.)
Books and Supplies																	
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	405	31	3,000	3,000	3,000	-	**18,751**	37,000	18,249
4305	Software	36,328	3,128	25,351	17,859	3,801	2,893	355	10,891	833	6,317	6,317	6,317	-	**120,390**	119,100	(1,290)
4310	Office Expense	3,452	14,253	7,351	5,185	807	1,942	6,131	3,639	3,566	7,167	7,167	7,167	-	**67,826**	88,500	20,674
4311	Business Meals	206	-	-	-	172	413	-	-	(107)	142	142	142	-	**1,110**	1,700	590
4400	Noncapitalized Equipment	3,402	19,335	-	-	-	-	120	558	-	-	-	-	-	**23,416**	45,000	21,584
4700	Food Services	1,450	(1,450)	37,696	41,733	35,538	30,567	28,596	35,049	37,553	27,963	27,963	27,963	-	**330,620**	211,300	(119,320)
		49,368	106,683	68,838	67,620	40,319	35,816	36,772	50,542	41,875	44,588	44,588	44,588	-	**631,596**	**512,400**	**(119,196)**
Subagreement Services																	
5102	Special Education	-	3,440	24,622	-	75,536	-	90,300	-	-	39,918	39,918	39,918	-	**313,652**	173,900	(139,752)
5103	Substitute Teacher	-	-	5,092	9,093	11,508	2,404	12,315	14,460	5,760	5,291	5,291	5,291	-	**76,504**	59,900	(16,604)
5104	Transportation	5,000	21,453	26,558	31,519	41,795	11,375	38,966	16,098	13,104	32,718	32,718	32,718	-	**304,021**	87,300	(216,721)
5105	Security	728	4,727	5,042	10,518	2,310	4,506	4,628	1,858	4,128	2,109	2,109	2,109	-	**44,772**	23,900	(20,872)
5106	Other Educational Consultants	-	-	5,555	-	66,095	-	20,705	22,048	12,697	15,530	15,530	15,530	-	**173,689**	159,700	(13,989)
		5,728	29,619	66,870	51,130	197,243	18,285	166,913	54,464	35,689	95,566	95,566	95,566	-	**912,639**	**504,700**	**(407,939)**
Operations and Housekeeping																	
5201	Auto and Travel	185	-	-	-	135	89	-	-	(89)	45	45	45	-	**457**	500	43
5300	Dues & Memberships	7,006	-	-	-	-	-	-	-	-	533	533	533	-	**8,606**	6,600	(2,006)
5400	Insurance	-	17,630	4,407	4,407	-	4,407	4,407	4,407	4,407	4,558	4,558	4,558	-	**57,750**	65,500	7,750
5502	Janitorial Services	12,114	12,370	16,295	10,010	6,070	10,118	14,746	6,504	4,336	275	275	275	-	**93,387**	3,300	(90,087)
5900	Communications	3,262	-	3	4	-	8,390	3	6	7	933	933	933	-	**14,474**	11,500	(2,974)
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	10,917	8,661	6,345	6,345	6,345	-	**181,796**	**87,500**	**(94,296)**
Facilities, Repairs and Other Leases																	
5601	Rent	46,652	46,652	46,652	46,652	46,652	46,652	46,651	46,651	46,651	52,050	52,050	52,050	48,584	**624,600**	642,400	17,800
5603	Equipment Leases	451	755	2,044	2,661	1,671	320	3,820	2,047	374	1,358	1,358	1,358	-	**18,218**	16,800	(1,418)
5610	Repairs and Maintenance	-	1,912	2,932	935	1,563	6,294	4,510	2,407	538	7,283	7,283	7,283	-	**42,941**	89,900	46,959
		47,103	49,319	51,628	50,248	49,887	53,267	54,980	51,105	47,563	60,692	60,692	60,692	48,584	**685,759**	**749,100**	**63,341**
Professional/Consulting Services																	
5802	Audit & Taxes	5,816	-	-	-	2,695	-	6,585	2,275	-	-	-	-	-	**17,370**	12,100	(5,270)
5803	Legal	-	-	-	956	1,223	-	-	-	251	342	342	342	-	**3,455**	4,200	745
5804	Professional Development	983	4,950	-	-	1,939	-	1,500	-	590	1,100	1,100	1,100	-	**13,262**	11,300	(1,962)
5805	General Consulting	-	1,000	500	3,333	-	1,167	1,000	4,166	-	46,236	46,236	46,236	312,483	**462,355**	545,155	82,800
5806	Special Activities/Field Trips	(430)	3,634	(82)	-	3,055	-	-	(25)	-	-	-	-	-	**6,152**	14,600	8,448
5807	Bank Charges	-	-	-	-	1,102	65	65	68	68	-	-	-	-	**1,367**	-	(1,367)
5808	Printing	-	9,377	3,358	-	4,850	150	11,491	141	-	1,680	1,680	1,680	-	**34,406**	17,200	(17,206)
5809	Other taxes and fees	-	-	900	-	1,805	-	-	1,694	77	1,200	1,200	1,200	-	**8,076**	12,300	4,224
5810	Payroll Service Fee	807	807	807	858	858	858	858	858	-	350	350	350	-	**7,759**	4,300	(3,459)
5811	Management Fee	8,156	28,040	46,162	51,545	46,792	46,510	36,457	70,203	41,308	55,685	55,685	55,685	100,149	**642,380**	648,885	6,506
5812	District Oversight Fee	-	2,171	7,237	2,894	-	-	-	8,685	5,065	3,063	2,946	2,946	1,027	**36,034**	37,070	1,036
5813	County Fees	-	-	-	-	1,702	-	-	1,793	-	1,275	-	-	1,275	**6,044**	5,300	(744)
5814	SPED Encroachment	-	10,701	35,670	14,269	-	-	-	42,804	24,970	21,022	21,022	21,022	(25,729)	**165,752**	170,460	4,707
5815	Public Relations/Recruitment	-	2,333	1,167	1,167	1,167	-	-	-	-	1,150	1,150	1,150	-	**9,283**	11,800	2,517
		15,332	63,012	95,718	75,022	67,185	48,750	57,955	132,661	72,329	133,103	131,711	131,711	389,205	**1,413,696**	**1,494,670**	**80,974**
Depreciation																	
6900	Depreciation Expense	4,255	4,490	4,455	4,455	4,757	4,757	4,344	4,306	4,306	4,008	4,008	4,008	-	**52,150**	49,500	(2,650)
		4,255	4,490	4,455	4,455	4,757	4,757	4,344	4,306	4,306	4,008	4,008	4,008	-	**52,150**	**49,500**	**(2,650)**
Interest																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses		**243,374**	**463,747**	**497,294**	**455,068**	**615,038**	**380,013**	**534,790**	**541,210**	**398,445**	**565,974**	**564,582**	**564,582**	**468,328**	**6,292,446**	**6,013,231**	**(279,214)**
Monthly Surplus (Deficit)		**(236,568)**	**(247,643)**	**(86,110)**	**(17,473)**	**(213,080)**	**59,155**	**(97,989)**	**43,394**	**(840)**	**152,672**	**(135,599)**	**(216,087)**	**951,438**	**(44,731)**	**30,923**	**(75,654)**

TEACH Prep Elementary School

Monthly Cash Flow/Forecast FY24-25

Revised 04/25/25

Actuals Through: 31-Mar

ADA = 233.74

	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)	(236,568)	(247,643)	(86,110)	(17,473)	(213,080)	59,155	(97,989)	43,394	(840)	152,672	(135,599)	(216,087)	951,438	**(44,731)**		
Cash flows from operating activities																
Depreciation/Amortization	4,255	4,490	4,455	4,455	4,757	4,757	4,344	4,306	4,306	4,008	4,008	4,008	-	**52,150**		
Public Funding Receivables	499,493	77,479	(44,610)	(16,376)	5,351	41,016	56,460	(34,549)	137,433	-	-	-	(1,419,766)	**(698,071)**		
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	193,242	27,993	-	-	-	-	**1,116,872**		
Prepaid Expenses	20,970	4,838	12,912	1,049	88	(12,523)	6,574	(13,857)	6,497	-	-	-	-	**26,548**		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Accounts Payable	(161,955)	16,744	(23,405)	48,180	39,745	(87,924)	49,630	(49,630)	-	-	-	-	468,328	**299,712**		
Accrued Expenses	(8,098)	-	(11,300)	17,626	(17,163)	-	(464)	-	3,536	-	-	-	-	**(15,863)**		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Deferred Revenue	367	31,922	31,922	30,589	57,460	58,487	(45,529)	72,721	57,459	(2,500)	-	-	282,898	**575,796**		
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	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Total Change in Cash	71,619	5,002	16,394	151,740	20,619	175,950	289,290	215,627	236,385	154,180	(131,590)	(212,079)				
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	5,000,657	5,237,042	5,391,223	5,259,632				
Cash, End of Month	**4,126,036**	**4,131,038**	**4,147,432**	**4,299,172**	**4,319,791**	**4,495,741**	**4,785,031**	**5,000,657**	**5,237,042**	**5,391,223**	**5,259,632**	**5,047,554**				

TEACH Public Schools

Monthly Cash Flow/Forecast FY24-25

Revised 04/25/25

Actuals Through: 31-Mar

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.)
Revenues																ADA = 0.01	
State Aid - Revenue Limit																	
		-	-	-	-	-	-	-	-	-	0	(0)	(0)	1	-	-	-
Federal Revenue																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other State Revenue																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Local Revenue																	
8660	Interest Revenue	-	-	7,937	2,495	2,382	2,327	1,235	1,123	1,199	-	-	-	-	**18,699**	-	18,699
8689	Other Fees and Contracts	28,108	110,134	109,927	206,561	152,997	231,429	175,624	222,195	139,238	186,162	186,162	186,162	299,246	**2,233,945**	2,303,213	(69,267)
		28,108	110,134	117,864	209,057	155,379	233,755	176,859	223,318	140,437	186,162	186,162	186,162	299,246	**2,252,644**	**2,303,213**	**(50,568)**
Total Revenue		**28,108**	**110,134**	**117,864**	**209,057**	**155,379**	**233,755**	**176,859**	**223,318**	**140,437**	**186,162**	**186,162**	**186,162**	**299,247**	**2,252,644**	**2,303,213**	**(50,568)**

TEACH Public Schools

Monthly Cash Flow/Forecast FY24-25

Revised 04/25/25

Actuals Through: 31-Mar

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.)
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	49,500	49,500
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	67,400	123,578	67,100	67,100	67,100	-	**884,742**	805,196	(79,546)
1900	Other Certificated Salaries	-	-	-	-	-	-	-	-	-	5,466	5,466	5,466	49,194	**65,591**	64,904	(687)
		82,883	72,584	67,400	67,400	87,529	67,400	67,400	67,400	123,578	72,566	72,566	72,566	49,194	**970,463**	**919,600**	**(50,863)**
Classified Salaries																	
2200	Classified Administrators' Salaries	-	-	-	-	-	-	-	-	-	33,398	33,398	33,398	-	**100,194**	387,027	286,833
2300	Clerical and Office Staff Salaries	38,145	33,698	33,698	33,698	43,717	33,698	33,698	33,698	53,691	8,821	8,821	8,821	-	**364,206**	105,858	(258,348)
2400	Other Classified Salaries	14,057	8,850	8,850	8,850	11,475	8,850	8,850	8,850	14,317	-	-	-	-	**92,949**	-	(92,949)
		52,202	42,548	42,548	42,548	55,192	42,548	42,548	42,548	68,008	42,219	42,219	42,219	-	**557,348**	**492,885**	**(64,464)**
Benefits																	
3101	STRS	12,816	12,816	12,816	12,816	16,661	12,816	12,816	12,816	12,816	12,436	12,436	12,436	-	**156,498**	175,644	19,145
3301	OASDI	3,179	2,580	2,580	3,689	3,364	1,740	2,612	2,612	4,174	2,379	2,379	2,379	-	**33,667**	30,559	(3,109)
3311	Medicare	1,927	1,638	1,563	1,563	2,038	1,563	1,580	1,580	2,754	1,501	1,501	1,501	-	**20,707**	20,481	(226)
3401	Health and Welfare	8,740	10,176	11,328	8,761	8,584	5,872	11,197	4,345	2,687	7,333	7,333	7,333	-	**93,689**	88,000	(5,689)
3501	State Unemployment	-	-	-	-	-	-	2,055	440	582	221	221	221	-	**3,738**	4,900	1,162
3601	Workers' Compensation	-	3,241	810	810	-	810	810	810	810	1,449	1,449	1,449	-	**12,450**	19,775	7,325
3901	Other Benefits	4,453	4,453	4,453	4,453	5,781	4,460	4,453	5,945	4,453	5,174	5,174	5,174	-	**58,424**	70,624	12,200
		31,115	34,904	33,550	32,091	36,427	27,260	35,522	28,548	28,276	30,493	30,493	30,493	-	**379,174**	**409,982**	**30,809**

TEACH Public Schools

Monthly Cash Flow/Forecast FY24-25

Revised 04/25/25

Actuals Through: 31-Mar

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.)
Books and Supplies																	
4302	School Supplies	-	-	-	-	-	-	-	-	-	183	183	183	-	**550**	2,200	1,650
4305	Software	173	66	32	307	2	-	200	8,531	439	600	600	600	-	**11,551**	7,200	(4,351)
4310	Office Expense	8,229	10,156	2,031	2,201	1,501	1,863	4,963	8,020	2,718	5,542	5,542	5,542	-	**58,306**	66,500	8,194
4311	Business Meals	2,662	343	134	296	135	122	47	-	828	900	900	900	-	**7,267**	10,800	3,533
4400	Noncapitalized Equipment	-	671	411	3,106	-	-	1,212	506	-	-	-	-	-	**5,905**	47,400	41,495
		11,063	11,237	2,607	5,910	1,639	1,985	6,421	17,057	3,985	7,225	7,225	7,225	-	**83,578**	**134,100**	**50,522**
Subagreement Services																	
5105	Security	-	-	-	-	-	-	-	-	-	482	482	482	-	**1,445**	5,300	3,855
		-	-	-	-	-	-	-	-	-	482	482	482	-	**1,445**	**5,300**	**3,855**
Operations and Housekeeping																	
5201	Auto and Travel	18,134	373	-	5,772	5,371	197	703	886	9,842	2,245	2,245	2,245	-	**48,014**	24,700	(23,314)
5400	Insurance	-	-	-	54	-	-	-	60	-	8	8	8	-	**139**	100	(39)
5501	Utilities	-	1,370	1,418	1,523	1,237	1,685	1,588	1,693	1,859	700	700	700	-	**14,473**	8,400	(6,073)
5900	Communications	-	-	5,511	1,734	3,515	1,763	1,763	1,810	1,824	1,408	1,408	1,408	-	**22,144**	16,900	(5,244)
5901	Postage and Shipping	480	20	51	943	20	620	30	320	920	630	630	630	-	**5,294**	6,300	1,006
		18,614	1,764	6,980	10,026	10,142	4,264	4,084	4,769	14,445	4,992	4,992	4,992	-	**90,064**	**56,400**	**(33,664)**
Facilities, Repairs and Other Leases																	
5603	Equipment Leases	-	157	-	82	-	-	-	90	-	50	50	50	-	**479**	600	121
5610	Repairs and Maintenance	-	-	-	-	-	-	-	-	-	75	75	75	-	**225**	900	675
		-	157	-	82	-	-	-	90	-	125	125	125	-	**704**	**1,500**	**796**
Professional/Consulting Services																	
5803	Legal	-	-	-	150	-	-	-	-	-	833	833	833	-	**2,650**	10,000	7,350
5804	Professional Development	14,000	-	-	-	(2,700)	799	799	4,051	42	2,140	2,140	2,140	-	**23,411**	21,400	(2,011)
5805	General Consulting	-	-	-	-	908	908	-	1,817	-	510	510	510	-	**5,163**	5,100	(63)
5806	Special Activities/Field Trips	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	300	300
5807	Bank Charges	125	125	145	125	125	125	125	125	125	190	190	190	-	**1,715**	1,900	185
5809	Other taxes and fees	-	3,031	-	322	(1,734)	-	78	1,283	40	280	280	280	-	**3,860**	2,800	(1,060)
5810	Payroll Service Fee	-	-	-	-	-	-	-	-	-	58	58	58	-	**175**	700	525
5811	Management Fee	-	-	-	-	-	-	-	-	-	0	0	0	-	**0**	0	0
5814	SPED Encroachment	-	-	(150,575)	-	-	-	-	-	-	-	-	-	150,575	**-**	0	0
5815	Public Relations/Recruitment	-	-	-	-	-	-	-	-	-	280	280	280	-	**840**	2,800	1,960
		14,125	3,156	(150,430)	597	(3,401)	1,832	1,002	7,276	207	4,292	4,292	4,292	150,575	**37,814**	**45,000**	**7,186**
Depreciation																	
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	-	**39,523**	13,400	(26,123)
		3,190	3,190	3,181	3,181	3,478	3,329	3,329	3,329	3,329	3,329	3,329	3,329	-	**39,523**	**13,400**	**(26,123)**
Interest																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
Total Expenses		**213,192**	**169,539**	**5,836**	**161,835**	**191,007**	**148,618**	**160,306**	**171,016**	**241,828**	**165,723**	**165,723**	**165,723**	**199,769**	**2,160,114**	**2,078,167**	**(81,947)**
Monthly Surplus (Deficit)		**(185,084)**	**(59,404)**	**112,028**	**47,222**	**(35,628)**	**85,137**	**16,553**	**52,302**	**(101,391)**	**20,439**	**20,439**	**20,439**	**99,478**	**92,530**	**225,045**	**(132,515)**

TEACH Public Schools

Monthly Cash Flow/Forecast FY24-25

Revised 04/25/25

Actuals Through: 31-Mar

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	52,302	(101,391)	20,439	20,439	20,439	99,478	**92,530**		
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	-	**39,523**		
Public Funding Receivables	-	-	-	-	-	-	-	-	-	-	-	-	(299,247)	**(299,247)**		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Due To/From Related Parties	428,445	(183,041)	13,882	(115,012)	(125,460)	(41,632)	(162,474)	(196,280)	412,234	-	-	-	-	**30,663**		
Prepaid Expenses	5,609	1,134	8,484	-	-	(2,330)	2,330	(1,375)	1,375	-	-	-	-	**15,228**		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Accounts Payable	(16,174)	-	-	-	312	(312)	-	1,258	(1,258)	-	-	-	199,769	**183,595**		
Accrued Expenses	(151,159)	75,038	(118,592)	22,738	34,008	(42,057)	(8,561)	42,304	(12,374)	-	-	-	-	**(158,657)**		
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	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Total Change in Cash	84,828	(163,083)	17,059	(41,871)	(128,636)	2,135	(148,823)	(98,462)	301,915	23,768	23,768	23,768				
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	697,885	999,800	1,023,568	1,047,336				
Cash, End of Month	**1,259,567**	**1,096,484**	**1,113,542**	**1,071,671**	**943,035**	**945,170**	**796,347**	**697,885**	**999,800**	**1,023,568**	**1,047,336**	**1,071,103**				

Teach Academy of Technology

Budget vs Actual

For the period ended March 31, 2025

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenues							
State Aid - Revenue Limit							
LCFF State Aid	$ 304,075	$ 410,421	$ (106,346)	$ 2,267,623	2,790,303	$ (522,680)	$ 4,432,014
Education Protection Account	-	21,177	(21,177)	390,392	63,532	326,860	84,710
State Aid - Prior Year	(5,579)	-	(5,579)	(5,579)	-	(5,579)	-
In Lieu of Property Taxes	248,415	230,824	17,591	1,377,662	1,134,897	242,765	1,596,555
Total State Aid - Revenue Limit	546,911	662,422	(115,511)	4,030,098	3,988,733	41,365	6,113,279
Federal Revenue							
Special Education - Entitlement	10,949	9,609	1,340	86,313	65,331	20,982	103,769
Federal Child Nutrition	-	29,624	(29,624)	165,688	163,710	1,978	311,828
Title I, Part A - Basic Low Income	-	-	-	55,599	197,043	(141,444)	197,043
Title II, Part A - Teacher Quality	5,261	-	5,261	11,360	19,023	(7,663)	19,023
Title III - Limited English	-	-	-	-	-	-	14,614
Other Federal Revenue	-	-	-	54,377	81,722	(27,345)	163,444
Total Federal Revenue	16,210	39,233	(23,023)	373,337	526,829	(153,492)	809,721
Other State Revenue							
State Special Education	41,848	39,928	1,920	307,475	271,458	36,017	431,171
State Child Nutrition	-	2,804	(2,804)	41,054	15,496	25,559	29,515
School Facilities (SB740)	-	-	-	294,581	288,690	5,891	577,380
Mandated Cost	-	-	-	8,230	8,208	22	8,208
State Lottery	-	-	-	26,164	25,742	423	105,463
Prior Year Revenue	(43,726)	-	(43,726)	(37,387)	-	(37,387)	-
Other State Revenue	10,750	1,906	8,844	419,380	445,017	(25,637)	884,104
Total Other State Revenue	8,872	44,638	(35,766)	1,059,498	1,054,611	4,888	2,035,842
Other Local Revenue							
Interest Revenue	17,363	14,583	2,780	186,450	131,250	55,200	175,000
School Fundraising	-	-	-	7	-	7	-
Total Other Local Revenue	17,363	14,583	2,780	186,457	131,250	55,207	175,000
Total Revenues	**$ 589,356**	**$ 760,877**	**$ (171,520)**	**$ 5,649,390**	**$ 5,701,422**	**$ (52,032)**	**$ 9,133,842**
Expenses							
Certificated Salaries							
Teachers' Salaries	$ 135,406	$ 143,639	$ 8,233	$ 1,116,125	$ 1,149,109	$ 32,984	$ 1,580,025
Teachers' Substitute Hours	-	9,822	9,822	-	78,579	78,579	108,047
Teachers' Extra Duty/Stipends	-	-	-	52,339	-	(52,339)	-
Pupil Support Salaries	20,428	22,365	1,936	166,830	193,695	26,865	260,789
Administrators' Salaries	20,377	26,676	6,299	268,506	240,088	(28,419)	320,117
Total Certificated Salaries	176,211	202,502	26,291	1,603,800	1,661,471	57,671	2,268,977
Classified Salaries							
Instructional Salaries	16,854	26,745	9,891	116,384	213,961	97,578	294,197
Support Salaries	-	5,583	5,583	-	50,250	50,250	67,000
Supervisors' and Administrators' Salaries	-	3,617	3,617	-	28,935	28,935	39,785
Clerical and Office Staff Salaries	12,521	18,588	6,066	147,144	167,289	20,145	223,052
Other Classified Salaries	22,536	17,621	(4,915)	173,415	158,591	(14,824)	211,455
Total Classified Salaries	51,911	72,154	20,243	436,942	619,026	182,084	835,489
Benefits							
State Teachers' Retirement System, certificated pos	31,653	38,678	7,025	258,372	317,341	58,969	433,375
Public Employees' Retirement System, classified po	14,594	20,059	5,465	143,551	172,089	28,538	232,266
OASDI/Medicare/Alternative, certificated positions	3,588	4,474	885	38,701	38,380	(321)	51,800
Medicare/Alternative, certificated positions	3,312	3,983	670	29,602	33,067	3,466	45,015
Health and Welfare Benefits, certificated positions	17,554	24,000	6,446	198,983	216,000	17,017	288,000
State Unemployment Insurance, certificated positic	523	2,303	1,780	15,617	19,575	3,959	23,030
Workers' Compensation Insurance, certificated pos	1,635	3,845	2,210	18,588	31,927	13,339	43,462
Other Benefits, certificated positions	2,020	-	(2,020)	18,687	-	(18,687)	-
Total Benefits	74,880	97,341	22,461	722,101	828,379	106,278	1,116,948

Teach Academy of Technology

Budget vs Actual

For the period ended March 31, 2025

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Books & Supplies							
Textbooks and Core Materials	-	-	-	85,562	318,200	232,638	318,200
Books and Reference Materials	-	-	-	3,000	6,900	3,900	6,900
School Supplies	-	6,325	6,325	23,634	56,925	33,291	75,900
Software	1,747	17,292	15,545	139,881	155,625	15,744	207,500
Office Expense	6,271	8,983	2,712	79,576	80,850	1,274	107,800
Business Meals	120	-	(120)	311	-	(311)	-
School Fundraising Expense	-	67	67	-	600	600	800
Noncapitalized Equipment	1,525	-	(1,525)	56,362	130,600	74,238	130,600
Food Services	47,696	31,031	(16,665)	301,172	248,250	(52,922)	341,344
Total Books & Supplies	57,360	63,698	6,338	689,496	997,950	308,454	1,189,043
Subagreement Services							
Special Education	-	25,482	25,482	306,061	203,854	(102,207)	280,300
Substitute Teacher	28,056	5,027	(23,029)	196,826	40,218	(156,608)	55,300
Transportation	13,108	5,845	(7,262)	209,369	46,764	(162,605)	64,300
Security	6,156	4,118	(2,038)	55,771	32,945	(22,825)	45,300
Other Educational Consultants	11,906	26,270	14,364	163,044	183,890	20,846	262,700
Total Subagreement Services	59,226	66,743	7,517	931,072	507,672	(423,400)	707,900
Operations & Housekeeping							
Auto and Travel	636	27	(608)	1,490	218	(1,272)	300
Dues & Memberships	-	758	758	8,686	6,825	(1,861)	9,100
Insurance	7,611	8,667	1,056	76,108	78,000	1,892	104,000
Utilities	5,360	8,233	2,873	79,807	74,100	(5,707)	98,800
Janitorial Services	7,939	2,908	(5,030)	125,395	26,175	(99,220)	34,900
Other taxes and fees	-	-	-	-	-	-	0
Communications	67	2,342	2,275	(7,085)	21,075	28,160	28,100
Postage and Shipping	3	160	157	7,176	1,120	(6,056)	1,600
Total Operations & Housekeeping	21,615	23,096	1,480	291,577	207,513	(84,064)	276,800
Facilities, Repairs & Other Leases							
Rent	72,237	71,058	(1,178)	650,140	639,525	(10,615)	852,700
Additional Rent	-	142	142	-	1,275	1,275	1,700
Equipment Leases	374	4,317	3,943	13,564	38,850	25,286	51,800
Repairs and Maintenance	732	12,425	11,693	46,646	111,825	65,179	149,100
Total Facilities, Repairs & Other Leases	73,343	87,942	14,599	710,349	791,475	81,125	1,055,300
Professional/Consulting Services							
IT	-	50	50	-	450	450	600
Audit & Taxes	-	-	-	17,374	12,400	(4,974)	12,400
Legal	-	3,733	3,733	5,568	33,600	28,032	44,800
Professional Development	-	3,590	3,590	8,261	25,130	16,869	35,900
General Consulting	-	1,940	1,940	16,169	13,580	(2,589)	19,400
Special Activities/Field Trips	-	-	-	4,673	21,100	16,427	21,100
Bank Charges	159	10	(149)	3,208	70	(3,138)	100
Printing	-	2,070	2,070	29,176	14,490	(14,686)	20,700
Other Taxes and Fees	77	2,640	2,563	5,869	18,480	12,611	26,400
Payroll Service Fee	-	392	392	6,711	3,525	(3,186)	4,700
Management Fee	64,725	78,964	14,239	616,551	710,674	94,123	947,566
District Oversight Fee	5,788	6,624	836	47,954	39,887	(8,067)	61,133
County Fees	-	-	-	5,101	2,200	(2,901)	4,400
SPED Encroachment	75,937	32,438	(43,499)	297,634	185,196	(112,438)	300,352
Public Relations/Recruitment	-	1,300	1,300	5,834	9,100	3,266	13,000
Total Professional/Consulting Services	146,686	133,751	(12,935)	1,070,082	1,089,883	19,801	1,512,550

Teach Academy of Technology

Budget vs Actual

For the period ended March 31, 2025

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Depreciation							
Depreciation Expense	8,093	11,242	3,149	71,670	101,175	29,505	134,900
Total Depreciation	8,093	11,242	3,149	71,670	101,175	29,505	134,900
Interest							
Interest Expense	1,288	1,288	(0)	11,595	11,592	(3)	15,459
Total Interest	1,288	1,288	(0)	11,595	11,592	(3)	15,459
Total Expenses	**$ 670,614**	**$ 759,756**	**$ 89,142**	**$ 6,538,684**	**$ 6,816,135**	**$ 277,450**	**$ 9,113,365**
Change in Net Assets	**(81,257)**	**1,121**	**(82,378)**	**(889,294)**	**(1,114,713)**	**225,418**	**20,478**
Net Assets, Beginning of Period	6,308,490			7,116,527			
Net Assets, End of Period	**6,227,233**			**6,227,233**			

Teach Tech High School

Budget vs Actual

For the period ended March 31, 2025

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenues							
State Aid - Revenue Limit							
LCFF State Aid	$ 329,444	$ 472,512	$ (143,068)	$ 2,935,887	$ 3,162,851	$ (226,964)	$ 5,052,930
Education Protection Account	-	18,862	(18,862)	35,601	56,587	(20,986)	75,450
State Aid - Prior Year	(4,592)	-	(4,592)	(4,592)	-	(4,592)	-
In Lieu of Property Taxes	96,602	207,864	(111,262)	1,076,477	1,006,299	70,178	1,422,028
Total State Aid - Revenue Limit	421,454	699,239	(277,785)	4,043,373	4,225,737	(182,364)	6,550,407
Federal Revenue							
Special Education - Entitlement	2,049	8,643	(6,594)	67,443	57,854	9,589	92,426
Federal Child Nutrition	-	25,771	(25,771)	121,953	142,421	(20,468)	271,278
Title I, Part A - Basic Low Income	-	-	-	100,552	189,912	(89,360)	189,912
Title II, Part A - Teacher Quality	15,036	-	15,036	20,048	18,699	1,349	18,699
Title III - Limited English	-	-	-	-	-	-	13,128
Other Federal Revenue	-	-	-	-	1,500	(1,500)	3,000
Total Federal Revenue	17,085	34,414	(17,329)	309,996	410,386	(100,390)	588,443
Other State Revenue							
State Special Education	9,763	35,913	(26,150)	240,254	240,388	(134)	384,039
State Child Nutrition	-	2,439	(2,439)	31,072	13,481	17,591	25,677
School Facilities (SB740)	-	-	-	255,615	257,132	(1,517)	514,265
Mandated Cost	-	-	-	19,851	20,148	(297)	20,148
State Lottery	-	-	-	22,479	22,734	(255)	93,935
Prior Year Revenue	-	-	-	2,116	-	2,116	-
Other State Revenue	8,580	1,698	6,882	262,099	261,916	183	518,550
Total Other State Revenue	18,343	40,050	(21,707)	833,485	815,799	17,686	1,556,614
Other Local Revenue							
Interest Revenue	21,817	30,907	(9,090)	318,385	278,161	40,225	370,881
Total Other Local Revenue	21,817	30,907	(9,090)	318,385	278,161	40,225	370,881
Total Revenues	**$ 478,699**	**$ 804,610**	**$ (325,911)**	**$ 5,505,240**	**$ 5,730,083**	**$ (224,843)**	**$ 9,066,345**
Expenses							
Certificated Salaries							
Teachers' Salaries	$ 144,907	$ 162,428	$ 17,521	$ 1,174,769	$ 1,299,428	$ 124,659	$ 1,786,713
Teachers' Substitute Hours	-	11,683	11,683	-	93,460	93,460	128,508
Teachers' Extra Duty/Stipends	-	3,747	3,747	75,715	29,977	(45,737)	41,219
Pupil Support Salaries	22,453	16,654	(5,799)	212,955	140,617	(72,337)	190,578
Administrators' Salaries	34,114	49,406	15,292	249,408	444,652	195,244	592,869
Total Certificated Salaries	201,474	243,917	42,444	1,712,846	2,008,135	295,288	2,739,887
Classified Salaries							
Instructional Salaries	14,087	25,667	11,580	134,375	205,334	70,959	282,334
Support Salaries	19,004	9,259	(9,745)	98,749	74,072	(24,677)	101,849
Supervisors' and Administrators' Salaries	-	4,409	4,409	-	35,273	35,273	48,501
Clerical and Office Staff Salaries	13,406	15,937	2,531	120,384	143,434	23,050	191,245
Other Classified Salaries	26,123	33,977	7,854	314,478	292,662	(21,816)	394,592
Total Classified Salaries	72,620	89,249	16,629	667,986	750,775	82,789	1,018,521
Benefits							
State Teachers' Retirement System, certificat	36,759	46,588	9,829	302,969	383,554	80,584	523,318
Public Employees' Retirement System, classif	-	892	892	-	7,508	7,508	10,185
OASDI/Medicare/Alternative, certificated pos	4,483	5,533	1,051	43,447	46,548	3,101	63,148
Medicare/Alternative, certificated positions	3,981	4,831	850	34,481	40,004	5,523	54,497
Health and Welfare Benefits, certificated pos	15,769	27,333	11,564	284,017	246,000	(38,017)	328,000
State Unemployment Insurance, certificated	513	2,646	2,133	12,823	22,491	9,668	26,460
Workers' Compensation Insurance, certificat	2,021	4,664	2,643	22,833	38,625	15,792	52,618
Other Benefits, certificated positions	4,299	-	(4,299)	36,751	-	(36,751)	-
Total Benefits	67,826	92,489	24,663	737,321	784,729	47,409	1,058,226

Teach Tech High School

Budget vs Actual

For the period ended March 31, 2025

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Books & Supplies							
Textbooks and Core Materials	-	-	-	111,981	52,400	(59,581)	52,400
Books and Reference Materials	-	-	-	13,570	18,600	5,030	18,600
School Supplies	398	8,517	8,119	50,023	76,650	26,627	102,200
Software	1,746	14,242	12,496	258,168	128,175	(129,993)	170,900
Office Expense	4,697	9,950	5,253	72,154	89,550	17,396	119,400
Business Meals	-	25	25	-	225	225	300
Noncapitalized Equipment	-	-	-	73,791	53,000	(20,791)	53,000
Food Services	29,369	26,996	(2,373)	190,968	215,968	25,000	296,956
Total Books & Supplies	36,210	59,729	23,519	770,655	634,568	(136,087)	813,755
Subagreement Services							
Special Education	-	21,136	21,136	152,995	169,091	16,096	232,500
Substitute Teacher	20,538	14,564	(5,975)	147,388	116,509	(30,879)	160,200
Transportation	11,441	10,636	(805)	203,883	85,091	(118,792)	117,000
Security	6,653	5,745	(908)	58,378	45,964	(12,414)	63,200
Other Educational Consultants	-	-	-	850	-	(850)	-
Total Subagreement Services	38,633	52,082	13,449	563,494	416,654	(146,839)	572,900
Operations & Housekeeping							
Auto and Travel	-	109	109	-	873	873	1,200
Dues & Memberships	-	917	917	7,646	8,250	604	11,000
Insurance	6,722	8,717	1,995	67,216	78,450	11,234	104,600
Utilities	9,585	10,308	724	93,951	92,775	(1,177)	123,700
Janitorial Services	6,182	1,808	(4,374)	111,520	16,275	(95,245)	21,700
Communications	217	1,375	1,158	17,877	12,375	(5,502)	16,500
Postage and Shipping	-	-	-	7,123	-	(7,123)	-
Total Operations & Housekeeping	22,706	23,234	528	305,333	208,998	(96,335)	278,700
Facilities, Repairs & Other Leases							
Rent	61,840	71,825	9,985	556,567	646,425	89,858	861,900
Additional Rent	-	50	50	-	450	450	600
Equipment Leases	374	1,500	1,126	12,491	13,500	1,009	18,000
Repairs and Maintenance	3,807	7,242	3,435	79,191	65,175	(14,016)	86,900
Total Facilities, Repairs & Other Leases	66,020	80,617	14,596	648,249	725,550	77,301	967,400
Professional/Consulting Services							
IT	-	17	17	2,400	150	(2,250)	200
Audit & Taxes	-	-	-	17,370	14,600	(2,770)	14,600
Legal	-	108	108	9,763	975	(8,788)	1,300
Professional Development	-	4,050	4,050	22,940	28,350	5,410	40,500
General Consulting	175	730	555	21,866	5,110	(16,756)	7,300
Special Activities/Field Trips	9,392	-	(9,392)	78,494	56,700	(21,794)	56,700
Bank Charges	442	10	(432)	8,895	70	(8,825)	100
Printing	-	1,740	1,740	36,084	12,180	(23,904)	17,400
Other Taxes and Fees	477	1,790	1,313	4,756	12,530	7,774	17,900
Payroll Service Fee	-	350	350	6,709	3,150	(3,559)	4,200
Management Fee	54,004	78,311	24,307	602,754	704,803	102,049	939,737
District Oversight Fee	923	6,992	6,069	44,886	42,257	(2,629)	65,504
County Fees	-	-	-	4,060	2,850	(1,210)	5,700
SPED Encroachment	40,193	28,892	(11,301)	232,565	164,952	(67,613)	267,518
Public Relations/Recruitment	-	1,360	1,360	5,833	9,520	3,687	13,600
Total Professional/Consulting Services	105,606	124,351	18,745	1,099,374	1,058,197	(41,177)	1,452,259

Teach Tech High School

Budget vs Actual

For the period ended March 31, 2025

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Depreciation							
Depreciation Expense	6,229	4,808	(1,421)	57,261	43,275	(13,986)	57,700
Total Depreciation	6,229	4,808	(1,421)	57,261	43,275	(13,986)	57,700
Total Expenses	**$ 617,323**	**$ 770,476**	**$ 153,153**	**$ 6,562,519**	**$ 6,630,880**	**$ 68,361**	**$ 8,959,349**
Change in Net Assets	**(138,624)**	**34,134**	**(172,758)**	**(1,057,279)**	**(900,797)**	**(156,482)**	**106,997**
Net Assets, Beginning of Period	7,439,769			8,358,424			
Net Assets, End of Period	**$7,301,145**			**$ 7,301,145**			

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

Budget vs Actual

For the period ended March 31, 2025

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenues							
State Aid - Revenue Limit							
LCFF State Aid	$ 230,730	$ 248,896	$ (18,166)	$1,716,220	$1,757,213	$ (40,993)	$2,752,810
Education Protection Account	-	12,019	(12,019)	23,765	36,057	(12,292)	48,076
State Aid - Prior Year	(3,065)	-	(3,065)	(3,065)	-	(3,065)	-
In Lieu of Property Taxes	127,187	127,517	(330)	654,103	651,071	3,032	906,104
Total State Aid - Revenue Limit	354,852	388,432	(33,580)	2,391,023	2,444,341	(53,318)	3,706,990
Federal Revenue							
Special Education - Entitlement	8,488	5,325	3,163	43,652	37,593	6,059	58,893
Federal Child Nutrition	-	18,338	(18,338)	167,957	101,340	66,617	193,029
Title I, Part A - Basic Low Income	-	-	-	26,356	111,154	(84,798)	111,154
Title II, Part A - Teacher Quality	7,872	-	7,872	10,515	11,235	(720)	11,235
Title III - Limited English	-	-	-	-	-	-	10,651
Other Federal Revenue	-	-	-	2,500	-	2,500	-
Total Federal Revenue	16,360	23,663	(7,303)	250,980	261,323	(10,342)	384,962
Other State Revenue							
State Special Education	29,918	22,125	7,793	153,863	156,204	(2,341)	244,705
State Child Nutrition	-	1,736	(1,736)	41,637	9,592	32,045	18,271
School Facilities (SB740)	-	-	-	170,633	165,549	5,084	331,097
Mandated Cost	-	-	-	4,767	4,753	14	4,753
State Lottery	-	-	-	15,293	14,907	386	59,854
Prior Year Revenue	(25,328)	-	(25,328)	(20,929)	-	(20,929)	-
Other State Revenue	6,130	1,082	5,048	176,633	612,444	(435,810)	1,221,522
Total Other State Revenue	10,720	24,943	(14,222)	541,897	963,449	(421,552)	1,880,203
Other Local Revenue							
Interest Revenue	15,672	6,000	9,672	147,923	54,000	93,923	72,000
Total Other Local Revenue	15,672	6,000	9,672	147,923	54,000	93,923	72,000
Total Revenues	**$ 397,605**	**$ 443,037**	**$ (45,432)**	**$3,331,823**	**$3,723,113**	**$ (391,290)**	**$6,044,154**
Expenses							
Certificated Salaries							
Teachers' Salaries	$ 66,421	$ 84,565	$ 18,145	$ 597,439	$ 676,524	$ 79,085	$ 930,220
Teachers' Substitute Hours	-	5,984	5,984	-	47,872	47,872	65,825
Teachers' Extra Duty/Stipends	-	1,466	1,466	34,795	11,727	(23,068)	16,125
Administrators' Salaries	32,582	32,189	(393)	245,795	289,703	43,908	386,271
Total Certificated Salaries	99,003	124,205	25,201	878,029	1,025,827	147,798	1,398,441
Classified Salaries							
Instructional Salaries	30,147	30,734	587	250,863	245,872	(4,990)	338,075
Clerical and Office Staff Salaries	9,627	10,070	443	88,567	90,628	2,062	120,838
Other Classified Salaries	14,832	14,657	(174)	106,604	131,917	25,312	175,889
Total Classified Salaries	54,606	55,461	856	446,034	468,417	22,384	634,801
Benefits							
State Teachers' Retirement System, certificated p	18,910	23,723	4,813	164,675	195,933	31,257	267,102
Public Employees' Retirement System, classified	-	-	-	-	-	-	-
OASDI/Medicare/Alternative, certificated positio	3,378	3,611	233	28,629	30,494	1,865	41,325
Medicare/Alternative, certificated positions	2,223	2,646	423	19,161	22,005	2,844	29,942
Health and Welfare Benefits, certificated positior	5,788	12,000	6,212	140,242	108,000	(32,242)	144,000
State Unemployment Insurance, certificated posi	831	1,715	884	9,062	14,578	5,515	17,150
Workers' Compensation Insurance, certificated p	1,172	2,555	1,383	13,952	21,246	7,294	28,910
Other Benefits, certificated positions	2,111	4,744	2,633	19,472	39,457	19,984	53,689
Total Benefits	34,412	50,993	16,581	395,193	431,712	36,519	582,119

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

Budget vs Actual

For the period ended March 31, 2025

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Books & Supplies							
Textbooks and Core Materials	-	-	-	69,484	9,800	(59,684)	9,800
School Supplies	31	3,083	3,053	9,751	27,750	17,999	37,000
Software	833	9,925	9,092	101,440	89,325	(12,115)	119,100
Office Expense	3,566	7,375	3,809	46,326	66,375	20,049	88,500
Business Meals	(107)	142	249	685	1,275	590	1,700
Noncapitalized Equipment	-	-	-	23,416	45,000	21,584	45,000
Food Services	37,553	19,209	(18,344)	246,732	153,673	(93,059)	211,300
Total Books & Supplies	41,875	39,734	(2,141)	497,833	393,198	(104,635)	512,400
Subagreement Services							
Special Education	-	15,809	15,809	193,898	126,473	(67,425)	173,900
Substitute Teacher	5,760	5,445	(314)	60,631	43,564	(17,068)	59,900
Transportation	13,104	7,936	(5,168)	205,867	63,491	(142,376)	87,300
Security	4,128	2,173	(1,956)	38,444	17,382	(21,062)	23,900
Other Educational Consultants	12,697	15,970	3,273	127,099	111,790	(15,309)	159,700
Total Subagreement Services	35,689	47,334	11,645	625,940	362,699	(263,241)	504,700
Operations & Housekeeping							
Auto and Travel	(89)	45	134	321	364	43	500
Dues & Memberships	-	550	550	7,006	4,950	(2,056)	6,600
Insurance	4,407	5,458	1,051	44,075	49,125	5,050	65,500
Janitorial Services	4,336	275	(4,061)	92,562	2,475	(90,087)	3,300
Communications	7	958	951	11,674	8,625	(3,049)	11,500
Postage and Shipping	-	10	10	7,123	70	(7,053)	100
Total Operations & Housekeeping	8,661	7,297	(1,364)	162,760	65,609	(97,151)	87,500
Facilities, Repairs & Other Leases							
Rent	46,651	53,533	6,882	419,866	481,800	61,934	642,400
Equipment Leases	374	1,400	1,026	14,143	12,600	(1,543)	16,800
Repairs and Maintenance	538	7,492	6,954	21,091	67,425	46,334	89,900
Total Facilities, Repairs & Other Leases	47,563	62,425	14,862	455,100	561,825	106,725	749,100
Professional/Consulting Services							
Audit & Taxes	-	-	-	17,370	12,100	(5,270)	12,100
Legal	251	350	99	2,430	3,150	720	4,200
Professional Development	590	1,130	540	9,962	7,910	(2,052)	11,300
General Consulting	-	54,516	54,516	11,166	381,609	370,443	545,155
Special Activities/Field Trips	-	-	-	6,152	14,600	8,448	14,600
Bank Charges	68	-	(68)	1,367	-	(1,367)	-
Printing	-	1,720	1,720	29,366	12,040	(17,326)	17,200
Other Taxes and Fees	77	1,230	1,153	4,476	8,610	4,134	12,300
Payroll Service Fee	-	358	358	6,709	3,225	(3,485)	4,300
Management Fee	41,308	54,074	12,765	375,174	486,664	111,490	648,885
District Oversight Fee	5,065	3,884	(1,181)	26,052	24,443	(1,609)	37,070
County Fees	-	-	-	3,494	2,650	(844)	5,300
SPED Encroachment	24,970	18,410	(6,560)	128,414	105,105	(23,309)	170,459
Public Relations/Recruitment	-	1,180	1,180	5,833	8,260	2,427	11,800
Total Professional/Consulting Services	72,329	136,852	64,522	627,966	1,070,366	442,400	1,494,669

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

Budget vs Actual

For the period ended March 31, 2025

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Depreciation							
Depreciation Expense	4,306	4,125	(181)	40,125	37,125	(3,000)	49,500
Total Depreciation	4,306	4,125	(181)	40,125	37,125	(3,000)	49,500
Total Expenses	**$ 398,445**	**$ 528,426**	**$ 129,981**	**$4,128,978**	**$4,416,777**	**$ 287,799**	**$6,013,229**
Change in Net Assets	**(840)**	**(85,389)**	**84,549**	**(797,155)**	**(693,664)**	**(103,491)**	**30,925**
Net Assets, Beginning of Period	2,288,027			3,084,343			
Net Assets, End of Period	**$2,287,188**			**$2,287,188**			

Teach Public Schools

Budget vs Actual

For the period ended March 31, 2025

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenues							
Other Local Revenue							
Interest Revenue	$ 1,199	$ -	$ 1,199	$ 18,699	$ -	$ 18,699	$ -
Other Fees and Contracts	139,238	191,934	(52,697)	1,376,213	1,727,409	(351,196)	2,303,213
Total Other Local Revenue	140,437	191,934	(51,497)	1,394,912	1,727,409	(332,498)	2,303,213
Total Revenues	**$ 140,437**	**$ 191,934**	**$ (51,497)**	**$ 1,394,912**	**$ 1,727,409**	**$ (332,498)**	**$ 2,303,213**
Expenses							
Certificated Salaries							
Teachers' Salaries	$ -	$ 4,125	$ 4,125	$ -	$ 37,125	$ 37,125	$ 49,500
Teachers' Extra Duty/Stipends	-	-	-	20,130	-	(20,130)	-
Administrators' Salaries	123,578	67,100	(56,478)	683,443	603,897	(79,546)	805,196
Other Certificated Salaries	-	5,409	5,409	-	48,678	48,678	64,904
Total Certificated Salaries	123,578	76,633	(46,944)	703,572	689,700	(13,873)	919,600
Classified Salaries							
Support Salaries	-	-	-	-	-	-	-
Supervisors' and Administrators' Salaries	53,691	32,252	(21,439)	337,741	290,270	(47,471)	387,027
Clerical and Office Staff Salaries	14,317	8,821	(5,495)	92,949	79,393	(13,556)	105,858
Total Classified Salaries	68,008	41,074	(26,934)	430,690	369,663	(61,027)	492,885
Benefits							
State Teachers' Retirement System, certificated positions	12,816	14,637	1,821	119,189	131,733	12,544	175,644
OASDI/Medicare/Alternative, certificated positions	4,174	2,547	(1,628)	26,529	22,919	(3,610)	30,559
Medicare/Alternative, certificated positions	2,754	1,707	(1,047)	16,205	15,361	(845)	20,481
Health and Welfare Benefits, certificated positions	2,687	7,333	4,647	71,689	66,000	(5,689)	88,000
State Unemployment Insurance, certificated positions	582	490	(92)	3,076	4,165	1,089	4,900
Workers' Compensation Insurance, certificated positions	810	1,648	838	8,103	14,831	6,728	19,775
Other Benefits, certificated positions	4,453	5,885	1,433	42,902	52,968	10,067	70,624
Total Benefits	28,276	34,247	5,971	287,694	307,977	20,283	409,982
Books & Supplies							
School Supplies	-	183	183	-	1,650	1,650	2,200
Software	439	600	161	9,751	5,400	(4,351)	7,200
Office Expense	2,718	5,542	2,823	41,681	49,875	8,194	66,500
Business Meals	828	900	72	4,567	8,100	3,533	10,800
Noncapitalized Equipment	-	-	-	5,905	47,400	41,495	47,400
Total Books & Supplies	3,985	7,225	3,240	61,903	112,425	50,521	134,100
Subagreement Services							
Security	-	482	482	-	3,854	3,854	5,300
Total Subagreement Services	-	482	482	-	3,854	3,854	5,300
Operations & Housekeeping							
Auto and Travel	9,842	2,245	(7,597)	41,278	17,964	(23,314)	24,700
Insurance	-	8	8	114	75	(39)	100
Utilities	1,859	700	(1,159)	12,373	6,300	(6,073)	8,400
Janitorial Services	-	-	-	-	-	-	-
Communications	1,824	1,408	(415)	17,919	12,675	(5,244)	16,900
Postage and Shipping	920	630	(290)	3,404	4,410	1,006	6,300
Total Operations & Housekeeping	14,445	4,992	(9,453)	75,088	41,424	(33,664)	56,400
Facilities, Repairs & Other Leases							
Equipment Leases	-	50	50	329	450	121	600
Repairs and Maintenance	-	75	75	-	675	675	900
Total Facilities, Repairs & Other Leases	-	125	125	329	1,125	796	1,500

Teach Public Schools

Budget vs Actual

For the period ended March 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	7,500	7,350	10,000
Professional Development	42	2,140	2,098	16,991	14,980	(2,011)	21,400
General Consulting	-	510	510	3,633	3,570	(63)	5,100
Special Activities/Field Trips	-	-	-	-	300	300	300
Bank Charges	125	190	65	1,145	1,330	185	1,900
Other Taxes and Fees	40	280	240	3,020	1,960	(1,060)	2,800
Payroll Service Fee	-	58	58	-	525	525	700
Management Fee	-	0	0	-	0	0	0
SPED Encroachment	-	-	-	(150,575)	-	150,575	-
Public Relations/Recruitment	-	280	280	-	1,960	1,960	2,800
Total Professional/Consulting Services	207	4,292	4,085	(125,636)	32,125	157,761	45,000
Depreciation							
Depreciation Expense	3,329	1,117	(2,213)	29,536	10,050	(19,486)	13,400
Total Depreciation	3,329	1,117	(2,213)	29,536	10,050	(19,486)	13,400
Total Expenses	**$ 241,828**	**$ 170,186**	**$ (71,642)**	**$ 1,463,177**	**$ 1,568,343**	**$ 105,166**	**$ 2,078,166**
Change in Net Assets	**(101,391)**	**21,748**	**(123,139)**	**(68,265)**	**159,067**	**(227,331)**	**225,046**
Net Assets, Beginning of Period	646,733			613,607			
Net Assets, End of Period	**$ 545,342**			**$ 545,342**			

C & M LLC

Statement of Activities

For the period ended March 31, 2025

	Current Period Actual	Current Year Actual
Revenues		
Other Local Revenue		
Lease and Rental Income	$ 71,786	$ 646,072
Interest Revenue	10,213	31,633
Unrealized Gain/Loss on FMV of Investments	2,240	30,903
Total Other Local Revenue	84,239	708,607
Total Revenues	**$ 84,239**	**$ 708,607**
Expenses		
Operations & Housekeeping		
Bond Amortization Expense	$ 712	$ 6,407
Total Operations & Housekeeping	712	6,407
Professional/Consulting Services		
General Consulting	-	1,500
Bank Charges	-	12
Other Taxes and Fees	-	5,000
Total Professional/Consulting Services	-	6,512
Depreciation		
Depreciation Expense	27,221	244,991
Total Depreciation	27,221	244,991
Interest		
Interest Expense	57,650	519,147
Total Interest	57,650	519,147
Total Expenses	**$ 85,583**	**$ 777,057**
Change in Net Assets	**(1,344)**	**(68,449)**
Net Assets, Beginning of Period	(1,390,167)	(1,323,062)
Net Assets, End of Period	**$(1,391,511)**	**$(1,391,511)**

Wooten Avila

Statement of Activities

For the period ended March 31, 2025

	Current Period Actual	Current Year Actual
Revenues		
Other Local Revenue		
Lease and Rental Income	$ 108,243	$ 974,186
Interest Revenue	25,724	61,949
Unrealized Gain/Loss on FMV of Investments	3,432	43,220
Total Other Local Revenue	137,399	1,079,356
Total Revenues	**$ 137,399**	**$ 1,079,356**
Expenses		
Operations & Housekeeping		
Bond Amortization Expense	$ 1,050	$ 9,452
Total Operations & Housekeeping	1,050	9,452
Professional/Consulting Services		
General Consulting	-	3,000
Bank Charges	-	12
Other Taxes and Fees	-	8,278
Total Professional/Consulting Services	-	11,290
Depreciation		
Depreciation Expense	63,393	566,435
Total Depreciation	63,393	566,435
Interest		
Interest Expense	86,129	775,162
Total Interest	86,129	775,162
Total Expenses	**$ 150,572**	**$ 1,362,340**
Change in Net Assets	**(13,173)**	**(282,984)**
Net Assets, Beginning of Period	(2,495,003)	(2,225,192)
Net Assets, End of Period	**$ (2,508,176)**	**$ (2,508,176)**

TEACH Foundation, Inc

Statement of Activities

For the period ended March 31, 2025

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

TEACH, Inc.

Statement of Financial Position

March 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
Assets									
Current Assets									
Cash & Cash Equivalents	$ 5,748,883	$ 6,954,410	$ 5,237,042	$ 999,800	$ 10,066	$ 10,673	$ -		$ 18,960,874
Accounts Receivable	630,981	334,730	129,832	38,300	3,323	-	2,337		1,139,503
Public Funding Receivables	32,754	235,493	140,171	-	-	-	-		408,419
Due To/From Related Parties	1,419,830	(290,912)	(273,594)	(345,093)	(833,124)	322,892	-		(0)
Prepaid Expenses	24,990	51,466	13,309	-	-	-	-		89,765
	7,857,439	**7,285,188**	**5,246,760**	**693,007**	**(819,735)**	**333,565**	**2,337**		**20,598,562**
Property & Equipment, Net	344,529	295,538	191,059	105,306	9,327,283	18,090,008	-		28,353,723
Right-Of-Use Asset, Net	17,675,544	15,368,509	11,569,246	-	-	-	-		44,613,300
Deposits	-	162,517	99,750	8,750	-	3,625	-	(141,967)	132,675
Deferred Lease Asset	-	-	-	-	180,419	(55,265)	-		125,155
Investments	-	-	-	-	580,907	735,583	-		1,316,490
Securities	-	-	-	-	905,676	1,840,045	-		2,745,721
Securities Premium	-	-	-	-	3,806	(1,881)	-		1,925
Total Long Term Assets	**18,020,073**	**15,826,564**	**11,860,055**	**114,056**	**10,998,093**	**20,612,114**	**-**	**(141,967)**	**32,675,689**
Total Assets	**$ 25,877,513**	**$ 23,111,753**	**$ 17,106,815**	**$ 807,063**	**$ 10,178,358**	**$ 20,945,679**	**$ 2,337**	**$ (141,967)**	**$ 97,887,551**
Liabilities									
Current Liabilities									
Accounts Payable	$ (5,454)	$ (7,469)	$ -	$ -	$ -	$ -	$ -		$ (12,923)
Accrued Liabilities	75,051	74,555	832,361	261,721	-	-	-		1,243,687
Interest Payable	-	-	-	-	227,669	271,000	-		498,669
Deferred Revenue	1,710,787	383,496	2,399,457	-	-	108,493	-		4,602,233
Notes Payable, Current Portion	22,164	-	-	-	-	-	-		22,164
Other Short-term Liabilities	344,540	309,287	213,755	-	-	-	-		867,583
Total Current Liabilities	**2,147,088**	**759,869**	**3,445,573**	**261,721**	**227,669**	**379,493**	**-**	**-**	**7,221,413**
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	-	-	-	-	(219,485)	(419,054)	-		(638,538)
Discount on Bonds	-	-	-	-	(178,315)	-	-		(178,315)
Premium on Bonds	-	-	-	-	-	1,671,449	-		1,671,449
Other Long-term Liabilities	17,503,192	15,050,738	11,374,054	-	-	-	-	-	43,927,984
Total Long-Term Liabilities	**17,503,192**	**15,050,738**	**11,374,054**	**-**	**11,342,201**	**23,074,362**	**-**	**(141,967)**	**34,274,596**
Total Liabilities	**$ 19,650,280**	**$ 15,810,607**	**$ 14,819,628**	**$ 261,721**	**$ 11,569,869**	**$ 23,453,855**	**$ -**	**$ (141,967)**	**$ 85,423,993**
Net Asset	6,227,233	7,301,145	2,287,188	545,342	(1,391,511)	(2,508,176)	2,337	-	12,463,558
Total Liabilities and Net Assets	**$ 25,877,513**	**$ 23,111,752**	**$ 17,106,816**	**$ 807,063**	**$ 10,178,358**	**$ 20,945,679**	**$ 2,337**	**$ (141,967)**	**$ 97,887,551**

TEACH, Inc.

Statement of Cash Flows

For the period ended March 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 03/31/25
Cash Flows from Operating Activities							
Change in Net Assets	$ (81,257)	$ (138,624)	$ (840)	$ (101,391)	$ (1,344)	$ (13,173)	$ (336,629)
Adjustments to reconcile change in net assets to net cash flows from operating activities:							
Depreciation	8,093	6,229	4,306	3,329	27,221	63,393	175,964
Public Funding Receivables	220,314	26,946	137,433	-	-	-	17,434
Accounts Receivable							
Due from Related Parties	(59,505)	76,847	27,993	412,234	(90,310)	(367,259)	(0)
Prepaid Expenses	19,456	18,487	6,497	1,375	-	-	(91,082)
Other Assets	-	-	-	-	(81,142)	(136,897)	(722,195)
Accounts Payable	-	40	-	(1,258)	-	-	(1,218)
Accrued Expenses	8,736	8,528	3,536	(12,374)	-	-	8,426
Deferred Revenue	44,855	-	57,459	-	-	-	193,698
Other Liabilities	-	-	-	-	57,629	91,384	240,396
Total Cash Flows from Operating Activities	**160,692**	**(1,548)**	**236,385**	**301,915**	**(87,946)**	**(362,553)**	**(515,208)**
Cash Flows from Investing Activities							
Purchases of Property & Equipment	(19,035)	-	-	-	-	-	(22,467)
Purchase of Securities	-	-	-	-	(2,240)	(3,432)	(9,104)
Total Cash Flows from Investing Activities	**(19,035)**	**-**	**-**	**-**	**(2,240)**	**(3,432)**	**(31,571)**
Cash Flows from Financing Activities							
Proceeds from (Payments on) Long-term Debt	(4,433)	-	-	-	186	(15)	(4,277)
Total Cash Flows from Financing Activities	**(4,433)**	**-**	**-**	**-**	**186**	**(15)**	**(4,277)**
Change in Cash & Cash Equivalents	137,224	(1,548)	236,385	301,915	(90,000)	(366,000)	217,975
Cash & Cash Equivalents, Beginning of Period	5,611,660	6,955,958	5,000,657	697,885	100,066	376,673	18,742,899
Cash and Cash Equivalents, End of Period	**$ 5,748,883**	**$ 6,954,410**	**$ 5,237,042**	**$ 999,800**	**$ 10,066**	**$ 10,673**	**$ 18,960,874**

Teach Academy of Technology

Accounts Payable Aging

March 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)
		Total Outstanding Invoices		$ -	$ -	$ -	$ -	$ (5,454)	$ (5,454)

Teach Tech High School

Accounts Payable Aging

March 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
Charter Communications	236563001020125	2/1/2025	2/1/2025	-	-	40	-	-	40
		Total Outstanding Invoices		$ -	$ -	$ 80	$ -	$ (7,549)	$ (7,469)

Teach Academy of Technology

Check Register

For the period ended March 31, 2025

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
9012-101-PWB x7835				
ACH	SoCalGas	Utility Svcs - 01/10/25 - 02/10/25	3/4/2025	$ 15.88
			Total Disbursements Issued in March	**$ 15.88**
9003-101-PWB x7843				
64453	Chester Washington Golf Course	Event Room Rental - 06/12/25	3/5/2025	$ 4,697.55
64454	After-School All-Stars, Los Angeles	Enrichment Svcs - 01/01/25 - 01/31/25	3/6/2025	11,906.28
64455	AT&T	Communication Svcs - 12/28/24 - 01/27/25	3/6/2025	59.95
64456	Bay Alarm Company	Security Svcs - 03/01/25 - 03/31/25	3/6/2025	487.29
64457	BoardOnTrack	BoardOnTrack - 03/01/25 - 02/28/26	3/6/2025	7,495.00
64458	Delta Distributing	Office Supplies	3/6/2025	3,003.50
64459	KS Statebank	Rent - 04/01/25	3/6/2025	5,721.22
64460	Orkin	Pest Control Svc	3/6/2025	412.00
64461	PRN Nursing Consultants LLC	Office Supplies	3/6/2025	362.00
64462	Scoot Education Inc.	Substitute Svcs - 02/18/25 - 02/21/25	3/6/2025	20,559.00
64463	Sehi Computer Products, Inc.	Office Supplies	3/6/2025	192.00
64464	Staples	Office Supplies	3/6/2025	1,313.48
64465	Wells Fargo Vendor Financial Services LLC	Copier Lease - 02/03/25 - 03/02/25	3/6/2025	1,352.33
64466	Amtech Elevator Services	Elevator Svcs - 02/12/25	3/14/2025	19,035.10
64467	HopSkipDrive, Inc	Transportation Svcs - 02/03/25 - 02/28/25	3/14/2025	3,326.87
64468	Palms Tree Care	Maintenance Svcs - 02/25	3/14/2025	960.00
64469	ParentSquare, Inc.	Engagement Premium Subscription - 02/01/25 - 01/31/26	3/14/2025	6,577.44
64470	Scoot Education Inc.	Substitute Svcs - 02/24/25 - 02/28/25	3/14/2025	9,814.00
64471	Staples	Office Supplies	3/14/2025	111.78
64472	Zoom Video Communications, Inc.	Communication Svcs - 02/01/25 - 02/28/25	3/14/2025	21.54
64473	Janet Torncello	Reimb - Business Meals - Cork & Batter - 03/10/25 - 03/11/25	3/20/2025	689.30
64474	Jolena Lomax	Reimb - Business Meals - Uber Eats - 03/12/25	3/20/2025	66.76
ACH	CALPERS	TAT PERS 02/25	3/3/2025	24,073.74
ACH	CALSTRS	TAT STRS 02/25	3/3/2025	74,645.59
ACH	The Lincoln National Life Insurance Company	Life Ins - 03/25	3/4/2025	6,575.38
ACH	Aflac	Supplemental Ins - 02/25	3/5/2025	1,535.08
ACH	Los Angeles Executive Security Group, Inc.	Crosswalk Ambassador - 02/17/25 - 02/28/25	3/6/2025	4,005.00
ACH	A&B Legacy Transports LLC	Transportation Svcs - 03/24/25 - 03/27/25	3/6/2025	34,326.38
ACH	Amazon Capital Services	Office Supplies	3/6/2025	2,702.79
ACH	Irresistible Cleaning Inc LLC	Janitorial Svcs - 03/17/25 - 03/21/25	3/6/2025	13,008.38
ACH	PlanConnect	403B & 457 Pay Date: 02/28/25	3/6/2025	15,408.33
ACH	Enrique Robles	Reimb - Costo - 02/28/25	3/14/2025	351.98
ACH	Fresh Start Healthy Meals, Inc.	Food Svcs - 02/01/25 - 02/28/25	3/14/2025	47,696.28
ACH	LADWP - 0000	Utility Svcs - 01/30/25 - 02/28/25	3/17/2025	366.09
ACH	LADWP - 7788	Utility Svcs - 01/30/25 - 02/28/25	3/17/2025	412.47
ACH	LADWP - 4653	Utility Svcs - 01/29/25 - 02/27/25	3/17/2025	2,571.21
ACH	LADWP - 7514	Utility Svcs - 11/27/24 - 03/03/25	3/18/2025	80.10
ACH	LADWP - 1536	Utility Svcs - 02/03/25 - 03/03/25	3/19/2025	1,914.50
ACH	PlanConnect	403B & 457 Pay Date: 03/15/25	3/19/2025	15,008.80
ACH	Los Angeles Executive Security Group, Inc.	Safety Officer - 03/03/25 - 03/14/25	3/20/2025	4,450.00
ACH	Republic Services #902	Janitorial Svcs - 03/25	3/25/2025	1,098.74
ACH	Republic Services #902	Janitorial Svcs - 03/25	3/25/2025	1,191.35
ACH	Republic Services #902	Janitorial Svcs - 03/25	3/25/2025	1,311.50
			Total Disbursements Issued in March	**$ 350,898.08**

Teach Tech High School

Check Register

For the period ended March 31, 2025

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
9013-102-PWB x7876 - Imprest TTHS				
ACH	Facilitron Inc.	Facilitron, Inc	3/19/2025	$ 5,567.31
			Total Disbursements Issued in March	**$ 5,567.31**
9004-102-PWB x7868 - TTHS				
73038	Bay Alarm Company	Security Svcs - 03/01/25 - 03/31/25	3/6/2025	$ 985.19
73039	Charter Communications	Communication Svcs - 02/01/25 - 02/28/25	3/6/2025	169.98
73040	Diaz Locksmith	Maintenance Svcs	3/6/2025	141.00
73041	EMCOR Services Mesa Energy Systems, Inc.	Maintenance Svcs - 10/30/24 - 10/31/24	3/6/2025	2,066.00
73042	FCOC Transportation	Transportation Svcs to Cal State Dominguez Hills - 02/20/2	3/6/2025	1,950.00
73043	Interquest Detection Canines	Canine Detection - 01/23/25	3/6/2025	175.00
73044	Jostens	School Supplies	3/6/2025	39.97
73045	Orkin	Pest Control Svcs	3/6/2025	603.98
73046	Scoot Education Inc.	Substitute Svcs - 02/10/25 - 02/14/25	3/6/2025	7,010.00
73047	Staples	Office Supplies	3/6/2025	1,282.69
73048	Teachers on Reserve	Substitute Svcs - 02/10/25 - 02/14/25	3/6/2025	4,402.27
73049	Velo Sports Center	Basketball Court A - 01/07/25 - 01/28/25	3/6/2025	875.00
73050	Abel Glass and Screen, Inc.	Maintenance Svcs	3/14/2025	675.57
73051	CIF Los Angeles City Section	Sports Fee - 01/30/25	3/14/2025	400.00
73052	FCOC Transportation	Transportation Svcs to Wish Academy - 02/28/25	3/14/2025	750.00
73053	Hirsch Pipe & Supply Co., Inc	Office Supplies	3/14/2025	175.60
73054	Scoot Education Inc.	Substitute Svcs - 02/24/25 - 02/28/25	3/14/2025	5,891.00
73055	Staples	Office Supplies	3/14/2025	260.66
73056	Teachers on Reserve	Substitute Svcs - 02/17/25 - 02/21/25	3/14/2025	2,076.56
73057	Velo Sports Center	Basketball Court A - 01/25	3/14/2025	250.00
ACH	CALSTRS	TTHS STRS 02/25	3/3/2025	55,866.51
ACH	Los Angeles Executive Security Group, Inc.	Crosswalk Ambassador - 02/17/25 - 02/28/25	3/6/2025	2,025.00
ACH	Amazon Capital Services	School Supplies	3/6/2025	358.11
ACH	Fresh Start Healthy Meals, Inc.	Office Expense	3/6/2025	1,620.00
ACH	Maintex, Inc.	Office Supplies	3/6/2025	1,237.33
ACH	Golden State Water Company	Utility Svcs - 01/20/25 - 02/12/25	3/10/2025	56.05
ACH	The Gas Company	Utility Svcs - 01/18/25 - 02/19/25	3/11/2025	29.17
ACH	Golden State Water Company	Utility Svcs - 01/16/25 - 02/13/25	3/13/2025	33.72
ACH	Golden State Water Company	Utility Svcs - 01/16/25 - 02/12/25	3/13/2025	721.92
ACH	Fresh Start Healthy Meals, Inc.	Food Svcs - 02/01/25 - 02/28/25	3/14/2025	29,369.00
ACH	Los Angeles Executive Security Group, Inc.	Crosswalk Ambassador - 03/03/25 - 03/14/25	3/20/2025	2,250.00
ACH	Waste Management	Waste Management - 03/25	3/24/2025	1,846.59
ACH	Southern California Edison	Utility Svcs - 02/06/25 - 03/09/25	3/25/2025	8,743.83
			Total Disbursements Issued in March	**$ 134,337.70**

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

Check Register

For the period ended March 31, 2025

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
9007-104-PWB x1471 - TES				
11315	After-School All-Stars, Los Angeles	Enrichment Svcs - 01/01/25 - 01/31/25	3/6/2025	$ 12,696.66
11316	Bay Alarm Company	Security Svcs - 03/01/25 - 03/31/25	3/6/2025	597.76
11317	Bureau of Education & Research, Inc	Catching Up First Grade Students Who Have Fallen Beh	3/6/2025	590.00
11318	Orkin	Pest Controls Svcs	3/6/2025	218.00
11319	Scoot Education Inc.	Substitute Svcs - 02/18/25	3/6/2025	1,090.00
11320	Staples	Pest Control Svcs	3/6/2025	1,444.99
11321	The Education Team	Substitute Svcs - 02/06/25	3/6/2025	233.68
11322	Young, Minney & Corr LLP	Legal Svcs - 11/14/24 - 11/18/24	3/6/2025	211.50
11323	Scoot Education Inc.	Substitute Svcs - 10/16/24 - 10/18/24	3/14/2025	2,810.00
11324	Staples	Office Supplies	3/14/2025	901.13
11325	The Education Team	Substitute Svcs - 02/13/25	3/14/2025	467.36
11326	Young, Minney & Corr LLP	Legal Svcs - 02/20/25	3/14/2025	39.50
ACH	CALSTRS	TES STRS 02/25	3/3/2025	27,780.83
ACH	Los Angeles Executive Security Group, Inc.	Crosswalk Ambassador - 02/17/25 - 02/28/25	3/6/2025	1,012.50
ACH	Amazon Capital Services	School Supplies	3/6/2025	226.65
ACH	Maintex, Inc.	Office Supplies	3/6/2025	903.04
ACH	Fresh Start Healthy Meals, Inc.	Food Svcs - 02/01/25 - 02/28/25	3/14/2025	37,552.70
ACH	Los Angeles Executive Security Group, Inc.	Crosswalk Ambassador - 03/03/25 - 03/14/25	3/20/2025	1,125.00
Voided - 11277	Ben Hunter	Reimb - Meals - North Italia - 10/22/24	3/19/2025	VOID
			Total Disbursements Issued in March	**$ 89,901.30**

Teach Public Schools

Check Register

For the period ended March 31, 2025

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
9005-100-PWB x7850				
81899	2024 CSDC Conference Registration	2025 CSDC Conference	3/6/2025	$ 1,300.00
81900	Staples	Office Supplies	3/14/2025	242.29
81901	Luis Ramirez	Reimb - Parking - LAX Long Term Parking - 03/08/	3/20/2025	119.11
ACH	Ezcater Dennys	Ezcater Dennys	3/3/2025	158.61
ACH	United States Postal Service	USPS Stamps	3/3/2025	300.00
ACH	Stamps.com	Stamps.com	3/4/2025	19.99
ACH	TASC	FSA Payment - 03/25	3/4/2025	899.56
ACH	Southern California Edison	Utility Svcs - 01/16/25 - 02/17/25	3/5/2025	1,859.25
ACH	Instacart	Instacart	3/6/2025	284.00
ACH	Panera Bread	Panera Bread	3/7/2025	253.74
ACH	United States Postal Service	USPS Stamps	3/7/2025	300.00
ACH	Home Depot	Home Depot	3/10/2025	709.59
ACH	Chatgpt Subscription	Chatgpt Subscription	3/11/2025	200.00
ACH	Verizon Wireless	Verizon Wireless	3/11/2025	820.33
ACH	Verizon Wireless	Verizon Wireless	3/11/2025	1,003.45
ACH	Inova	Payroll Taxes 03/14/2025	3/13/2025	79,651.81
ACH	Inova	Payroll Direct Deposit 03/14/25	3/13/2025	271,000.66
ACH	Lum Hotel Inglewood	Lum Hotel Inglewood	3/14/2025	425.79
ACH	The Sterling Hotel	The Sterling Hotel	3/17/2025	1,378.75
ACH	Hyatt Regency	Hyatt Regency	3/17/2025	2,325.90
ACH	Hyatt Regency	Hyatt Regency	3/17/2025	2,363.61
ACH	Pacific Western Bank	Bank Fee	3/17/2025	125.00
ACH	TASC	FSA Payment - 03/25	3/17/2025	899.56
ACH	GO Daddy.com	Godaddy.com	3/19/2025	119.23
ACH	Home Depot	Home Depot	3/19/2025	759.29
ACH	Enrique Robles	Reimb - Travel - Expedia Hotels - 03/06/25	3/20/2025	968.65
ACH	Matthew Brown	Reimb - Travel - Southwest Airline - 02/25/25	3/20/2025	2,572.56
ACH	Raul Carranza	Reimb - Travel - Lyft - 03/10/25 - 03/13/25	3/20/2025	555.32
ACH	Home Depot	Home Depot	3/20/2025	170.43
ACH	United States Postal Service	USPS Stamps	3/20/2025	300.00
ACH	Amazon Prime	Amazon Prime	3/24/2025	16.41
ACH	Home Depot	Home Depot	3/24/2025	123.94
ACH	Canvas	Canvas	3/26/2025	119.99
ACH	Inova	Payroll Taxes 03/27/2025S	3/26/2025	35,799.46
ACH	Inova	Payroll Direct Deposit 03/27/25S	3/26/2025	56,227.24
ACH	Inova	Payroll Taxes 03/31/2025	3/28/2025	79,608.26
ACH	Inova	Payroll Direct Deposit 03/31/25	3/28/2025	274,831.61
		Total Disbursements Issued in March		**$ 818,813.39**

Area	Due Date	Description	Completed By	Board Must Approve	Signature Required	Additional Information
FINANCE	Apr-01	**File a Form 700 - Statement of Economic Interests (SEI)**: 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	https://www.fppc.ca.gov/Form700.html
DATA	Apr-07	**CRDC - 2023-24 Submission Window (Dec 9, 2024 - extended due date Apr 7, 2025) -** 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	No	No	https://crdc.communities.ed.gov/#program
FINANCE	Apr-15	**Federal Stimulus Reporting** - 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	https://www.cde.ca.gov/fg/cr/reporting.asp
FINANCE	Apr-04	**Year 5 ESSER and GEER Annual Reporting** - 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). **Year 4 Annual Reporting is open March 5, 2025.**	Charter Impact with TEACH support	No	No	https://www.cde.ca.gov/fg/cr/reporting.asp
FINANCE	Apr-26	**School-Based Medi-Cal Administrative Activities (SMAA) -** 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	https://www.dhcs.ca.gov/provgovpart/Pages/SMAA
FINANCE	Apr-30	**ASES - 3rd Quarter Expenditure Report -** The ASES Program funds the establishment of local after school education and enrichment programs. These programs are created through partnerships between schools and local community resources to provide literacy, academic enrichment and safe constructive alternatives for students in kindergarten through ninth grade (K-9).	Charter Impact or After School Provider	No	No	https://www.cde.ca.gov/ls/ex/asesduedates.asp
FINANCE	Apr-30	**Federal Cash Management - Period 4 -** The Title I, Part A; Title I, Part D, Subpart 2; Title II, Part A; Title III LEP; Title III Immigrant; and Title IV programs under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the ESSA, will utilize the Federal Cash Management program. Charter schools that are awarded a grant under any of these programs must submit the CMDC report for a particular quarter in order to receive an apportionment for that quarter; CDE will apportion funds to LEAs whose cash balance is below a certain threshold.	Charter Impact	No	No	https://www.cde.ca.gov/fg/aa/cm/
DATA	May-06	**CALPADS End-of-Year 1, 2, 3 and 4 -** The data submission window opens on May 6, 2025 and closes on July 25, 2025. End-of-Year data includes: Course completion, program eligibility/participation, homeless students, student discipline, cumulative enrollment, student absence, postsecondary, RFEP count, work-based learning indicator, CTE, postsecondary outcomes for Students with Disabilities and SpED.	TEACH with Charter Impact support	No	No	https://www.cde.ca.gov/ds/sp/cl/
FINANCE	May-15	**Extended Due Date - Form 990 -** The IRS Form 990 is the annual information return filed by most non-profit charter schools. The form should be reviewed and accepted by the Board prior to filing.	TEACH/Audit firm	Yes	No	http://www.publiccounsel.org/useful_materials?id=0025
FINANCE	Board approval before June 30	**Local Control and Accountability Plan -** The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs. The components of the LCAP for the 2025-2026 LCAP year must be posted as one document assembled in the following order: LCFF Budget Overview for Parents Plan Summary Engaging Educational Partners Goals and Actions Increased or Improved Services for Foster Youth, English Learners, and Low-income students Action Tables Instructions **The LCAP must be presented at the same public meeting as the budget, preceding the budget hearing.** **LCAP and budget adoption must be at least 1 day after the public hearing.**	TEACH with Charter Impact support	Yes	No	https://www.cde.ca.gov/re/lc/
FINANCE	Board approval before June 30	**Submit Preliminary Budget Plan to Authorizer -** Charter Schools are required to submit their annual budgets to their authorizer by the authorizer-imposed deadline. Authorizers then use the budget to determine if the Charter School has reasonable financial health to sustain operations. **The budget must be presented at the same public meeting as the LCAP, following the budget hearing.** **LCAP and budget adoption must be at least 1 day after the public hearing.**	Charter Impact	Yes	No	https://www.cde.ca.gov/fg/sf/fr/calendar23district.asp
FINANCE	Board approval before June 30	**Education Protection Account (EPA) spending plan -** The governing board is required to approve a spending plan for EPA funds prior to recording allocable expenses for the year. This approval is not required by June 30th but is commonly approved during the annual budget adoption meeting for the upcoming year.	Charter Impact	Yes	No	https://www.cde.ca.gov/fg/aa/pa/pafaq.asp
FINANCE	Board approval before June 30	**Complete Consolidated Application reporting - Spring -** The Consolidated Application (ConApp) is used by the California Department of Education (CDE) to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California. Annually, in May, each local educational agency (LEA) submits the spring release of the application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program.	Charter Impact with TEACH support	Yes	No	https://www.cde.ca.gov/fg/aa/co/index.asp

FINANCE	Board approval before June 30	**Prop 28 Annual Report -** This annual report must be board approved, submitted to the CDE through the Arts and Music in Schools Portal, and posted to the LEA's website. The mandated information for this report includes: The number of full-time equivalent teachers, classified personnel, and teaching aides; The number of pupils served; The number of school sites providing arts education programs with AMS funds.	Charter Impact with TEACH support	Yes	No	https://www.cde.ca.gov/eo/in/prop28artsandmusicedfunding.asp
FINANCE	Jun-05	**SB 740 Charter School Facility Grant Program applications (Continuing Schools) - Offical dealdine not yet announced** The SB740 Program is intended to provide grants to charter schools to assist with facilities' rent and lease costs associated with the school. Each year applicants must submit a new Application and the Authority will determine eligibility on an annual basis. Charter schools must also meet the FRPM Eligibility requirements each year.	Charter Impact	No	Yes	http://www.treasurer.ca.gov/csfa/csfgp/index.asp
FINANCE	Jun-20	**Certification of the Second Principal Apportionment -** The Principal Apportionment includes funding for the Local Control Funding Formula, which is the primary source of an LEA's general purpose funding; Special Education (AB 602); and funding for several other programs. The Second Principal Apportionment (P-2), certified by June 20, is based on the second period data that LEAs report to CDE in April and May. P-2 supersedes the P-1 Apportionment calculations and is the final state aid payment for the fiscal year ending in June.	FYI	No	No	https://www.cde.ca.gov/fg/aa/pa/
FINANCE	Jun-30	**2021 Kitchen Infrastructure and Training (KIT) Funds Expenditure Deadline -** KIT funding can be used to purchase, repair, or fund infrastructure improvements, including those needed to implement the Universal Meals Program, at the district or school-site level such as electrical, plumbing, and construction related to the following four categories: Cooking equipment and supporting infrastructure needs; service equipment; refrigeration and storage; transportation between sites.	FYI	No	No	https://www.cde.ca.gov/ls/nu/kitfunds2021.asp
FINANCE	Jun-30	**California Community Schools Partnership Program (CCSPP) Annual Progress Report (APR) and Annual Expenditure report** - There are two parts to annual reporting: 1. LEA/Consortium-level APR, due June 30, 2025, and 2. Annual Expenditure Report, due June 30, 2025. Grantee should receive email with report info from CCSPP@cde.ca.gov. The APR should be developed by each LEA/Consortium's CCSPP shared decision-making team or council to ensure participation from students, staff, families and community partners. The APR process encourages local teams/councils to identify and reflect on areas for growth, learning and evidence of progress.	TEACH with Charter Impact support	No	No	https://www.cde.ca.gov/ci/gs/hs/ccspp.asp
FINANCE	Jun-30	**Middle College and Early College Grantees (MCEC) Progress Report and Expenditure Report Due**	TEACH with Charter Impact support	No	No	https://www.cde.ca.gov/fg/fo/r17/mcec24rfa.asp
FINANCE	Jun-30	**School Nutrition Application Due for Community Eligibility or Provision 2 -** School Nutrition Program Provisions 1, 2, 3, and the Community Eligibility Provision are alternative ways for local educational agencies to claim student meals. Provisions are methods for reducing paperwork and other administrative burdens at the local level by simplifying the traditional operating procedures for meal eligibility and meal counting. Schools must apply to participate in Provisions and receive approval from the California Department of Education (CDE) prior to implementation.	TEACH	No	No	https://www.cde.ca.gov/ls/nu/sn/cep.asp https://www.cde.ca.gov/ls/nu/sn/provisions.asp
DATA	Jun-30	**Principal Apportionment Data Collection** - End-of-Year ADA data must be reconciled and submitted to Charter School authorizers for funding purposes. All attendance data collected from the first day of school to June 30 must be included in this submission. Due dates may vary and are prescribed by the schools' authorizer. The Principal Apportionment includes funding for the Local Control Funding Formula, which is the primary source of an LEA's general purpose funding; Special Education (AB 602); Expanded Learning Opportunities Program; and funding for several other programs. The Principal Apportionment is a series of apportionment calculations that adjust the flow of state funds throughout the fiscal year as information becomes known.	Charter Impact with TEACH support	No	Yes	https://www.cde.ca.gov/fg/aa/pa/index.asp
DATA	Jun-30	**English Language Proficiency Assessment** - Students must be reclassified as fluent English proficient (RFEP) on or before 6/30 per the school's reclassification criteria. Reclassification is the process whereby a student is reclassified from English learner (EL) status to Fluent English Proficient (RFEP) status. Reclassification can take place at any time during the academic year, immediately upon the student meeting all the criteria. General information on how to setup, monitor and report students' RFEP status can be found at the website within the Notes column.	TEACH with Charter Impact support	No	No	https://www.cde.ca.gov/sp/el/rd/
OPERATIONS	Jun-30	**Approve school calendar and instructional minutes -** 180/175 days charter schools and are allowed to shorten instructional year by 5 days without fiscal penalty. Kindergarten ~ 600 hours; Grades 1-3 ~ 840 hours; Grades 4-8 ~ 900 hours; Grades 9-12 ~ 1080 hours	TEACH with Charter Impact support	Yes	No	https://www.cde.ca.gov/fg/aa/pa/lcffitfaq.asp
FINANCE	Jun-30	**Executive School Leadership Review Evaluation –** The board of directors is responsible for hiring and establishing the compensation (salary and benefits) of the executive director by identifying compensation that is "reasonable and not excessive". The board conducting the review should document who was involved and the process used to conduct the review, as well as the disposition of the full board's decision to approve the executive director's compensation (minutes of a meeting are fine for this). The documentation should demonstrate that the board took the comparable data into consideration when it approved the compensation.	TEACH	Yes	No	This is an IRS requirement for Executive Director positions. If needed, Charter Impact can provide data on comparable salaries for your organization's Board of Directors.
GOVERNANCE	Jun-30	**Review your Homeless Education Policy -** A Homeless Education Policy is used to ensure that your school is compliant with key provisions of the Education for Homeless Children and Youths Act. It is also used to collect the contact information for your required designated homeless liaisons at your school. All schools are required to establish a board approved Homeless Education Policy.	TEACH	No	No	https://www.cde.ca.gov/sp/hs/cy/strategies.asp
GOVERNANCE	Jun-30	**Review your Parental Involvement Policy -** Every local educational agency (LEA) in California must have a parental involvement policy: Federal requirement (LEAs accepting Title I funds). State requirement (California Education Code [EC] for non-Title I schools. Parents must be involved in how the funds reserved for parental involvement will be allocated for parental involvement activities. Keep minutes and sign-in sheets documenting these discussions. The California Department of Education (CDE) reviews the Consolidated Application and Reporting System (CARS) to see if the required reservation has been made.	TEACH	Yes	No	https://www.cde.ca.gov/sp/sw/t1/parentfamilyinvolve.asp

Coversheet

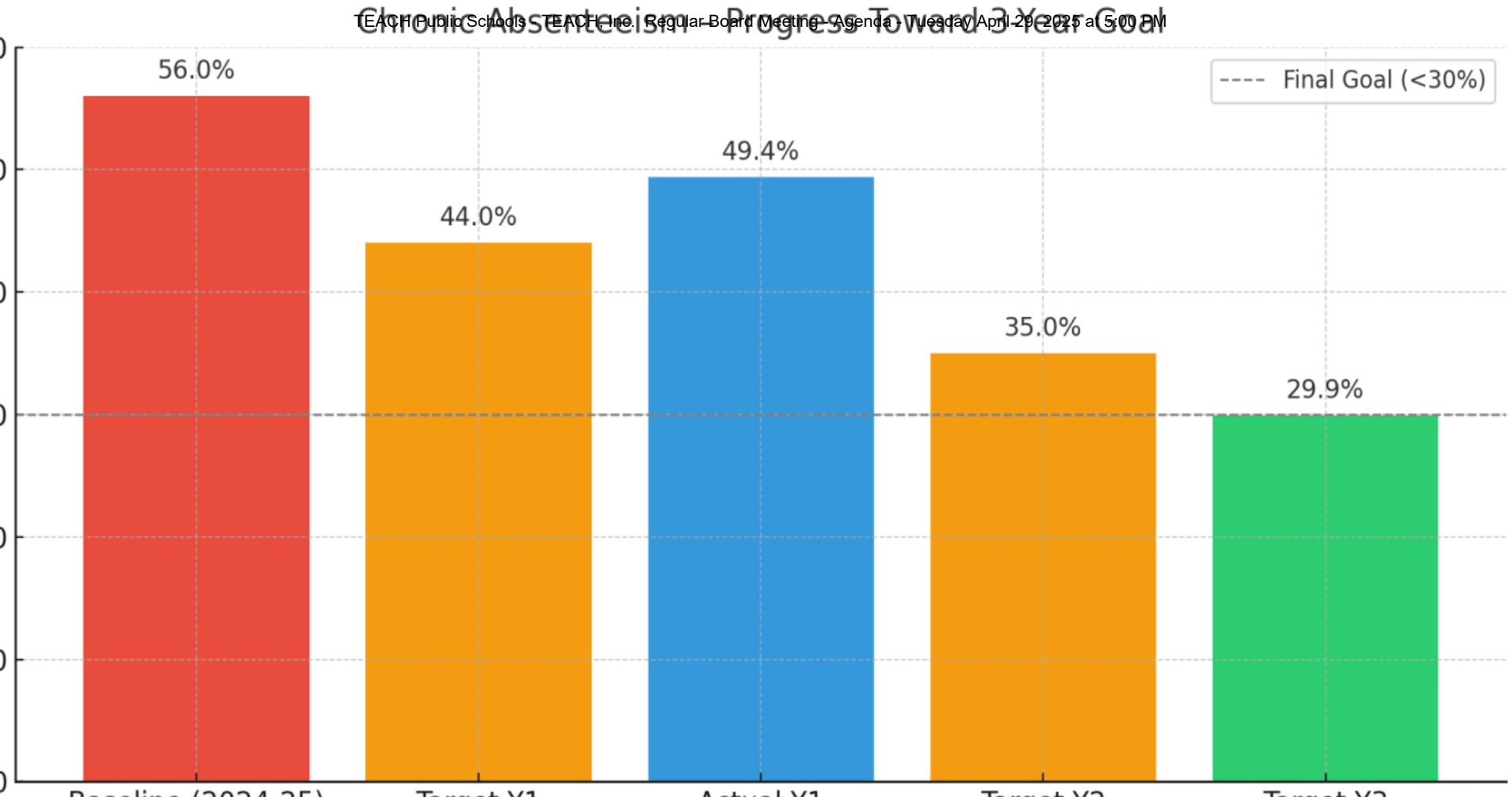
Presentation on Interim Verified Data and Key State Indicators- Interim Predictors, State Comparisons, Average Daily Attendance, Chronic Absenteeism and Students On-Track to Graduate on Time.

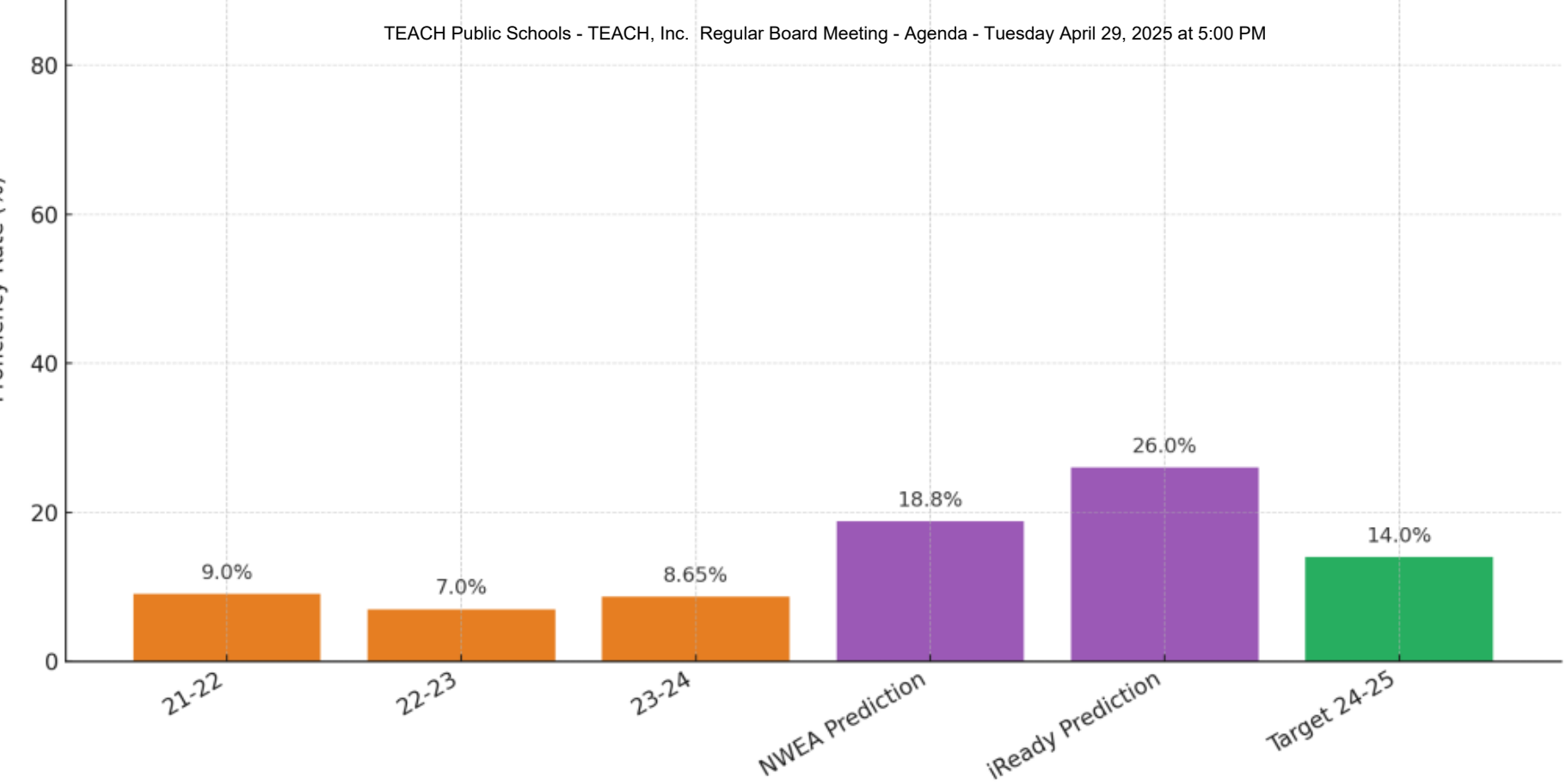
Section: III. Items for Potential Action
Item: C. Presentation on Interim Verified Data and Key State Indicators- Interim Predictors, State Comparisons, Average Daily Attendance, Chronic Absenteeism and Students On-Track to Graduate on Time.
Purpose: Discuss
Submitted by:
Related Material: upcoming data presentation.pptx

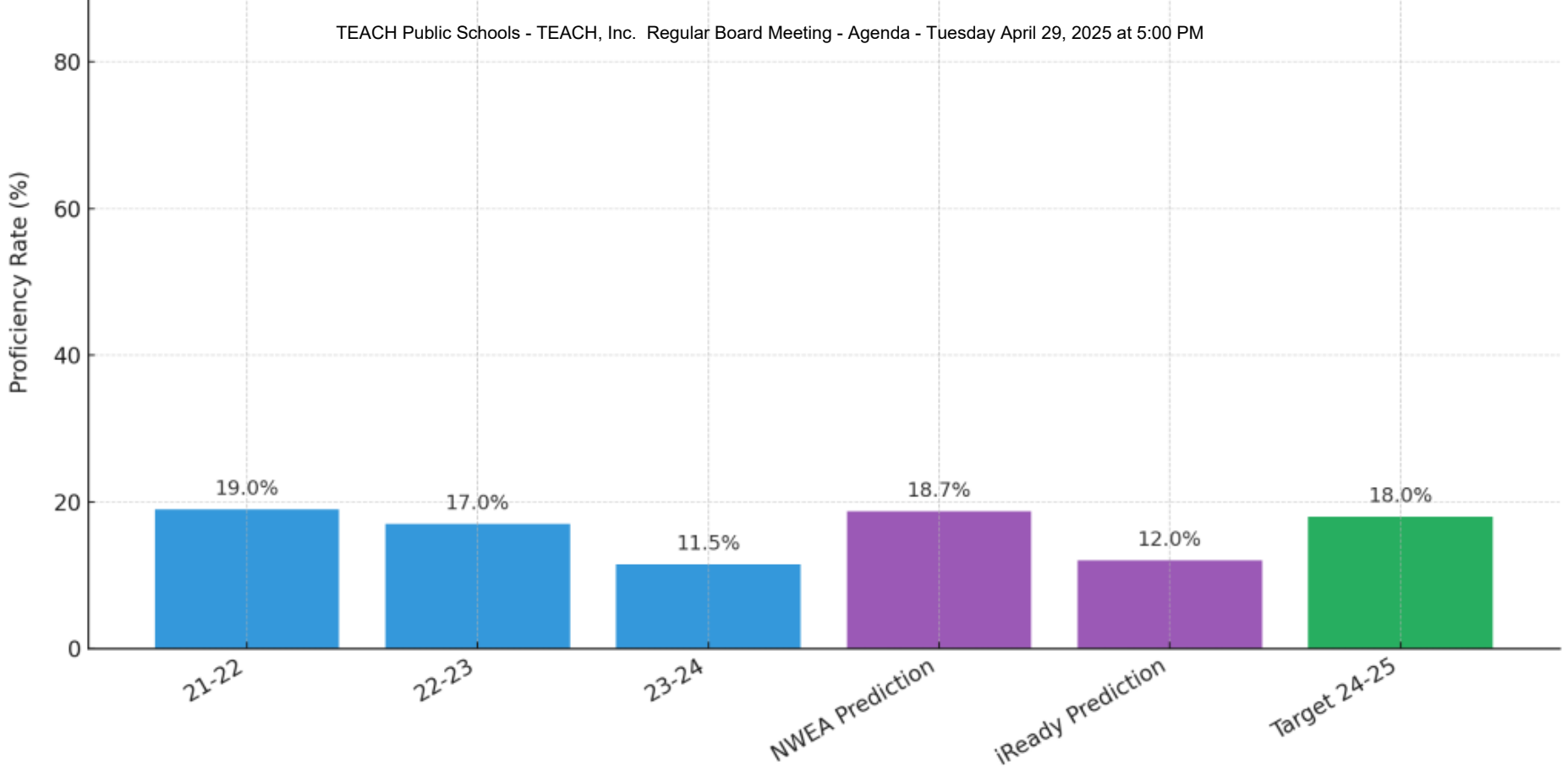
Academic Performance

Interim Assessments and State Indicators

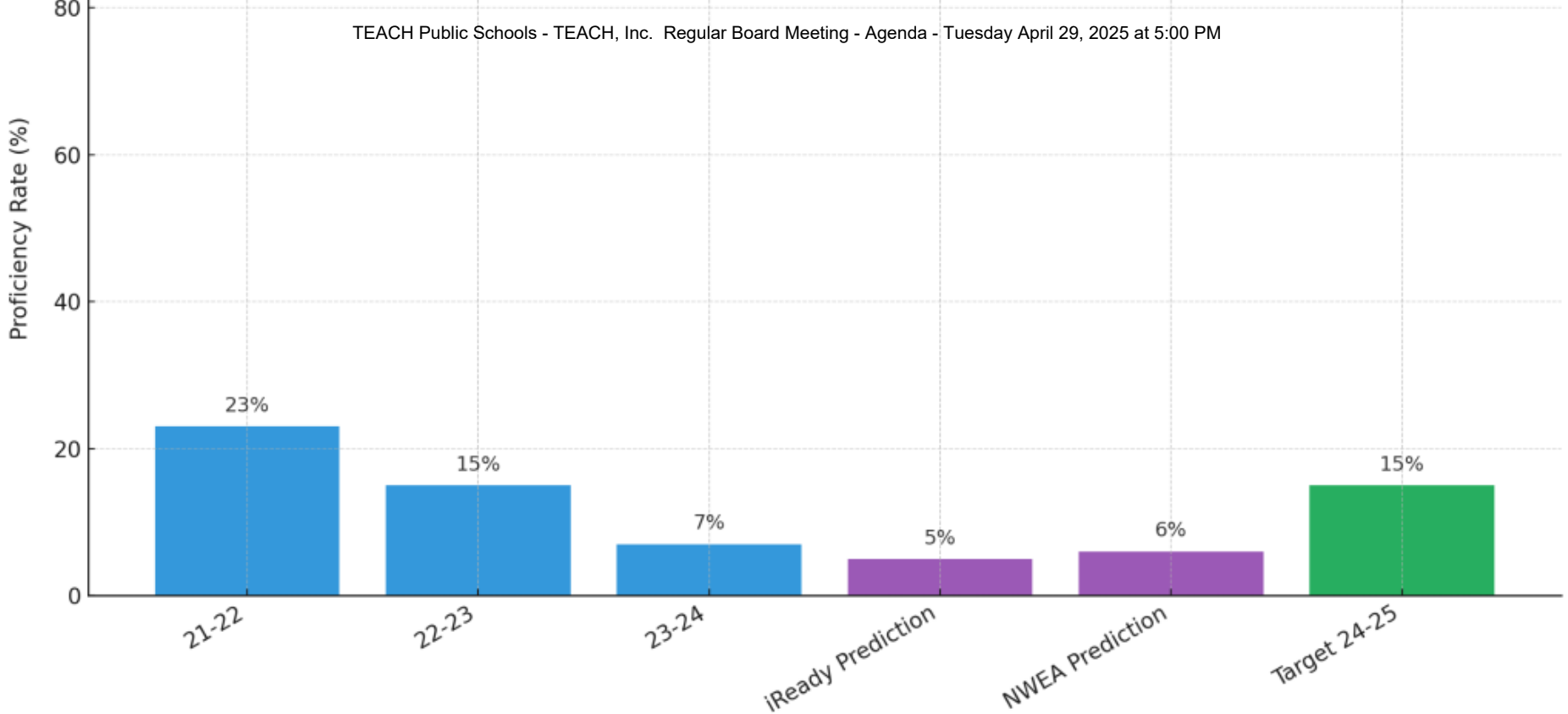
First up: Elementary

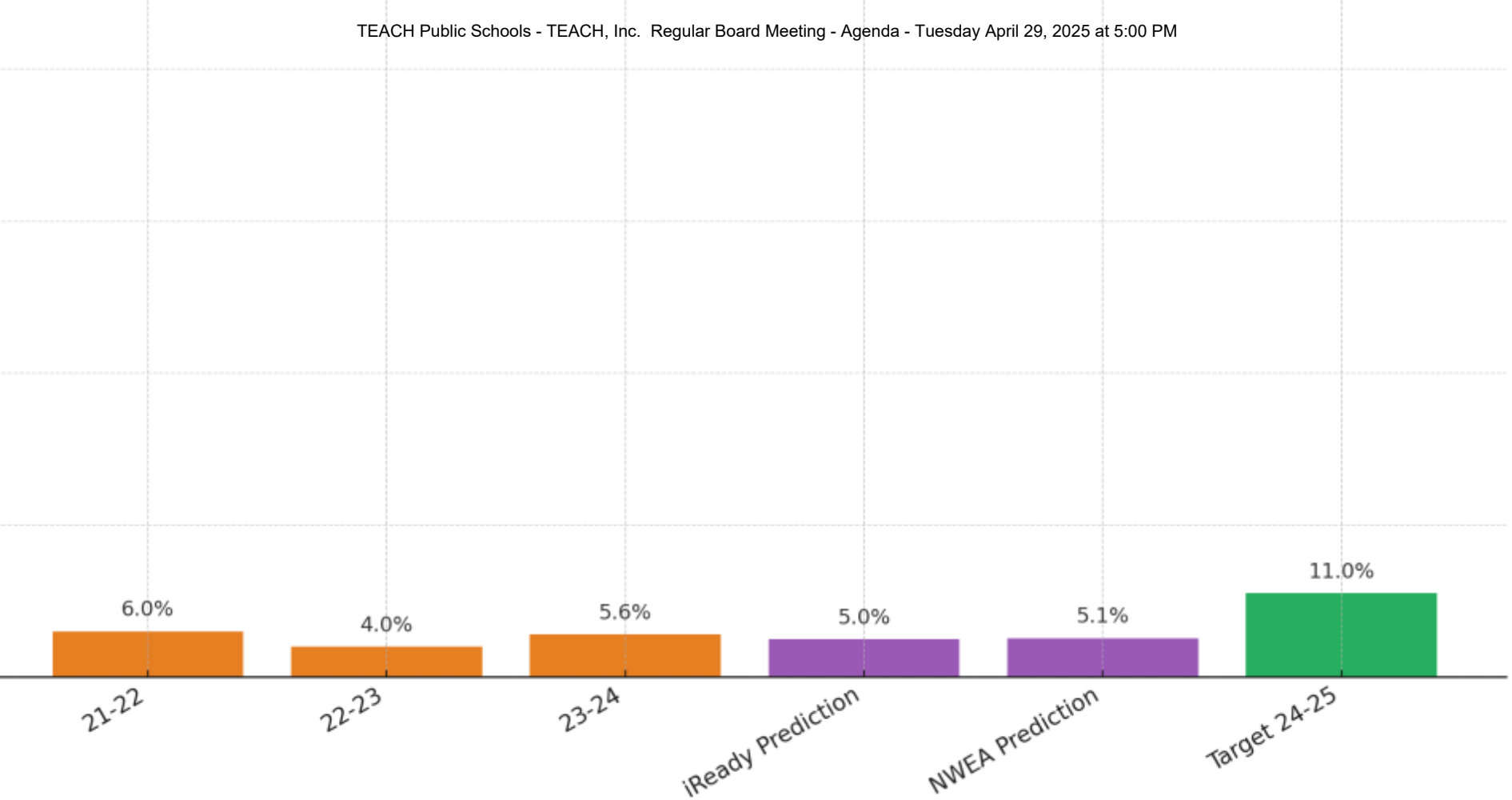

Chronic Absenteeism – Progress Toward 3-Year Goal
Final Goal (<30%)
56.0%
44.0%
49.4%
35.0%
29.9%
Baseline (2024-25)
Target Y1
Actual Y1
Target Y2
Target Y3

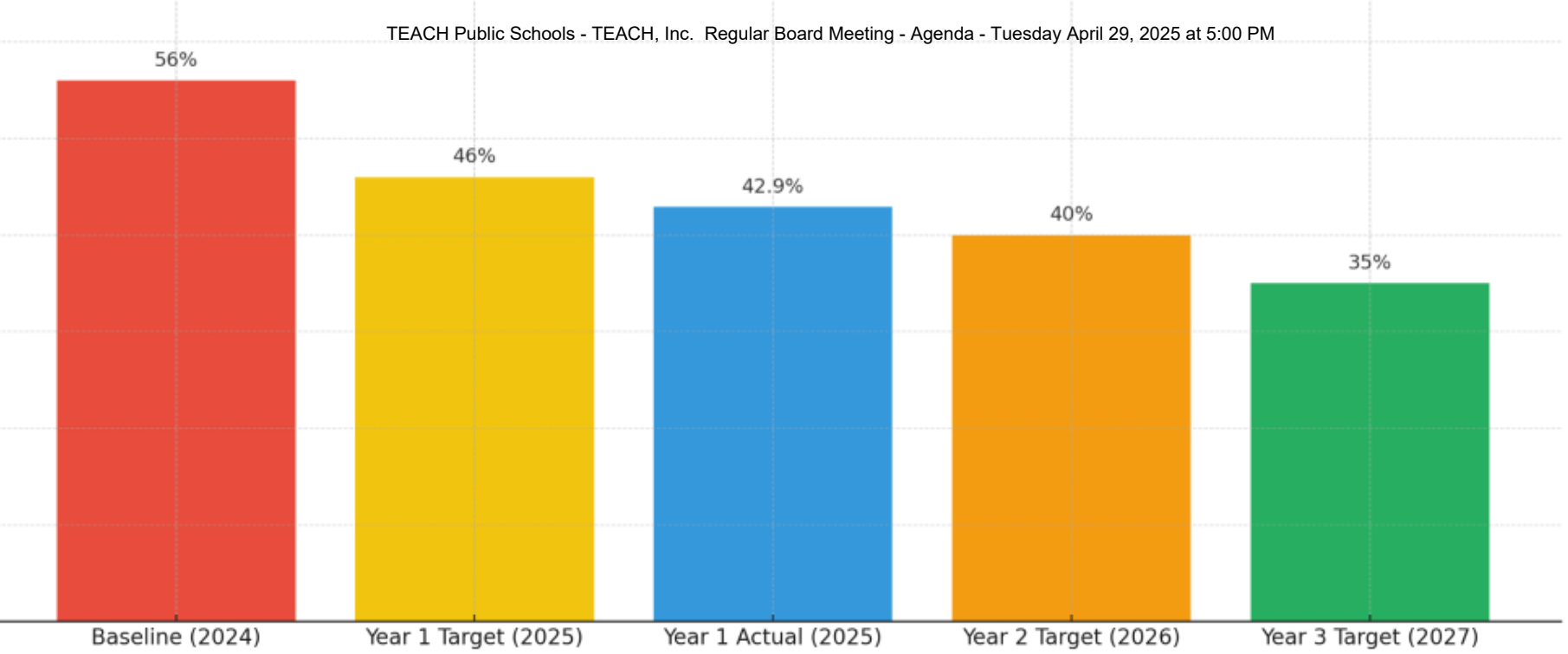

80
60
40
20
0
9.0%
7.0%
8.65%
18.8%
26.0%
14.0%
21-22
22-23
23-24
NWEA Prediction
iReady Prediction
Target 24-25


Proficiency Rate (%)
0
20
40
60
80
19.0%
17.0%
11.5%
18.7%
12.0%
18.0%
21-22
22-23
23-24
NWEA Prediction
iReady Prediction
Target 24-25

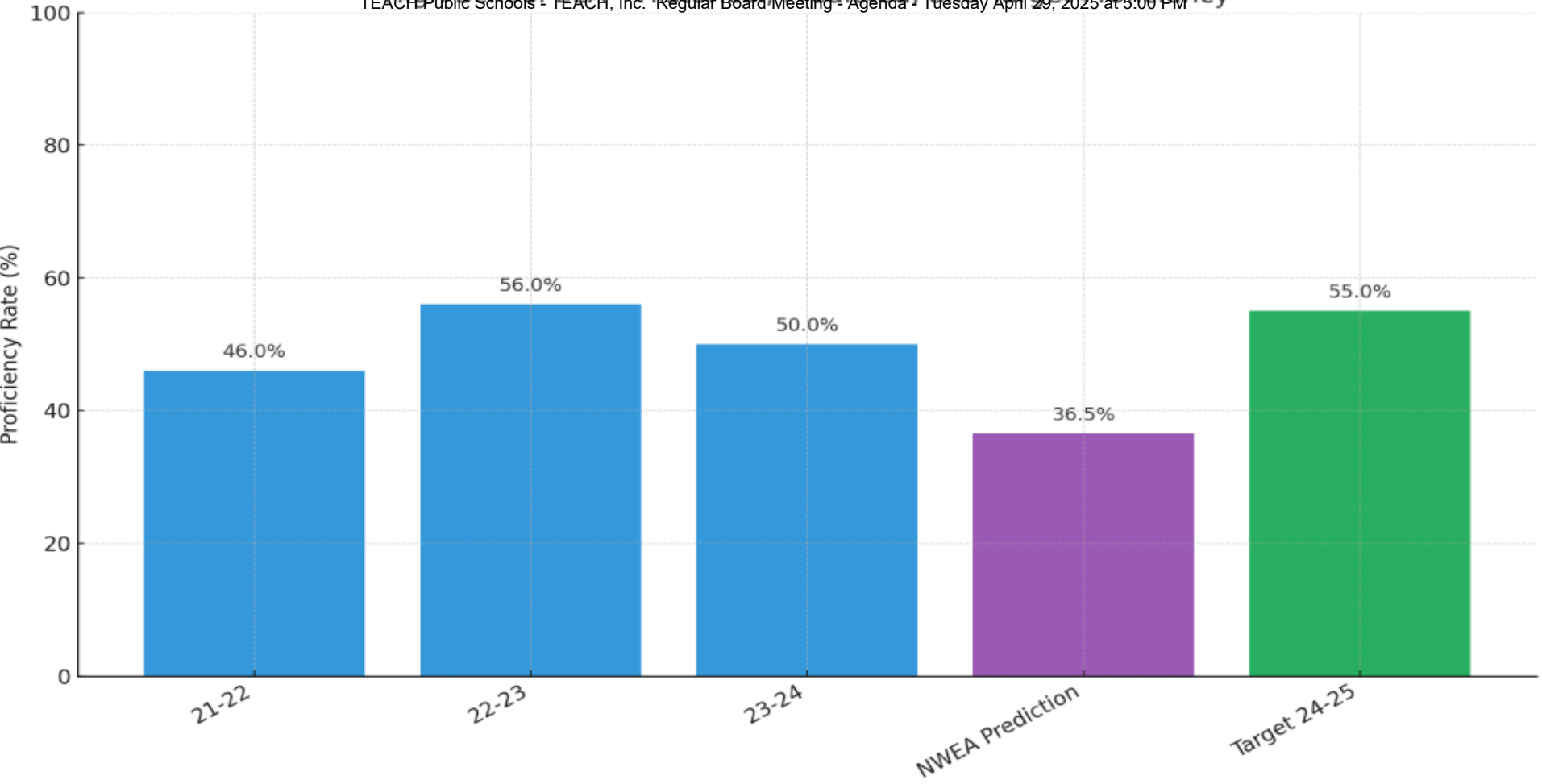
Middle School


Proficiency Rate (%)
80
60
40
20
0
23%
15%
7%
5%
6%
15%
21-22
22-23
23-24
iReady Prediction
NWEA Prediction
Target 24-25

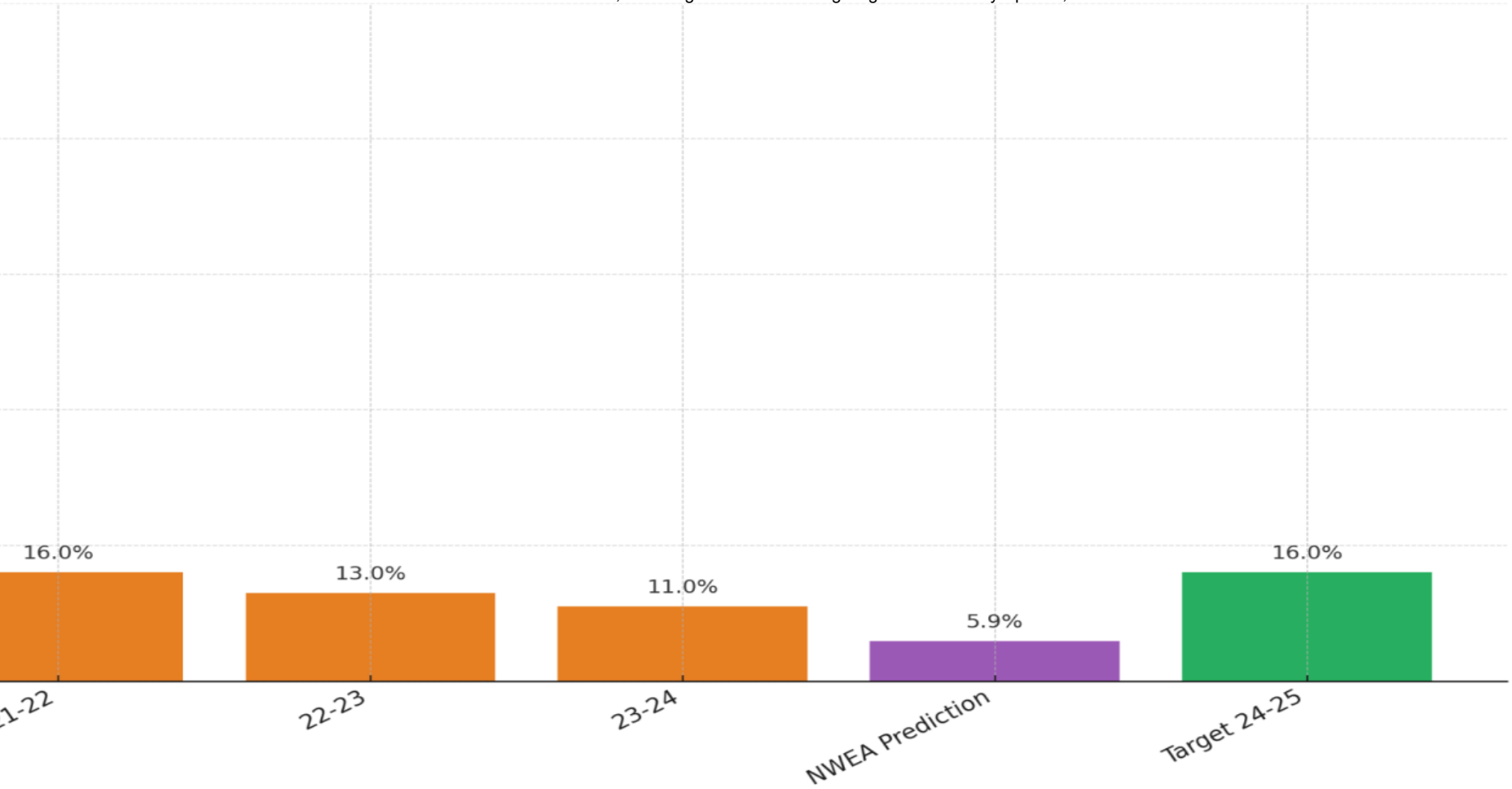

6.0%
4.0%
5.6%
5.0%
5.1%
11.0%
21-22
22-23
23-24
iReady Prediction
NWEA Prediction
Target 24-25

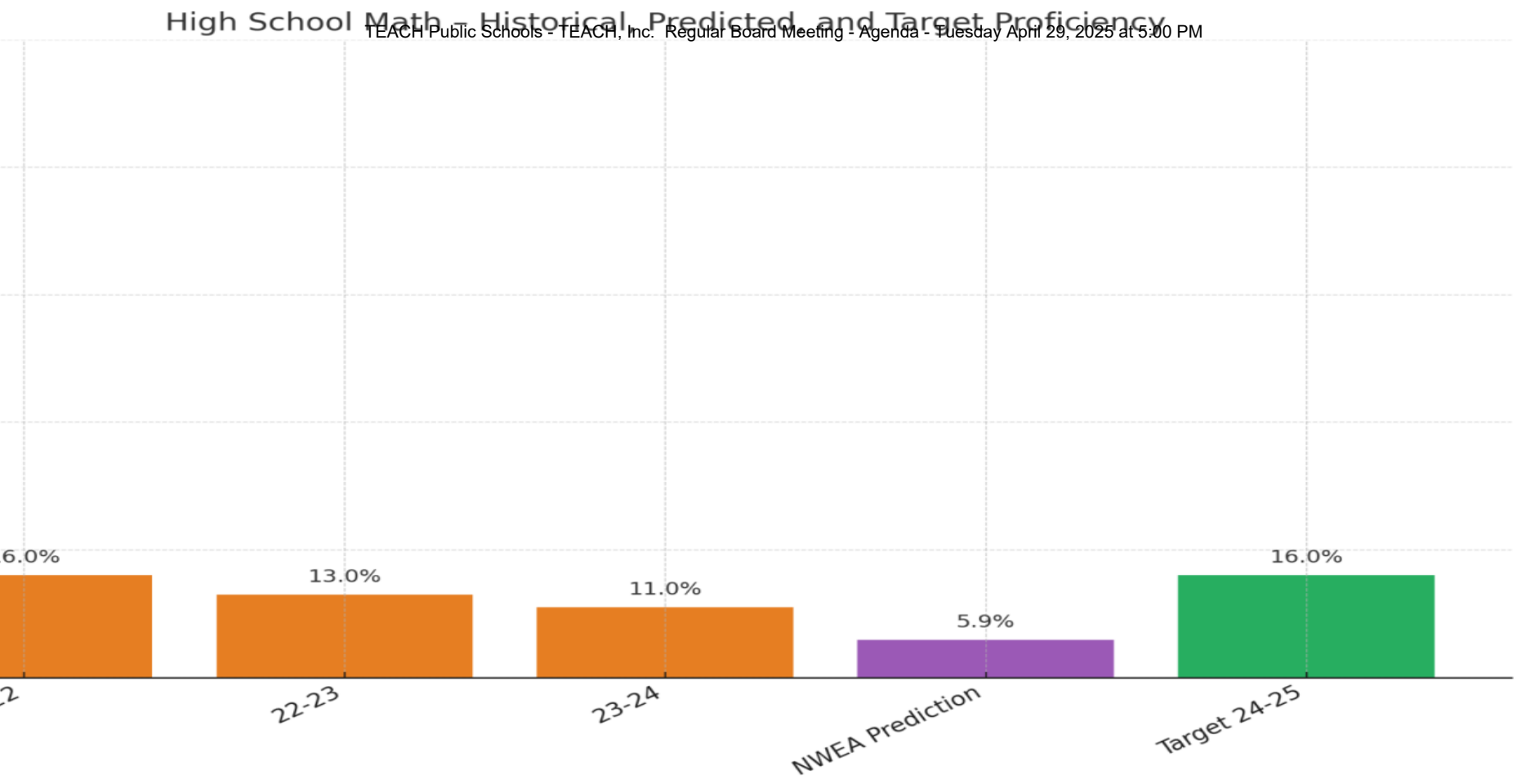

56%
46%
42.9%
40%
35%
Baseline (2024)
Year 1 Target (2025)
Year 1 Actual (2025)
Year 2 Target (2026)
Year 3 Target (2027)

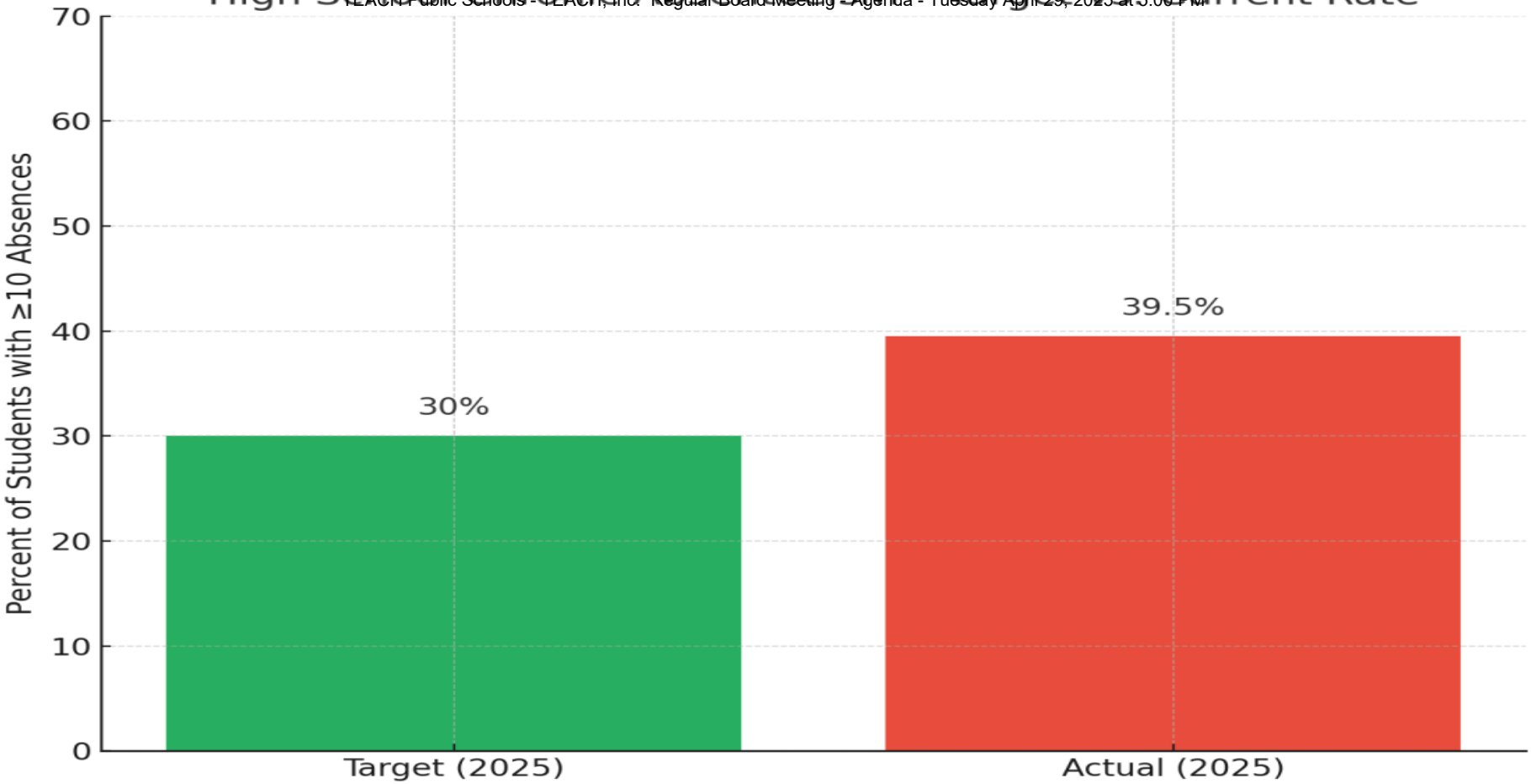
High School


High School ELA - Historical, Predicted, and Target Proficiency
Proficiency Rate (%)
100
80
60
40
20
0
46.0%
56.0%
50.0%
36.5%
55.0%
21-22
22-23
23-24
NWEA Prediction
Target 24-25

High School Math - Historical, Predicted, and Target Proficiency




High School Math - Historical, Predicted, and Target Proficiency
16.0%
13.0%
11.0%
5.9%
16.0%
22
22-23
23-24
NWEA Prediction
Target 24-25


High School Chronic Absenteeism – Target vs. Current Rate
Percent of Students with ≥10 Absences
70
60
50
40
30
20
10
0
30%
39.5%
Target (2025)
Actual (2025)

Coversheet

Report on Progress on Goals by the CEO

Section:	III. Items for Potential Action
Item:	D. Report on Progress on Goals by the CEO
Purpose:	Discuss
Submitted by:	
Related Material:	CEO Goal #3 Update Curriculum Map 2024-2025.pdf Goal Description for Goal 3.docx

CEO Goal 3

K-12 Curriculum Map

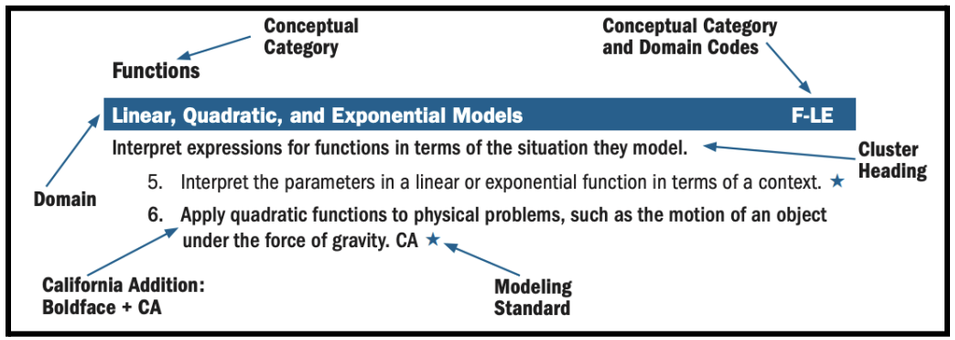
What is a Curriculum Map: A visual breakdown of the lessons and standards to be covered over a period of time, such as a semester or school year. Curriculum maps help ensure that teaching is logical and purposeful, and that students are building on what they've already learned. They can include materials, lessons, assessments, and a chronological sequence of instruction.

PENDING:

School Sites:
The table below is a comprehensive K-12 Curriculum Map. It includes the Standards expected to be taught at each grade level as well as the FIAB assessments that are aligned to the various standards. The sequence of the standards are in the sequence of the FIAB, not necessarily in chronological order of teaching the concepts.

Complete the table by adding:

- The assessments you will administer to measure learning;
- The resources (lessons) you will be using to deliver instruction on the CCSS;
- The time period during which you will teach the standard.



1) Make sense of problems and persevere in solving them.
2) Reason abstractly and quantitatively.
3) Construct viable arguments and critique the reasoning of others.
4) Model with mathematics.
5) Use appropriate tools strategically.
6) Attend to precision.
7) Look for and make use of structure.
8) Look for and express regularity in repeated reasoning.

KINDERGARTEN MATH				
Math Claim #1 Concepts and Procedures **Math Claim #2 Problem Solving** **Math Claim #3 Communicating Reasoning** **Math Claim #4 Modeling and Data Analysis**				
Common Core Standards aligned to Focused IABs			**Curriculum Resource**	**Pacing Date**
Assessment Names	**Claim and Target**	**CCSS**	**Reveal Scope and Sequence K-5** **Reveal Pacing Guide K-5**	
		Counting and Cardinality K.CC **Know number names and the count sequence.** 1. Count to 100 by ones and by tens. 2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1). 3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects). **Count to tell the number of objects.** 4. Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. c. Understand that each successive number name refers to a quantity that is one larger. 5. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.		

		Compare numbers. 6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.1 7. Compare two numbers between 1 and 10 presented as written numerals.		
		Operations and Algebraic Thinking K.OA **Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.** 1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. 2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. 3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1). 4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation. 5. Fluently add and subtract within 5.		
		Number and Operations in Base Ten K.NBT **Work with numbers 11–19 to gain foundations for place value.** 1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.		
		Measurement and Data K.MD **Describe and compare measurable attributes.** 1. Describe measurable attributes of objects, such as length or weight. Describe several		

		measurable attributes of a single object. 2. Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter. **Classify objects and count the number of objects in each category.** 3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.		
		Geometry K.G **Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).** 1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to. 2. Correctly name shapes regardless of their orientations or overall size. 3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”). **Analyze, compare, create, and compose shapes.** 4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length). 5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. 6. Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”		

1st GRADE MATH				
Math Claim #1 Concepts and Procedures **Math Claim #2 Problem Solving** **Math Claim #3 Communicating Reasoning** **Math Claim #4 Modeling and Data Analysis**				
Common Core Standards aligned to Focused IABs			**Curriculum Resource**	**Pacing Date**
Assessment Names	**Claim and Target**	**CCSS**	**Reveal Scope and Sequence K-5** **Reveal Pacing Guide K-5**	
		Operations and Algebraic Thinking 1.OA **Represent and solve problems involving addition and subtraction.** 1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. 2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. **Understand and apply properties of operations and the relationship between addition and subtraction.** 3. Apply properties of operations as strategies to add and subtract.3 Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.) 4. Understand subtraction as an unknown-addend problem. For example, subtract 10 – 8 by finding the number that makes 10 when added to 8. **Add and subtract within 20.** 5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). 6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the		

		relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13). **Work with addition and subtraction equations.** 7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2. 8. Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = – 3, 6 + 6 = .		
		Number and Operations in Base Ten 1.NBT **Extend the counting sequence.** 1. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. **Understand place value.** 2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a. 10 can be thought of as a bundle of ten ones—called a “ten.” b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones). 3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <. **Use place value understanding and properties of operations to add and subtract.** 4. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. 5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.		

		6. Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.		
		Measurement and Data 1.MD **Measure lengths indirectly and by iterating length units.** 1. Order three objects by length; compare the lengths of two objects indirectly by using a third object. 2. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps. **Tell and write time.** 3. Tell and write time in hours and half-hours using analog and digital clocks. **Represent and interpret data.** 4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.		
		Geometry 1.G **Reason with shapes and their attributes.** 1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes. 2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. 3. Partition circles and rectangles into two and four equal shares, describe the shares using the		

		words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.		

2nd GRADE MATH				
Math Claim #1 Concepts and Procedures **Math Claim #2 Problem Solving** **Math Claim #3 Communicating Reasoning** **Math Claim #4 Modeling and Data Analysis**				
Common Core Standards aligned to Focused IABs			**Curriculum Resource**	**Pacing Date**
Assessment Names	**Claim and Target**	**CCSS**	**Reveal Scope and Sequence K-5** **Reveal Pacing Guide K-5**	
		Operations and Algebraic Thinking 2.OA **Represent and solve problems involving addition and subtraction.** 1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **Add and subtract within 20.** 2. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. **Work with equal groups of objects to gain foundations for multiplication.** 3. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends. 4. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.		
		Number and Operations in Base Ten 2.NBT Understand place value.		

		1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: a. 100 can be thought of as a bundle of ten tens—called a “hundred.” b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones). 2. Count within 1000; skip-count by 2s, 5s, 10s, and 100s. CA 3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. 4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons. Use place value understanding and properties of operations to add and subtract. 5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. 6. Add up to four two-digit numbers using strategies based on place value and properties of operations. 7. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. 8. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900. 9. Explain why addition and subtraction strategies work, using place value and the properties of operations.		
		Measurement and Data 2.MD **Measure and estimate lengths in standard units.** 1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. 2. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.		

		3. Estimate lengths using units of inches, feet, centimeters, and meters. 4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. **Relate addition and subtraction to length.** 5. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem. 6. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, . . . , and represent whole-number sums and differences within 100 on a number line diagram. **Work with time and money.** 7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. Know relationships of time (e.g., minutes in an hour, days in a month, weeks in a year). CA 8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have? **Represent and interpret data.** 9. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units. 10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems4 using information presented in a bar graph.		
		Geometry 2.G **Reason with shapes and their attributes.** 1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. 2. Partition a rectangle into rows and columns of same-size squares and count to find the total		

		number of them. 3. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.		

3rd GRADE MATH				
Math Claim #1 Concepts and Procedures **Math Claim #2 Problem Solving** **Math Claim #3 Communicating Reasoning** **Math Claim #4 Modeling and Data Analysis**				
Common Core Standards aligned to Focused IABs			**Curriculum Resource**	**Pacing Date**
Assessment Names	**Claim and Target**	**CCSS**	**Reveal Scope and Sequence K-5** **Reveal Pacing Guide K-5**	
FIAB: Multiplication and Division: Interpret, Represent, and Solve (12,0)	Claim 1, Target A: Represent and solve problems involving multiplication and division	**Operations and Algebraic Thinking** **3.OA.3:** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **3.OA.4:** Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 × ? = 48, 5 = ÷ 3, 6 × 6 = ?.		
FIAB: Four Operations: Interpret, Represent, and Solve (14,0)	Claim 1, Target D: Solve problems involving the four operations, and identify and explain patterns in arithmetic	**Operations and Algebraic Thinking** **3.OA.8:** Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. **3.OA.9:** Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.		
FIAB: Linear and Area Measurement (12,0)	Claim 1, Targets I: Geometric measurement: Area Claim 1, Target J: Geometric measurement: Perimeter	**Measurement and Data** **3.MD.6:** Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units). **3.MD.7:** Relate area to the operations of multiplication and addition.		

		3.MD.7a: Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths. **3.MD.7:** Relate area to the operations of multiplication and addition. **3.MD.7d**. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real-world problems.		
FIAB: Properties of Multiplication and Division (11,0)	Claim 1, Target B: Understand properties of multiplication and the relationship between multiplication and division	**Operations and Algebraic Thinking** **3.OA.5:** Apply properties of operations as strategies to multiply and divide.2 Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.) **3.OA.6:** Understand division as an unknown-factor problem. For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.		
FIAB: Multiply and Divide within 100 (14,0)	Claim 1, Target C: Multiply and divide within 100	**Operations and Algebraic Thinking** **3.OA.7:** Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.		
FIAB: Number and Operations in Base Ten (14,0)	Claim 1, Target E: Use place value understanding and properties of operations to perform multi-digit arithmetic	**Number and Operations in Base Ten** **3.NBT.1:** Use place value understanding to round whole numbers to the nearest 10 or 100. **3.NBT.2:** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **3.NBT.3:** Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.		

FIAB: Number and Operations—Fractions (14,0)	Claim 1, Target F: Develop understanding of fractions as numbers	**Number and Operations—Fractions** **3.NF.1:** Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b. **3.NF.2:** Understand a fraction as a number on the number line; represent fractions on a number line diagram. **3.NF.3c: Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.** Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram. **3.NF.3d: Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.** Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.		
FIAB: Time, Volume, and Mass (13,0)	Claim 1, Target G: Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects	**Measurement and Data** **3.MD.1:** Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. **3.MD.2:** Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.		
FIAB: Geometry (12,0)	Claim 1, Target K: Reason with shapes and their attributes	**Geometry** **3.G.1:** Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of		

		these subcategories. **3.G.2:** Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.		
Not tested in the FIABs: Target H: 3.MD.3; Target J: 3.MD.8;				

4th GRADE MATH				
Math Claim #1 Concepts and Procedures **Math Claim #2 Problem Solving** **Math Claim #3 Communicating Reasoning** **Math Claim #4 Modeling and Data Analysis**				
Common Core Standards aligned to Focused IABs			**Curriculum Resource**	**Pacing Date**
Assessment Name	**Claim and Target**	**CCSS**	**Reveal Scope and Sequence K-5** **Reveal Pacing Guide K-5**	
FIAB: Four Operations: Interpret, Represent, and Solve (14,0)	Claim 1, Target A: Use the four operations with whole numbers to solve	**Operations and Algebraic Thinking** **4.OA.2:** Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison. **4.OA.A:** Use the four operations with whole numbers to solve		
FIAB: Fraction Equivalence and Ordering (13,0)	Claim 1, Target F: Extend understanding of fraction equivalence and ordering	**Number and Operations—Fractions** **4.NF.1:** Explain why a fraction a/b is equivalent to a fraction (n × a)/(n × b) by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. **4.NF.2:** Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.		
FIAB: Build Fractions from Unit Fractions (14,0)	Claim 1, Target G: Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers	**Number and Operations—Fractions** **4.NF.3:** Understand a fraction a/b with a > 1 as a sum of fractions 1/b. **4.NF.3a:** Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.		

		4.NF.3b: Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Examples: 3/8 = 1/8 + 1/8 + 1/8 ; 3/8 = 1/8 + 2/8 ; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8. **4.NF.4:** Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. **4.NF.4a:** Understand a fraction a/b as a multiple of 1/b. For example, use a visual fraction model to represent 5/4 as the product 5 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4). **4.NF.4c:** Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat 3/8 of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?		
FIAB: Fractions and Decimal Notation (13,0)	Claim 1, Target H: Understand decimal notation for fractions, and compare decimal fractions	**Number and Operations—Fractions** **4.NF.5:** Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100.2 **4.NF.6:** Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram. **4.NF.7:** Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using the number line or another visual model.		
FIAB: Factors and Multiples (11,0)	Claim 1, Target B: Gain familiarity with factors and multiples	**Operations and Algebraic Thinking** **4.OA.4:** Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.		

FIAB: Generate and Analyze Patterns (8,0)	Claim 1, Target C: Generate and analyze patterns	**Operations and Algebraic Thinking** **4.OA.5:** Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.		
FIAB: Multi-Digit Arithmetic: Place Value and Operations (12,0)	Claim 1, Target E: Use place value understanding and properties of operations to perform multi-digit arithmetic	**Number and Operations in Base Ten** **4.NBT.4:** Fluently add and subtract multi-digit whole numbers using the standard algorithm. **4.NBT.5:** Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. **4.NBT.6:** Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. **4.NF.6:** Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.		
FIAB: Place Value and Multi-Digit Whole Numbers (13,0)	Claim 1, Target D: Generalize place value understanding for multi-digit whole numbers	**Number and Operations in Base Ten** **4.NBT.1:** Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division. **4.NBT.2:** Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multidigit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons. **4.NBT.3:** Use place value understanding to round multi-digit whole numbers to any place.		
FIAB: Geometry (11,0)	Claim 1, Target L: Draw and identify lines and angles, and classify shapes by	**Geometry** **4.G.1:** Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular		

	properties of their lines and angles	and parallel lines. Identify these in two-dimensional figures. **4.G.2:** Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles. (Two-dimensional shapes should include special triangles, e.g., equilateral, isosceles, scalene, and special quadrilaterals, e.g., rhombus, square, rectangle, parallelogram, trapezoid.) **4.G.3:** Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.		
Not tested in the FIABs: Target H: 4.MD.1, 4.MD.2, 4.MD.3, 4.MD.4, 4.MD.5, 4.MD.6, 4.MD.7				

5TH GRADE MATH				
Math Claim #1 Concepts and Procedures **Math Claim #2 Problem Solving** **Math Claim #3 Communicating Reasoning** **Math Claim #4 Modeling and Data Analysis**				
Common Core Standards aligned to Focused IABs			**Curriculum Resource**	**Pacing Date**
Assessment Name	**Claim and Target**	**CCSS**	**Reveal Scope and Sequence K-5** **Reveal Pacing Guide K-5**	
FIAB: Numerical Expressions (14,0)	Claim 1, Target A: Write and interpret numerical expressions	**Operations and Algebraic Thinking** **5.OA.1:** Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. **5.OA.2:** Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation “add 8 and 7, then multiply by 2” as 2 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product. **5.OA.A:** Write and interpret numerical expressions		

FIAB: Operations with Whole Numbers and Decimals (12,0)	Claim 1, Target D: Perform operations with multi-digit whole numbers and with decimals to hundredths.	**Number and Operations in Base Ten** **5.NBT.5:** Fluently multiply multi-digit whole numbers using the standard algorithm. **5.NBT.6:** Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. **5.NBT.7:** Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. **5.NBT.B:** Perform operations with multi-digit whole numbers and with decimals to hundredths.		
FIAB: Add and Subtract with Equivalent Fractions (15,0)	Claim 1, Target E: Use equivalent fractions as a strategy to add and subtract fractions	**Number and Operations—Fractions** **5.NF.1:** Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.) **5.NF.2:** Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2.		
FIAB: Convert Measurements (13,0)	Claim 1, Target G: Convert like measurement units within a given measurement system	**Measurement and Data** **5.MD.1:** Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real-world problems.		
FIAB: Place Value System (11,0)	Claim 1, Target C: Understand the place value system	**Number and Operations in Base Ten** **5.NBT.3a:** Read, write, and compare decimals to thousandths. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 ×		

		100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000). **5.NBT.3b:** Read, write, and compare decimals to thousandths. Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons. **5.NBT.4:** Use place value understanding to round decimals to any place.		
FIAB: Volume Concepts (9,0)	Claim 1, Target I: Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition	**Measurement and Data** **5.MD.4:** Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units. **5.MD.5:** Relate volume to the operations of multiplication and addition and solve real-world and mathematical problems involving Volume. **5.MD.5b:** Apply the formulas V = l × w × h and V = b × h for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real-world and mathematical problems.		
FIAB: Geometry (13,0)	Claim 1, Targets J: Graph points on the coordinate plane to solve real-world and mathematical problems Claim 1, Targets K: Classify two-dimensional figures into categories based on their properties	**Geometry** **5.G.1:** Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate). **5.G.3:** Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.		
FIAB: Multiply and Divide Fractions I, II (added 24-25)	Claim 1, Target F: Apply and extend previous understandings of multiplication and division to multiply and divide fractions	**Number and Operations—Fractions** **5.NF.3:** Interpret a fraction as division of the numerator by the denominator (a/b = a ÷ b). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem.		

		For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie? **5.NF.4a:** Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. **a.** Interpret the product (a/b) × q as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations a × q ÷ b. For example, use a visual fraction model to show (2/3) × 4 = 8/3, and create a story context for this equation. Do the same with (2/3) × (4/5) = 8/15. (In general, (a/b) × (c/d) = ac/bd.) **5.NF.5a:** Interpret multiplication as scaling (resizing), by: **a.** Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication. **5.NF.6:** Solve real-world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem. **5.NF.B:** Apply and extend previous understandings of multiplication and division.		
Not tested in the FIABs: Target H: 5.MD.2, 5.OA.3, 5.OA.B				

6TH GRADE MATH				
Math Claim #1 Concepts and Procedures **Math Claim #2 Problem Solving** **Math Claim #3 Communicating Reasoning** **Math Claim #4 Modeling and Data Analysis**				
Common Core Standards aligned to Focused IABs			**Curriculum Resource**	**Pacing Date**
Assessment Name	**Claim and Target**	**CCSS**	**Reveal Units 1 & 2 resources are interactive**	
FIAB: Ratios and Proportional Relationships (13,0)	Claim 1, Target A: Understand ratio concepts and use ratio reasoning to solve problems	**Ratios and Proportional Relationships** **6.RP.2:** Understand the concept of a unit rate a/b associated with a ratio a:b with b ≠ 0, and use rate language in the context of a ratio relationship. For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is 3/4 cup of flour for each cup of sugar." "We paid $75 for 15 hamburgers, which is a rate of $5 per hamburger." **6.RP.3:** Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. **6.RP.3a:** Make tables of equivalent ratios relating quantities with whole number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios. **6.RP.3b:** Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed? **6.RP.3c:** Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent. **6.RP.3d:** Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.		
FIAB: Divide Fractions by Fractions (14,0)	Claim 1, Target B: Apply and extend previous understandings of multiplication and division to divide fractions by fractions	**The Number System** **6.NS.1:** Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to		

		explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc.) How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi? **6.NS.A:** Apply and extend previous understandings of multiplication and division to divide fractions by fractions		
FIAB: Algebraic Expressions (12,0)	Claim 1, Target E: Apply and extend previous understandings of arithmetic to algebraic expressions	**Expressions and Equations** **6.EE.1:** Write and evaluate numerical expressions involving whole-number exponents. **6.EE.2:** Write, read, and evaluate expressions in which letters stand for numbers **6.EE.2b:** Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. For example, describe the expression 2 (8 + 7) as a product of two factors; view (8 + 7) as both a single entity and a sum of two terms. **6.EE.2c:** Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). For example, use the formulas $V = s^3$ and $A = 6\ s^2$ to find the volume and surface area of a cube with sides of length s = 1/2. **6.EE.3:** Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression 3 (2 + x) to produce the equivalent expression 6 + 3x; apply the distributive property to the expression 24x + 18y to produce the equivalent expression 6 (4x + 3y); apply properties of operations to y + y + y to produce the equivalent expression 3y. **6.EE.4:** Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). For example, the expressions y + y + y and 3y are equivalent because they name the same number regardless of which number y stands for.		
FIAB: One-Variable Expressions and Equations (14,0)	Claim 1, Target F: Reason about and solve one-variable equations and inequalities	**Expressions and Equations** **6.EE.5:** Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true. **6.EE.6:** Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.		

		6.EE.7: Solve real-world and mathematical problems by writing and solving equations of the form x + p = q and px = q for cases in which p, q and x are all nonnegative rational numbers. **6.EE.8:** Write an inequality of the form x > c or x < c to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form x > c or x < c have infinitely many solutions; represent solutions of such inequalities on number line diagrams.		
FIAB: Dependent and Independent Variables (11,0)	Claim 1, Target G: Represent and analyze quantitative relationships between dependent and independent variables	**6.EE.9:** Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation d = 65t to represent the relationship between distance and time.		
FIAB: Multi-Digit Numbers, Factors, and Multiples (14,0)	Claim 1, Target C: Compute fluently with multi-digit numbers and find common factors and multiples	**The Number System** **6.NS.2:** Fluently divide multi-digit numbers using the standard algorithm. **6.NS.3:** Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation. **6.NS.4:** Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example, express 36 + 8 as 4 (9 + 2).		
FIAB: Geometry (14,0)	Claim 1, Target H: Solve real-world and mathematical problems involving area, surface area, and volume	**Geometry** **6.G.1:** Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems. **6.G.2:** Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas V = l w h and V = b h to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems. **6.G.3:** Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.		

		6.G.4: Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.		
FIAB: Statistics and Probability (13,0)	Claim 1, Targets I: Develop an understanding of statistics variability Claim 1, Targets J: Summarize and describe distributions	**Statistics and Probability** **6.SP.1:** Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, “How old am I?” is not a statistical question, but “How old are the students in my school?” is a statistical question because one anticipates variability in students’ ages. **6.SP.2:** Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape. **6.SP.3:** Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.		
FIAB: Rational Number System I, II (added 24-25)	Claim 1, Target D: Apply and extend previous understandings of numbers to the system of rational numbers	**The Number System** **6.NS.5:** Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation. **6.NS.6:** Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. **6.NS.6b:** Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes. **6.NS.7: Understand ordering and absolute value of rational numbers.** **6.NS.7a:** Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. For example, interpret –3 > –7 as a statement that –3 is located to the right of –7 on a number line oriented from left to right. **6.NS.7b:** Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write –3°C > –7°C to express the fact that –3°C is warmer than –7°C. **6.NS.7c:** Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a		

		real-world situation. For example, for an account balance of –30 dollars, write |–30| = 30 to describe the size of the debt in dollars. **6.NS.7d:** Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance less than –30 dollars represents a debt greater than 30 dollars. **6.NS.8:** Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.		

7TH GRADE MATH				
Math Claim #1 Concepts and Procedures **Math Claim #2 Problem Solving** **Math Claim #3 Communicating Reasoning** **Math Claim #4 Modeling and Data Analysis**				
Common Core Standards aligned to Focused IABs			**Curriculum Resource**	**Pacing Date**
Assessment Name	**Claim and Target**	**CCSS**	**CPM Link**	
FIAB: Ratios and Proportional Relationships (13,0)	Claim 1, Target A: Analyze proportional relationships and use them to solve real-world and mathematical problems	**Ratios and Proportional Relationships** **7.RP.1:** Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction ½/¼ miles per hour, equivalently 2 miles per hour. **7.RP.2:** Recognize and represent proportional relationships between quantities. **7.RP.2a:** Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin. **7.RP.2c:** Represent proportional relationships by equations. For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as t = pn. **7.RP.2d:** Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points (0, 0) and (1, r) where r is the unit rate. **7.RP.3:** Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.		
FIAB: The Number System (14,0)	Claim 1, Target B: Apply and extend previous understandings of operations	**The Number System** **7.NS.1:** Apply and extend previous understandings of addition and subtraction to add and		

	with fractions to add, subtract, multiply, and divide rational numbers	subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. **7.NS.1c:** Understand subtraction of rational numbers as adding the additive inverse, p – q = p + (–q). Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts. **7.NS.1d:** Apply properties of operations as strategies to add and subtract rational numbers. **7.NS.2:** Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. **7.NS.2a:** Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as (–1)(–1) = 1 and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts. **7.NS.2d:** Apply properties of operations as strategies to multiply and divide rational numbers. **7.NS.3:** Solve real-world and mathematical problems involving the four operations with rational numbers.		
FIAB: Angles, Areas, and Volume (11,0)	Claim 1, Target F: Solve real-life and mathematical problems involving angle measure, area, surface area, and volume	**Geometry** **7.G.4:** Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle. **7.G.5:** Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure. **7.G.6:** Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.		
FIAB: Equivalent Expressions (10,0)	Claim 1, Target C: Use properties of operations to generate equivalent expressions	**Expressions and Equations** **7.EE.1:** Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.		

FIAB: Algebraic Expressions and Equations (13,0)	Claim 1, Target D: Solve real-life and mathematical problems using numerical and algebraic expressions and equations	**Expressions and Equations** **7.EE.3:** Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making $25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or $2.50, for a new salary of $27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 ½ inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation. **7.EE.4:** Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. **7.EE.4a:** Solve word problems leading to equations of the form px + q = r and p(x + q) = r, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width? **7.EE.4b:** Solve word problems leading to inequalities of the form px + q > r or px + q < r, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. For example: As a salesperson, you are paid $50 per week plus $3 per sale. This week you want your pay to be at least $100. Write an inequality for the number of sales you need to make, and describe the solutions. **7.EE.B:** Solve real-life and mathematical problems using numerical and algebraic expressions and equations		
FIAB: Geometric Figures (11,0)	Claim 1, Target E: Draw, construct, and describe geometrical figures and describe the relationships between them	**Geometry** **7.G.1:** Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale. **7.G.2:** Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.		

		7.G.3: Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids. **7.G.4:** Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.		
FIAB: Statistics and Probability (15,0)	Claim 1, Targets G: Use random sampling to draw inferences about a population Claim 1, Targets H: Draw informal comparative inferences about two populations Claim 1, Targets I: Investigate chance processes and develop, use, and evaluate probability models	**Statistics and Probability** **7.SP.1:** Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences. **7.SP.2:** Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be. **7.SP.3:** Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable. **7.SP.4:** Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book. **7.SP.5:** Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event. **7.SP.6:** Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. For example, when rolling a number cube 600 times,		

		predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times. **7.SP.7:** Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy. **7.SP.8:** Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. **7.SP.8a:** Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.		

8TH GRADE MATH				
Math Claim #1 Concepts and Procedures **Math Claim #2 Problem Solving** **Math Claim #3 Communicating Reasoning** **Math Claim #4 Modeling and Data Analysis**				
Common Core Standards aligned to Focused IABs			**Curriculum Resource**	**Pacing Date**
Assessment Name	**Claim and Target**	**CCSS**		
FIAB: The Number System (13,0)	Claim 1, Target A: Know that there are numbers that are not rational, and approximate them by rational numbers	**The Number System** **8.NS.1:** Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number. **8.NS.2:** Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g.,π^2). For example, by truncating the decimal expansion of $\sqrt{2}$, show that $\sqrt{2}$ is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.		
FIAB: Proportional Relationships, Lines, and Linear Equations (10,0)	Claim 1, Target C: Understand the connections between proportional relationships, lines, and linear equations	**Expressions and Equations** **8.EE.5:** Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed. **8.EE.6:** Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation y = mx for a line through the origin and the equation y = mx + b for a line intercepting the vertical axis at b.		
FIAB: Analyze and Solve Linear Equations (12,0)	Claim 1, Target D: Analyze and solve linear equations and pairs of simultaneous linear equations	**8.EE.7:** Solve linear equations in one variable. **8.EE.7a:** Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form x =		

		a, a = a, or a = b results (where a and b are different numbers). **8.EE.7b:** Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms. **8.EE.8:** Analyze and solve pairs of simultaneous linear equations. **8.EE.8b:** Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. For example, 3x + 2y = 5 and 3x + 2y = 6 have no solution because 3x + 2y cannot simultaneously be 5 and 6. **8.EE.8c:** Solve real-world and mathematical problems leading to linear equations in two variables. For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.		
FIAB: Volume of Cylinders, Cones, and Spheres (10,0)	Claim 1, Target I: Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres	**Geometry** **8.G.9:** Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.		
FIAB: Expressions & Equations II (13,0)	Claim 1, Targets D: Analyze and solve linear equations and pairs of simultaneous linear equations Claim 1, Targets J: Investigate patterns of association in bivariate data	**Expressions and Equations** **8.EE.7:** Solve linear equations in one variable. **8.EE.7a:** Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form x = a, a = a, or a = b results (where a and b are different numbers). **8.EE.7b:** Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms. **8.EE.8:** Analyze and solve pairs of simultaneous linear equations.		

		8.EE.8b: Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. For example, 3x + 2y = 5 and 3x + 2y = 6 have no solution because 3x + 2y cannot simultaneously be 5 and 6. **8.EE.8c:** Solve real-world and mathematical problems leading to linear equations in two variables. For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair. **8.SP.3:** Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height. **8.SP.4:** Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?		
FIAB: Functions (15,0)	Claim 1, Targets E: Define, evaluate, and compare functions Claim 1, Targets F: Use functions to model relationships between quantities	**Functions** **8.F.1:** Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output. **8.F.3:** Interpret the equation y = mx + b as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. For example, the function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line. **8.F.4:** Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.		

		8.F.5: Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.		
FIAB: Congruence and Similarity (12,0)	Claim 1, Target G: Understand congruence and similarity using physical models, transparencies, or geometry software	**Geometry** **8.G.1:** Verify experimentally the properties of rotations, reflections, and translations: **8.G.1b:** Angles are taken to angles of the same measure. **8.G.2:** Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them. **8.G.3:** Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates. **8.G.4:** Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.		
FIAB: Pythagorean Theorem (added ‘24-’25) (12)	Claim 1, Target H: Understand and apply the Pythagorean Theorem	**8.G.7:** Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions. **8.G.8:** Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.		
FIAB: Radicals and Integer Exponents (added ‘24-’25) (12)	Claim 1, Target B: Work with radicals and integer exponents	**Expressions and Equations** **8.EE.1:** Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, $32\times3^{-5}= 3^{-3}=1/33=1/27$. **8.EE.2:** Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational. **8.EE.3:** Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. For example, estimate the population of the United States as 3×108 and the population of the world as 7×109, and determine that the world population is more than 20		

		times larger.		

MATH I - INTEGRATED				
Math Claim #1 Concepts and Procedures **Math Claim #2 Problem Solving** **Math Claim #3 Communicating Reasoning** **Math Claim #4 Modeling and Data Analysis**				
Common Core Standards aligned to Focused IABs			**Curriculum Resource**	**Pacing Date**
Assessment Name	**Claim and Target**	**CCSS**		
		Number and Quantity		
FIAB: Number and Quantity (11,0)		**Quantities (N-Q)** **Reason quantitatively and use units to solve problems.** 1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. 2. Define appropriate quantities for the purpose of descriptive modeling. 3. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.		
		Algebra		
		Seeing Structures in Expressions (A-SSE) **Interpret the structure of expressions. [**Linear expressions and exponential expressions with integer exponents] 1. Interpret expressions that represent a quantity in terms of its context. a. Interpret parts of an expression, such as terms, factors, and coefficients. b. Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret $P(1 + r)^n$ as the product of P and a factor not depending on P.		
		Creating Equations (A-CED) **Create equations that describe numbers or relationships.** [Linear and exponential (integer inputs only); for A.CED.3, linear only]		

		1. Create equations and inequalities in one variable including ones with absolute value and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions. CA 2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. 3. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods. 4. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law V = IR to highlight resistance R.		
		Reasoning with Equations and Inequalities (A-REI) **Understand solving equations as a process of reasoning and explain the reasoning.** [Master linear; learn as general principle.] 1. Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method. **Solve equations and inequalities in one variable.** 3. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters. [Linear inequalities; literal equations that are linear in the variables being solved for; exponential of a form, such as 2x = 1/16.] 3.1 Solve one-variable equations and inequalities involving absolute value, graphing the solutions and interpreting them in context. CA **Solve systems of equations. [Linear systems]** 5. Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions. 6. Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables. **Represent and solve equations and inequalities graphically.** [Linear and exponential; learn as general principle.] 10. Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line). 11. Explain why the x-coordinates of the points where the graphs of the equations y = f(x) and y = g(x) intersect are the solutions of the equation f(x) = g(x); find the solutions approximately,		

		e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where f(x) and/or g(x) are linear, polynomial, rational, absolute value, exponential, and logarithmic functions. 12. Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.		
		Functions		
		Interpreting Functions (F-IF) **Understand the concept of a function and use function notation.** [Learn as general principle. Focus on linear and exponential (integer domains) and on arithmetic and geometric sequences.] 1. Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then f(x) denotes the output of f corresponding to the input x. The graph of f is the graph of the equation y = f(x). 2. Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context. 3. Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by f(0) = f(1) = 1, f(n + 1) = f(n) + f(n − 1) for n ≥ 1. **Interpret functions that arise in applications in terms of the context.** [Linear and exponential (linear domain)] 4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity. 5. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function h gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function. 6. Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph. **Analyze functions using different representations.** [Linear and exponential]		

		7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. a. Graph linear and quadratic functions and show intercepts, maxima, and minima. e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude. 9. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).		
		Building Functions (F-BF) **Build a function that models a relationship between two quantities.** [For F.BF.1, 2, linear and exponential (integer inputs)] 1. Write a function that describes a relationship between two quantities. a. Determine an explicit expression, a recursive process, or steps for calculation from a context. b. Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model. 2. Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms. **Build new functions from existing functions.** [Linear and exponential; focus on vertical translations for exponential.] 3. Identify the effect on the graph of replacing f(x) by f(x) + k, kf(x), f(kx), and f(x + k) for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.		
		Linear, Quadratic, and Exponential Models (F-LE) **Construct and compare linear, quadratic, and exponential models and solve problems.** [Linear and exponential] 1. Distinguish between situations that can be modeled with linear functions and with exponential functions. a. Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals. b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another. c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit		

		interval relative to another. **Interpret expressions for functions in terms of the situation they model.** [Linear and exponential of form f(x) = bx + k] 5. Interpret the parameters in a linear or exponential function in terms of a context.		
		Geometry		
		Congruence (G-CO) **Experiment with transformations in the plane.** 1. Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc. 2. Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch). 3. Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself. 4. Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments. 5. Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another. **Understand congruence in terms of rigid motions.** [Build on rigid motions as a familiar starting point for development of concept of geometric proof.] 6. Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent. 7. Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent. 8. Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.		

		Make geometric constructions. [Formalize and explain processes.] 12. Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line. 13. Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.		
		Expressing Geometric Properties with Equations (G-GPE) **Use coordinates to prove simple geometric theorems algebraically.** [Include distance formula; relate to Pythagorean Theorem.] 4. Use coordinates to prove simple geometric theorems algebraically. 5. Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point). 7. Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.		
		Statistics and Probability		
		Interpreting Categorical and Quantitative Data (S-ID) **Summarize, represent, and interpret data on a single count or measurement variable.** 1. Represent data with plots on the real number line (dot plots, histograms, and box plots). 2. Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. 3. Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).		

		Summarize, represent, and interpret data on two categorical and quantitative variables. [Linear focus; discuss general principle.] 5. Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data. 6. Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models. b. Informally assess the fit of a function by plotting and analyzing residuals. c. Fit a linear function for a scatter plot that suggests a linear association. **Interpret linear models.** 7. Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data. 8. Compute (using technology) and interpret the correlation coefficient of a linear fit. 9. Distinguish between correlation and causation.		

MATH II - INTEGRATED				
Math Claim #1 Concepts and Procedures **Math Claim #2 Problem Solving** **Math Claim #3 Communicating Reasoning** **Math Claim #4 Modeling and Data Analysis**				
Common Core Standards aligned to Focused IABs			**Curriculum Resource**	**Pacing Date**
Assessment Name	**Claim and Target**	**CCSS**		
		Number and Quantity		
		The Real Number System (N-RN) **Extend the properties of exponents to rational exponents.** 1. Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define 51/3 to be the cube root of 5 because we want (51/3)3 = 5(1/3)3 to hold, so (51/3)3 must equal 5. 2. Rewrite expressions involving radicals and rational exponents using the properties of exponents. **Use properties of rational and irrational numbers.** 3. Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.		
		The Complex Number System (N-CN) **Perform arithmetic operations with complex numbers.** [i^2 as highest power of i] 1. Know there is a complex number i such that $i^2 = –1$, and every complex number has the form a + bi with a and b real. 2. Use the relation $i^2 = –1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.		

		Use complex numbers in polynomial identities and equations. [Quadratics with real coefficients] 7. Solve quadratic equations with real coefficients that have complex solutions. 8. (+) Extend polynomial identities to the complex numbers. For example, rewrite $x^2 + 4$ as $(x + 2i)(x – 2i)$. 9. (+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.		
		Algebra		
		Seeing Structure in Expressions (A-SSE) **Interpret the structure of expressions.** [Quadratic and exponential] 1. Interpret expressions that represent a quantity in terms of its context. a. Interpret parts of an expression, such as terms, factors, and coefficients. b. Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret $P(1 + r)^n$ as the product of P and a factor not depending on P. 2. Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 – y^4$ as $(x^2)^2 – (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 – y^2)(x^2+ y^2)$. **Write expressions in equivalent forms to solve problems.** [Quadratic and exponential] 3. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. a. Factor a quadratic expression to reveal the zeros of the function it defines. b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines. c. Use the properties of exponents to transform expressions for exponential functions. For example, the expression 1.15^t can be rewritten as $(1.15^{1/12})^{12t} \approx 1.012^{12t}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.		
		Arithmetic with Polynomials and Rational Expressions (A-APR) **Perform arithmetic operations on polynomials. [Polynomials that simplify to quadratics]** 1. Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.		

		Creating Equations (A-CED) **Create equations that describe numbers or relationships.** 1. Create equations and inequalities in one variable including ones with absolute value and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions. CA 2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. 4. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. [Include formulas involving quadratic terms.]		
		Reasoning with Equations and Inequalities (A-REI) **Solve equations and inequalities in one variable.** [Quadratics with real coefficients] 4. Solve quadratic equations in one variable. a. Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form. b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula, and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b. **Solve systems of equations.** [Linear-quadratic systems] 7. Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the points of intersection between the line $y = -3x$ and the circle $x^2 + y^2 = 3$.		
		Functions		
		Interpreting Functions (F-IF) **Interpret functions that arise in applications in terms of the context.** [Quadratic] 4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity. 5. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes.		

		6. Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph. **Analyze functions using different representations.** [Linear, exponential, quadratic, absolute value, step, piecewise-defined] 7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. a. Graph linear and quadratic functions and show intercepts, maxima, and minima. b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions. 8. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context. b. Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as $y = (1.02)^t$, $y =(0.97)^t$, $y = (1.01)12^t$, and $y = (1.2)^{t/10}$, and classify them as representing exponential growth or decay. 9. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.		
		Building Functions (F-BF) **Build a function that models a relationship between two quantities.** [Quadratic and exponential] 1. Write a function that describes a relationship between two quantities. a. Determine an explicit expression, a recursive process, or steps for calculation from a context. b. Combine standard function types using arithmetic operations. **Build new functions from existing functions.** [Quadratic, absolute value] 3. Identify the effect on the graph of replacing f(x) by f(x) + k, kf(x), f(kx), and f(x + k) for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.		

		4. Find inverse functions. a. Solve an equation of the form f(x) = c for a simple function f that has an inverse and write an expression for the inverse. For example, $f(x) = 2x^3$.		
		Linear, Quadratic, and Exponential Models (F-LE) **Construct and compare linear, quadratic, and exponential models and solve problems.** [Include quadratic.] 3. Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function. **Interpret expressions for functions in terms of the situation they model.** 6. Apply quadratic functions to physical problems, such as the motion of an object under the force of gravity. CA		
		Trigonometric Functions (F-TF) 8. Prove the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$ and use it to find $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ given $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ and the quadrant of the angle.		
		Geometry		
		Congruence (G-CO) **Prove geometric theorems.** [Focus on validity of underlying reasoning while using variety of ways of writing proofs.] 9. Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints. 10. Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point. 11. Prove theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.		

		Similarity, Right Triangles, and Trigonometry (G-SRT) **Understand similarity in terms of similarity transformations.** 1. Verify experimentally the properties of dilations given by a center and a scale factor: a. A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged. b. The dilation of a line segment is longer or shorter in the ratio given by the scale factor. 2. Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides. 3. Use the properties of similarity transformations to establish the Angle-Angle (AA) criterion for two triangles to be similar. **Prove theorems involving similarity.** [Focus on validity of underlying reasoning while using variety of formats.] 4. Prove theorems about triangles. Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity. 5. Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures. Define trigonometric ratios and solve problems involving right triangles. 6. Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles. 7. Explain and use the relationship between the sine and cosine of complementary angles. 8. Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems. **8.1 Derive and use the trigonometric ratios for special right triangles (30°, 60°, 90°and 45°, 45°, 90°). C**		

		Circles (G-C) **Understand and apply theorems about circles.** 1. Prove that all circles are similar. 2. Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle. 3. Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle. 4. (+) Construct a tangent line from a point outside a given circle to the circle. **Find arc lengths and areas of sectors of circles.** [Radian introduced only as unit of measure] 5. Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector. **Convert between degrees and radians. CA**		
		Expressing Geometric Properties with Equations (G-GPE) **Translate between the geometric description and the equation for a conic section.** 1. Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation. 2. Derive the equation of a parabola given a focus and directrix. **Use coordinates to prove simple geometric theorems algebraically.** 4. Use coordinates to prove simple geometric theorems algebraically. For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point (1, √3) lies on the circle centered at the origin and containing the point (0, 2). [Include simple circle theorems.] 6. Find the point on a directed line segment between two given points that partitions the segment in a given ratio.		

		Geometric Measurement and Dimension (G-GMD) Explain volume formulas and use them to solve problems. 1. Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and informal limit arguments. 3. Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems. 5. Know that the effect of a scale factor k greater than zero on length, area, and volume is to multiply each by k, k^2, and k^3, respectively; determine length, area and volume measures using scale factors. CA 6. Verify experimentally that in a triangle, angles opposite longer sides are larger, sides opposite larger angles are longer, and the sum of any two side lengths is greater than the remaining side length; apply these relationships to solve real-world and mathematical problems. CA		
		Statistics and Probability		
		Conditional Probability and the Rules of Probability (S-CP) **Understand independence and conditional probability and use them to interpret data.** [Link to data from simulations or experiments.] 1. Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not"). 2. Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent. 3. Understand the conditional probability of A given B as P(A and B)/P(B), and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B. 4. Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.		

		5. Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. **Use the rules of probability to compute probabilities of compound events in a uniform probability model.** 6. Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model. 7. Apply the Addition Rule, P(A or B) = P(A) + P(B) – P(A and B), and interpret the answer in terms of the model. 8. (+) Apply the general Multiplication Rule in a uniform probability model, P(A and B) = P(A)P(B|A) = P(B)P(A|B), and interpret the answer in terms of the model. 9. (+) Use permutations and combinations to compute probabilities of compound events and solve problems.		
		Using Probability to Make Decisions (S-MD) **Use probability to evaluate outcomes of decisions. [**Introductory; apply counting rules.] 6. (+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator). 7. (+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).		

MATH III - INTEGRATED				
Math Claim #1 Concepts and Procedures **Math Claim #2 Problem Solving** **Math Claim #3 Communicating Reasoning** **Math Claim #4 Modeling and Data Analysis**				
Common Core Standards aligned to Focused IABs			**Curriculum Resource**	**Pacing Date**
Assessment Name	**Claim and Target**	**CCSS**		
		Number and Quantity		
		The Complex Number System (N-CN) **Use complex numbers in polynomial identities and equations.** [Polynomials with real coefficients; apply N.CN.9 to higher degree polynomials.] 8. (+) Extend polynomial identities to the complex numbers. 9. (+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.		
		Algebra		
		Seeing Structure in Expressions (A-SSE) **Interpret the structure of expressions.** [Polynomial and rational] 1. Interpret expressions that represent a quantity in terms of its context. a. Interpret parts of an expression, such as terms, factors, and coefficients. b. Interpret complicated expressions by viewing one or more of their parts as a single entity. 2. Use the structure of an expression to identify ways to rewrite it. **Write expressions in equivalent forms to solve problems.** 4. Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. For example, calculate mortgage payments		

		Arithmetic with Polynomials and Rational Expressions (A-APR) **Perform arithmetic operations on polynomials.** [Beyond quadratic] 1. Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials. Understand the relationship between zeros and factors of polynomials. 2. Know and apply the Remainder Theorem: For a polynomial p(x) and a number a, the remainder on division by x – a is p(a), so p(a) = 0 if and only if (x – a) is a factor of p(x). 3. Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial. **Use polynomial identities to solve problems.** 4. Prove polynomial identities and use them to describe numerical relationships. For example, the polynomial identity $(x^2 + y^2)\ 2 = (x^2 – y^2)^2 + (2xy)^2$ can be used to generate Pythagorean triples. 5. (+) Know and apply the Binomial Theorem for the expansion of $(x + y)^n$ in powers of x and y for a positive integer n, where x and y are any numbers, with coefficients determined for example by Pascal's Triangle.[1] 1. The Binomial Theorem may be proven by mathematical induction or by a combinatorial argument. **Rewrite rational expressions.** [Linear and quadratic denominators] 6. Rewrite simple rational expressions in different forms; write a(x)/b(x) in the form q(x) + r(x)/b(x), where a(x), b(x), q(x), and r(x) are polynomials with the degree of r(x) less than the degree of b(x), using inspection, long division, or, for the more complicated examples, a computer algebra system. 7. (+) Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.		
		Creating Equations (A-CED) **Create equations that describe numbers or relationships.** [Equations using all available types of expressions, including simple root functions] 1. Create equations and inequalities in one variable including ones with absolute value and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions. CA 2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.		

		3. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods. 4. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.		
		Reasoning with Equations and Inequalities (A-REI) **Understand solving equations as a process of reasoning and explain the reasoning.** [Simple radical and rational] 2. Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise. **Represent and solve equations and inequalities graphically.** [Combine polynomial, rational, radical, absolute value, and exponential functions.] 11. Explain why the x-coordinates of the points where the graphs of the equations y = f(x) and y = g(x) intersect are the solutions of the equation f(x) = g(x); find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where f(x) and/or g(x) are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.		
		Functions		
		Interpreting Functions F-IF **Interpret functions that arise in applications in terms of the context.** [Include rational, square root and cube root; emphasize selection of appropriate models.] 4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity. 5. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. 6. Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.		

		Analyze functions using different representations. [Include rational and radical; focus on using key features to guide selection of appropriate type of model function.] 7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions. c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior. e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude. 8. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. 9. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).		
		Building Functions (F-BF) **Build a function that models a relationship between two quantities.** [Include all types of functions studied.] 1. Write a function that describes a relationship between two quantities. b. Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model. **Build new functions from existing functions.** [Include simple, radical, rational, and exponential functions; emphasize common effect of each transformation across function types.] 3. Identify the effect on the graph of replacing f(x) by f(x) + k, kf(x), f(kx), and f(x + k) for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them. 4. Find inverse functions. a. Solve an equation of the form f(x) = c for a simple function f that has an inverse and write an expression for the inverse. For example, f(x) = (x + 1)/(x − 1) for x ≠ 1.		
		Linear, Quadratic, and Exponential Models (F-LE) **Construct and compare linear, quadratic, and exponential models and solve problems.** 4. For exponential models, express as a logarithm the solution to $ab^{ct} = d$ where a, c, and d are numbers and the base b is 2, 10, or e; evaluate the logarithm using technology. [Logarithms as solutions for exponentials]		

		4.1. Prove simple laws of logarithms. CA **4.2 Use the definition of logarithms to translate between logarithms in any base. CA** **4.3 Understand and use the properties of logarithms to simplify logarithmic numeric expressions and to identify their approximate values. CA**		
		Trigonometric Functions (F-TF) **Extend the domain of trigonometric functions using the unit circle.** 1. Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle. 2. Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle. 2.1 Graph all 6 basic trigonometric functions. CA **Model periodic phenomena with trigonometric functions.** 5. Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline		
		Geometry		
		Similarity, Right Triangles, and Trigonometry (G-SRT) **Apply trigonometry to general triangles.** 9. (+) Derive the formula A = 1/2 ab sin(C) for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side. 10. (+) Prove the Laws of Sines and Cosines and use them to solve problems. 11. (+) Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces).		
		Expressing Geometric Properties with Equations (G-GPE) **Translate between the geometric description and the equation for a conic section.** 3.1 Given a quadratic equation of the form $ax^2 + by^2 + cx + dy + e = 0$, use the method for completing the square to put the equation into standard form; identify whether the graph of the equation is a circle, ellipse, parabola, or hyperbola and graph the equation. [In Mathematics III, this standard addresses only circles and parabolas.] CA		

		Geometric Measurement and Dimension (G-GMD) **Visualize relationships between two-dimensional and three-dimensional objects.** 4. Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.		
		Modeling with Geometry (G-MG) **Apply geometric concepts in modeling situations.** 1. Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder). 2. Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot). 3. Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).		
		Statistics and Probability		
		Interpreting Categorical and Quantitative Data (S-ID) **Summarize, represent, and interpret data on a single count or measurement variable.** 4. Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.		
		Making Inferences and Justifying Conclusions (S-IC) **Understand and evaluate random processes underlying statistical experiments.** 1. Understand statistics as a process for making inferences about population parameters based on a random sample from that population. 2. Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?		

		Make inferences and justify conclusions from sample surveys, experiments, and observational studies. 3. Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each. 4. Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling. 5. Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant. 6. Evaluate reports based on data.		
		Using Probability to Make Decisions (S-MD) **Use probability to evaluate outcomes of decisions.** [Include more complex situations.] 6. (+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator). 7. (+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).		

KINDERGARTEN ELA				
ELA/Literacy Claim #1 Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts. **ELA/Literacy Claim #2 Students can produce effective writing for a range of purposes and audiences.** **ELA/Literacy Claim #3 Students can employ effective speaking and listening skills for a range of purposes and audiences.** **ELA/Literacy Claim #4 Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.**				
Common Core Standards aligned to Focused IABs		**Tools For Teachers Resource**	**Curriculum Resource**	**Pacing Date**
Assessment Name	**Claim and Target**	**CCSS**	**McGrawHill - Wonders** **Wonders Scope and Sequence Folder** **Wonders Standards at a Glance Folder**	
		Reading Standards for Literature		
		Key Ideas and Details 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, retell familiar stories, including key details. 3. With prompting and support, identify characters, settings, and major events in a story.		
		Craft and Structure 4. Ask and answer questions about unknown words in a text. (See grade K Language standards 4–6 for additional expectations.) CA 5. Recognize common types of texts (e.g., storybooks, poems, fantasy, realistic text). CA 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.		
		Integration of Knowledge and Ideas 7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). 9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.		

		Range of Reading and Level of Text Complexity 10. Actively engage in group reading activities with purpose and understanding. a. Activate prior knowledge related to the information and events in texts. CA b. Use illustrations and context to make predictions about text. CA		
		Reading Standards for Informational Text		
		Key Ideas and Details 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, identify the main topic and retell key details of a text. 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text		
		Craft and Structure 4. With prompting and support, ask and answer questions about unknown words in a text. (See grade K Language standards 4–6 additional expectations.) CA 5. Identify the front cover, back cover, and title page of a book. 6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.		
		Integration of Knowledge and Ideas 7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). 8. With prompting and support, identify the reasons an author gives to support points in a text. 9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).		
		Range of Reading and Level of Text Complexity 10. Actively engage in group reading activities with purpose and understanding. a. Activate prior knowledge related to the information and events in texts. CA b. Use illustrations and context to make predictions about text. CA		
		Reading Standards for Foundational Skills		

		Print Concepts 1. Demonstrate understanding of the organization and basic features of print. ● a. Follow words from left to right, top to bottom, and page by page. ● b. Recognize that spoken words are represented in written language by specific sequences of letters. ● c. Understand that words are separated by spaces in print. ● d. Recognize and name all upper- and lowercase letters of the alphabet.		
		Phonological Awareness 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). ● a. Recognize and produce rhyming words. ● b. Count, pronounce, blend, and segment syllables in spoken words. ● c. Blend and segment onsets and rimes of single-syllable spoken words. ● d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) ● e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. ● f. Blend two to three phonemes into recognizable words. CA		
		Phonics and Word Recognition 3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA ● a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sounds or many of the most frequent sounds for each consonant. ● b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. (Identify which letters represent the five major vowels [Aa, Ee, Ii, Oo, and Uu] and know the long and short sound of each vowel. More complex long vowel graphemes and spellings are targeted in the grade 1 phonics standards.) CA ● c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). ● d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.		
		Fluency		

		4. Read emergent-reader texts with purpose and understanding.		
		Writing Standards		
		Text Types and Purposes 1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .). 2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. 3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.		
		Production and Distribution of Writing 5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. 6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.		
		Research to Build and Present Knowledge 7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		
		Speaking and Listening Standards		
		Comprehension and Collaboration 1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. ● a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). ● b. Continue a conversation through multiple exchanges. 2. Confirm understanding of a text read aloud or information presented orally or through other		

		media by asking and answering questions about key details and requesting clarification if something is not understood. ● a. Understand and follow one- and twostep oral directions. CA 3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.		
		Presentation of Knowledge and Ideas		
		4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. 5. Add drawings or other visual displays to descriptions as desired to provide additional detail. 6. Speak audibly and express thoughts, feelings, and ideas clearly.		
		Language Standards		
		Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ● a. Print many upper- and lowercase letters. ● b. Use frequently occurring nouns and verbs. ● c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). ● d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). ● e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). ● f. Produce and expand complete sentences in shared language activities. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. ● a. Capitalize the first word in a sentence and the pronoun I. ● b. Recognize and name end punctuation. ● c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). ● d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.		
		Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. ● a. Identify new meanings for familiar words and apply them accurately (e.g., knowing		

		duck is a bird and learning the verb to duck). ● b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. 5. With guidance and support from adults, explore word relationships and nuances in word meanings. ● a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. ● b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). ● c. Identify real-life connections between words and their use (e.g., note places at school that are colorful). ● d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.		

1st GRADE ELA				
ELA/Literacy Claim #1 Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts. **ELA/Literacy Claim #2 Students can produce effective writing for a range of purposes and audiences.** **ELA/Literacy Claim #3 Students can employ effective speaking and listening skills for a range of purposes and audiences.** **ELA/Literacy Claim #4 Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.**				
Common Core Standards aligned to Focused IABs		**Tools For Teachers Resource**	**Curriculum Resource**	**Pacing Date**
Assessment Name	**Claim and Target**	**CCSS**	**McGrawHill - Wonders**	

			Wonders Scope and Sequence Folder Wonders Standards at a Glance Folder	
		Reading Standards for Literature		
		Key Ideas and Details 1. Ask and answer questions about key details in a text. 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. 3. Describe characters, settings, and major events in a story, using key details.		
		Craft and Structure 4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (See grade 1 Language standards 4–6 for additional expectations.) CA 5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. 6. Identify who is telling the story at various points in a text.		
		Integration of Knowledge and Ideas 7. Use illustrations and details in a story to describe its characters, setting, or events. 9. Compare and contrast the adventures and experiences of characters in stories.		
		Range of Reading and Level of Text Complexity 10. With prompting and support, read prose and poetry of appropriate complexity for grade 1. a. Activate prior knowledge related to the information and events in a text. CA b. Confirm predictions about what will happen next in a text. CA		
		Reading Standards for Informational Text		
		Key Ideas and Details		

		1. Ask and answer questions about key details in a text. 2. Identify the main topic and retell key details of a text. 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.		
		Craft and Structure 4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (See grade 1 Language standards 4–6 for additional expectations.) CA 5. Know and use various text structures (e.g., sequence) and text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. CA 6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.		
		Integration of Knowledge and Ideas 7. Use the illustrations and details in a text to describe its key ideas. 8. Identify the reasons an author gives to support points in a text. 9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).		
		Range of Reading and Level of Text Complexity 10. With prompting and support, read informational texts appropriately complex for grade 1. a. Activate prior knowledge related to the information and events in a text. CA b. Confirm predictions about what will happen next in a text. CA		
		Reading Standards for Foundational Skills		
		Print Concepts 1. Demonstrate understanding of the organization and basic features of print. ● a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).		
		Phonological Awareness 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). ● a. Distinguish long from short vowel sounds in spoken single-syllable words. ● b. Orally produce single-syllable words by blending sounds (phonemes), including		

		consonant blends. ● c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. ● d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).		
		Phonics and Word Recognition 3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA ● a. Know the spelling-sound correspondences for common consonant digraphs. ● b. Decode regularly spelled one-syllable words. ● c. Know final -e and common vowel team conventions for representing long vowel sounds. ● d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. ● e. Decode two-syllable words following basic patterns by breaking the words into syllables. ● f. Read words with inflectional endings. ● g. Recognize and read grade-appropriate irregularly spelled words.		
		Fluency 4. Read with sufficient accuracy and fluency to support comprehension. ● a. Read on-level text with purpose and understanding. ● b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ● c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		
		Writing Standards		
		Text Types and Purposes 1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. 3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide		

		some sense of closure.		
		Production and Distribution of Writing 5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing		
		Research to Build and Present Knowledge 7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		
		Speaking and Listening Standards		
		Comprehension and Collaboration 1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. ● a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). ● b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. ● c. Ask questions to clear up any confusion about the topics and texts under discussion. 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. ● a. Give, restate, and follow simple two-step directions. CA 3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.		
		Presentation of Knowledge and Ideas 4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. ● a. Memorize and recite poems, rhymes, and songs with expression. CA 5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings		

		6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)		
		Language Standards		
		Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ● a. Print all upper- and lowercase letters. ● b. Use common, proper, and possessive nouns. ● c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). ● d. Use personal (subject, object), possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). CA ● e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). ● f. Use frequently occurring adjectives. ● g. Use frequently occurring conjunctions (e.g., and, but, or, so, because). ● h. Use determiners (e.g., articles, demonstratives). ● i. Use frequently occurring prepositions (e.g., during, beyond, toward). ● j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. ● a. Capitalize dates and names of people. ● b. Use end punctuation for sentences. ● c. Use commas in dates and to separate single words in a series. ● d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. ● e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.		
		Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. ● a. Use sentence-level context as a clue to the meaning of a word or phrase. ● b. Use frequently occurring affixes as a clue to the meaning of a word. ● c. Identify frequently occurring root words (e.g., look) and their inflectional forms		

		(e.g., looks, looked, looking). 5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. ● a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. ● b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). ● c. Identify real-life connections between words and their use (e.g., note places at home that are cozy). ● d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings. 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).		

2nd GRADE ELA				
ELA/Literacy Claim #1 Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts. **ELA/Literacy Claim #2 Students can produce effective writing for a range of purposes and audiences.** **ELA/Literacy Claim #3 Students can employ effective speaking and listening skills for a range of purposes and audiences.** **ELA/Literacy Claim #4 Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.**				
Common Core Standards aligned to Focused IABs		**Tools For Teachers Resource**	**Curriculum Resource**	**Pacing Date**
Assessment Name	**Claim and Target**	**CCSS**	**McGrawHill - Wonders** **Wonders Scope and Sequence Folder** **Wonders Standards at a Glance Folder**	
		Reading Standards for Literature		
		Key Ideas and Details 1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. 2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. 3. Describe how characters in a story respond to major events and challenges.		
		Craft and Structure 4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language standards 4–6 for additional expectations.) CA 5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. 6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.		
		Integration of Knowledge and Ideas 7. Use information gained from the illustrations and words in a print or digital text to		

		demonstrate understanding of its characters, setting, or plot. 9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.		
		Range of Reading and Level of Text Complexity 10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.		
		Reading Standards for Informational Text		
		Key Ideas and Details 1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. 2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. 3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.		
		Craft and Structure 4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. (See grade 2 Language standards 4–6 for additional expectations.) CA 5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. 6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.		
		Integration of Knowledge and Ideas 7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. 8. Describe how reasons support specific points the author makes in a text. 9. Compare and contrast the most important points presented by two texts on the same topic		

		Range of Reading and Level of Text Complexity 10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.		
		Reading Standards for Foundational Skills		
		Phonics and Word Recognition 3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA ● a. Distinguish long and short vowels when reading regularly spelled one-syllable words. ● b. Know spelling-sound correspondences for additional common vowel teams. ● c. Decode regularly spelled two-syllable words with long vowels. ● d. Decode words with common prefixes and suffixes. ● e. Identify words with inconsistent but common spelling-sound correspondences. ● f. Recognize and read grade-appropriate irregularly spelled words.		
		Fluency 4. Read with sufficient accuracy and fluency to support comprehension. ● a. Read on-level text with purpose and understanding. ● b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ● c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		
		Writing Standards		
		Text Types and Purposes 1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. 2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. 3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event		

		order, and provide a sense of closure.		
		Production and Distribution of Writing 4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) CA 5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.		
		Research to Build and Present Knowledge 7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). 8. Recall information from experiences or gather information from provided sources to answer a question.		
		Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. CA		
		Speaking and Listening Standards		
		Comprehension and Collaboration 1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. ● a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways listening to others with care, speaking one at a time about the topics and texts under discussion). ● b. Build on others' talk in conversations by linking their comments to the remarks of others. ● c. Ask for clarification and further explanation as needed about the topics and texts under discussion. 2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.		

		● a. Give and follow three- and four-step oral directions. CA 3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.		
		Presentation of Knowledge and Ideas 4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. ● a. Plan and deliver a narrative presentation that: recounts a well-elaborated event, includes details, reflects a logical sequence, and provides a conclusion. CA 5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. 6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)		
		Language Standards		
		Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ● a. Use collective nouns (e.g., group). ● b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). ● c. Use reflexive pronouns (e.g., myself, ourselves). ● d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). ● e. Use adjectives and adverbs, and choose between them depending on what is to be modified. ● f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). ● g. Create readable documents with legible print. CA 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. ● a. Capitalize holidays, product names, and geographic names. ● b. Use commas in greetings and closings of letters. ● c. Use an apostrophe to form contractions and frequently occurring possessives. ● d. Generalize learned spelling patterns when writing words (e.g., cage badge; boy		

		boil). e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.		
		Knowledge of Language 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. ● a. Compare formal and informal uses of English.		
		Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. ● a. Use sentence-level context as a clue to the meaning of a word or phrase. ● b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). ● c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). ● d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). ● e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases in all content areas. CA 5. Demonstrate understanding of word relationships and nuances in word meanings. ● a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). ● b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).		

3rd GRADE ELA						
ELA/Literacy Claim #1 Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts. **ELA/Literacy Claim #2 Students can produce effective writing for a range of purposes and audiences.** **ELA/Literacy Claim #3 Students can employ effective speaking and listening skills for a range of purposes and audiences.** **ELA/Literacy Claim #4 Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.**						
Common Core Standards aligned to Focused IABs				**Tools For Teachers Resource**	**Curriculum Resource**	**Pacing Date**
Assessment Name	**Claim and Targets**	**Total Items Tested**	**Items Hand Scored**	**Interim Connections Playlist** **Complete Playlist for 3rd Grade ELA**	**McGrawHill - Wonders** **Wonders Grade 3 Scope and Sequence** **Standards at a Glance**	
FIAB: Make and Support Inferences (Literary) (added 24-25)	Claim 1, Targets 1: Claim 1, Targets 2: Claim 1, Targets 4:					
FIAB: Make and Support Inferences (Informational) (added 24-25)	Claim 1, Targets 8: Claim 1, Targets 9: Claim 1, Targets 11:					
Language and Vocabulary Use (15,0)	Claim 2, Target 8:	15	0	• Language and Vocabulary Use	Word List Unit 1 Word List Unit 2 Word List Unit 3 Word List Unit 4 Word List Unit 5 Word List Unit 6	
FIAB: Editing (15,0)	Claim 2, Target 9:	15	0	• Editing		
FIAB: Listen/Interpret (12,0)	Claim 3, Target 4:	12	0	• Listen/Interpret		

FIAB: Research: Interpret and Integrate (10,0)	Claim 4, Target 2:	10	0	• Research: Interpret and Integrate • Research • Performance Task		
FIAB: Research: Analyze Information (10,0)	Claim 4, Target 3:	10	0	• Research: Analyze Information • Research • Performance Task		
FIAB: Research: Use Evidence (10,0)	Claim 4, Target 4:	10	0	• Research: Use Evidence • Research • Performance Task		
FIAB: Write and Revise Opinion Texts (10,2)	Claim 2, Targets 6a, 6b	10	2	• Brief Writes • Revision • Write and Revise Opinion Text		
FIAB: Write and Revise Informational Texts (10,2)	Claim 2, Targets 3a, 3b	10	2	• Write and Revise Informational Texts • Brief Writes • Revision		
FIAB: Write and Revise Narratives (10,2)	Claim 2, Targets 1a: Claim 2, Targets 1b:	10	2	• Write and Revise Narratives • Brief Writes • Revision		

4th GRADE ELA

ELA/Literacy Claim # 1 Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
ELA/Literacy Claim # 2 Students can produce effective writing for a range of purposes and audiences.
ELA/Literacy Claim # 3 Students can employ effective speaking and listening skills for a range of purposes and audiences.
ELA/Literacy Claim # 4 Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.

Common Core Standards aligned to Focused IABs				Tools For Teachers Resource	Curriculum Resource	Pacing Date
Assessment Name	**Claim and Targets**	**Total Items Tested**	**Items Hand Scored**	**Interim Connections Playlist** **Complete Playlist for 4th Grade ELA**	**McGrawHill-Wonders** **Wonders Grade 4 Scope and Sequence**	
FIAB: Language and Vocabulary Use (13,0)	Claim 2, Target 8	13	0	• Language and Vocabulary Use		
FIAB: Editing (15,0)	Claim 2, Target 9	15	0	• Editing		
FIAB: Listen/Interpret (14,0)	Claim 3, Target 4	14	0	• Listen/Interpret		
FIAB: Research: Interpret and Integrate (12,0)	Claim 4, Target 2	12	0	• Research • Research: Interpret and Integrate • Performance Task		
FIAB: Research: Analyze Information (10,0)	Claim 4, Target 3	10	0	• Research • Research: Analyze Information • Performance Task		
FIAB: Research: Use Evidence (10,0)	Claim 4, Target 4	10	0	• Research • Research: Use Evidence • Performance Task		
FIAB: Write and Revise Opinion Texts (11,2)	Claim 2, Targets 6a, 6b	11	2	• Revisions • Brief Writes • Write and Revise Opinion Texts		
FIAB: Write and Revise Informational Texts (10,2)	Claim 2, Targets 3a, 3b	10	2	• Revisions • Write and Revise Informational Text • Brief Writes		
FIAB: Write and Revise Narratives (10,2)	Claim 2, Targets 1a, 1b	10	2	• Revisions • Write and Revise Narratives		

				• Brief Writes		

5TH GRADE ENGLISH

ELA/Literacy Claim # 1 Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
ELA/Literacy Claim # 2 Students can produce effective writing for a range of purposes and audiences.
ELA/Literacy Claim # 3 Students can employ effective speaking and listening skills for a range of purposes and audiences.
ELA/Literacy Claim # 4 Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.

Common Core Standards aligned to Focused IABs				Tools For Teachers Resource	Curriculum Resource	Pacing Date
Assessment Name	**Claim and Targets**	**Total Items Tested**	**Items Hand Scored**	**Interim Connections Playlist** **Complete Playlist for 5th Grade English**	**McGrawHill** All of the McGrawHill Units address some aspect of each of the Targets (Reading: Lit., Reading: Info. Text, Writing, Speaking & Listening, Language.) Refer to your Units Scope and Sequence (linked) for a more targeted approach. The Essential Questions for each of the 6 Units are listed below.	
FIAB: Language and Vocabulary Use (15,0)	Claim 2, Target 8	15	0	• Language and Vocabulary Use	Unit 1: Eureka! I've Got It: Where can an idea begin? • Essential Question: How do we get the things we need? • Essential Question: What can lead us to rethink an idea? • Essential Question: How can experiencing nature change the way you think about it? • Essential Question: How does technology lead to creative ideas? • Essential Question: What are the positive and negative effects of new technology? Unit 2: Taking the Next Step: What does it take to put a plan into actions? • Essential Question: What do good problem solvers do? • Essential Question: What can you do to get the information you need? • Essential Question: How do we investigate questions about nature? • Essential Question: When has a plan helped you accomplish a task? • Essential Question: What motivates you to accomplish a goal?	
FIAB: Editing (14,0)	Claim 2, Target 9	14	0	• Editing		
FIAB: Listen/Interpret (14,0)	Claim 3, Target 4	14	0	• Listen/Interpret • Performance Task		
FIAB: Research: Interpret and Integrate (12,0)	Claim 4, Target 2	12	0	• Performance Task • Research: Interpret and Integrate • Research		
FIAB: Research: Analyze Information (10,0)	Claim 4, Target 3	10	0	• Performance Task • Research • Research: Analyze Information		
FIAB: Research: Use Evidence (10,0)	Claim 4, Target 4	10	0	• Research: Use Evidence • Performance Task • Research		
FIAB: Write and Revise Opinion Texts (10,2)	Claim 2, Targets 6a, 6b	10	2	• Brief Writes • Write and Revise Opinion Text • Revisions		

FIAB: Write and Revise Informational Texts (10,2)	Claim 2, Targets 3a, 3b	10	2	• Write and Revise Informational Text • Brief Writes • Revisions • Performance Task	Unit 3: Getting from Here to There: What kinds of experiences can lead to new discoveries? • Essential Question: What can learning about different cultures teach us? • Essential Question: How can learning about nature be useful? • Essential Question: Where can you find patterns in nature? • Essential Question: What benefits come from people working as a group? • Essential Question: How do we explain what happened in the past? Unit 4: It's Up to You: How do we decide what's important? • Essential Question: What kinds of stories do we tell? Why do we tell them? • Essential Question: What can you discover when you give things a second look? • Essential Question: What can people do to bring about a positive change? • Essential Question: Why are natural resources valuable? • Essential Question: How do you express that something is important to you? Unit 5: New Perspectives: In what ways can things change? • Essential Question: What experiences can change the way you see yourself and the world around you? • Essential Question: How do shared experiences help people adapt to change? • Essential Question: What changes in the environment affect living things? • Essential Question: How can scientific knowledge change over time? • Essential Question: How do natural events and human activities affect the environment? Unit 6: Linked In: How are we all connected? • Essential Question: How do different groups contribute to a cause? • Essential Question: What actions can we take to get along with others?	
FIAB: Write and Revise Narratives (10,2)	Claim 2, Targets 1a, 1b	10	2	• Brief Writes • Write and Revise Narratives • Revisions		

					• Essential Question: How are living things adapted to their environment? • Essential Question: What impact do our actions have on our world? • Essential Question: What can our connections to the world teach us?	

6TH GRADE ENGLISH

ELA/Literacy Claim # 1 Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
ELA/Literacy Claim # 2 Students can produce effective writing for a range of purposes and audiences.
ELA/Literacy Claim # 3 Students can employ effective speaking and listening skills for a range of purposes and audiences.
ELA/Literacy Claim # 4 Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.

Common Core Standards aligned to Focused IABs				Tools For Teachers Resource	Curriculum Resource	Pacing Date
Assessment Name	**Claim and Targets**	**Total Items Tested**	**Items Hand Scored**	**Interim Connections Playlist** **Complete Playlist for 6th Grade English**	**McGrawHill** All of the McGrawHill Units address some aspect of each of the Targets (Reading: Lit., Reading: Info. Text, Writing, Speaking & Listening, Language.) Refer to your Units Scope and Sequence (linked) for a more targeted approach. There are 4 Units, summarized below.	
FIAB: Language and Vocabulary Use (15,0)	Claim 2, Target 8	15	0	• Language and Vocabulary Use	Unit 1: Turning Points: What happens when life changes direction? • Hatchet and accompanying texts • The Story of My Life and accompanying texts Unit 2: Ancient Realms: How does history inform and inspire us? • Various Informational Texts • The Lightning Thief and accompanying texts Unit 3: Facing Challenges: When should we stand up for others and ourselves? • A Wrinkle in Time • The Monsters Are Due on Maple Street and accompanying texts • Roll of Thunder, Hear My Cry and accompanying texts Unit 4: Our Heroes: What does it mean to be a hero? • Rosa Parks: My Story • The Story Behind the Bus • "Rosa" • Freedom Walkers: The Story of the Montgomery Bus	
FIAB: Editing (14,0)	Claim 2, Target 9	14	0	• Editing		
FIAB: Listen/Interpret (15,0)	Claim 3, Target 4	15	0	• Listen/Interpret		
FIAB: Research: Analyze and Integrate Information (10,0)	Claim 4 Target 2	10	0	• Research: Analyze and Integrate Information • Research • Performance Task		
FIAB: Research: Evaluate Information and Sources (12,0)	Claim 4, Target 3	12	0	• Research: Evaluate Information and Sources • Research • Performance Task		
FIAB: Research: Use Evidence (10,0)	Claim 4, Target 4	10	0	• Research • Performance Task • Research: Use Evidence		
FIAB: Write and Revise Explanatory Texts (10,2)	Claim 2, Targets 3a, 3b	10	2	• Write and Revise Explantory Text • Brief Writes		

				• Revisions	Boycott and accompanying texts	
FIAB: Write and Revise Narratives (11,2)	Claim 2, Targets 1a, 1b	11	2	• Write and Revise Narratives • Brief Writes • Revisions		
FIAB: Write and Revise Argumentative Texts (12,2)	Claim 2, Targets 6a, 6b	12	2	• Write and Revise Argumentative Text in Development • Brief Writes • Revisions		

7TH GRADE ENGLISH

ELA/Literacy Claim # 1 Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
ELA/Literacy Claim # 2 Students can produce effective writing for a range of purposes and audiences.
ELA/Literacy Claim # 3 Students can employ effective speaking and listening skills for a range of purposes and audiences.
ELA/Literacy Claim # 4 Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.

Common Core Standards aligned to Focused IABs				Tools For Teachers Resource	Curriculum Resource	Pacing Date
Assessment Name	**Claim and Targets**	**Total Items Tested**	**Items Hand Scored**	**Interim Connections Playlist** **Complete Playlist for 7th Grade English**	**McGrawHill** All of the McGrawHill Units address some aspect of each of the Targets (Reading: Lit., Reading: Info. Text, Writing, Speaking & Listening, Language.) Refer to your Units Scope and Sequence (linked) for a more targeted approach. There are 4 Units, summarized below.	
FIAB: Language and Vocabulary Use (15,0)	Claim 2, Target 8	15	0	• Language and Vocabulary Use • Read Informational Texts	Unit 1: In Pursuit: What drives us to undertake a mission? • Various Informational Texts • The Hobbit and accompanying texts • The Call of the Wild and accompanying texts Unit 2: The Powers that Be: What should be the principles of a just society? • Gladiator - Informational • "The Lottery" - Literature • The Giver and accompanying texts Unit 3: Justice Served: Why is it essential to defend human rights? • Mother Jones: Fierce Fighter for Worker' Rights • "Speech to the Young: Speech to the Progress-Toward" • Flesh and Blood So Cheap: The Triangle Fire and Its Legacy • About Cesar • "Elegy on the Death of Cesar Chavez" • Harriet Tubman: Conductor on the Underground Railroad and accompanying texts	
FIAB: Editing (13,0)	Claim 2, Target 9	13	0	• Editing • Read Informational Texts		
FIAB: Listen/Interpret (15,0)	Claim 3, Target 4	15	0	• Research • Research: Use Evidence • Performance Task • Listen and Interpret		
FIAB: Research: Analyze and Integrate Information (12,0)	Claim 4, Target 2	12	0	• Research • Research: Analyze and Integrate Information • Performance Task		
FIAB: Research: Evaluate Information and Sources (12,0)	Claim 4, Target 3	12	0	• Research • Research: Evaluate Information and Sources • Performance Task		
FIAB: Research: Use Evidence (10,0)	Claim 4, Target 4	10	0	• Research • Research: Use Evidence • Performance Task		

FIAB: Write and Revise Argumentative Texts (10,2)	Claim 2, Targets 6a, 6b	10	2	• Revisions • Brief Writes • Write and Revise Argumentative Text	Unit 4: Getting Along: What are the challenges of human interactions? • The Outsiders and accompanying texts • The Miracle Worker and accompanying texts	
FIAB: Write and Revise Explanatory Texts (11,2)	Claim 2, Targets 3a, 3b	11	2	• Revisions • Brief Writes • Write and Revise Explanatory Texts		
FIAB: Write and Revise Narratives (10,20)	Claim 2, Targets 1a, 1b	10	2	• Revisions • Write and Revise Narratives • Brief Writes		

8TH GRADE ENGLISH

ELA/Literacy Claim # 1 Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
ELA/Literacy Claim # 2 Students can produce effective writing for a range of purposes and audiences.
ELA/Literacy Claim # 3 Students can employ effective speaking and listening skills for a range of purposes and audiences.
ELA/Literacy Claim # 4 Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.

Common Core Standards aligned to Focused IABs				Tools For Teachers Resource	Curriculum Resource	Pacing Date
Assessment Name	**Claim and Targets**	**Total Items Tested**	**Items Hand Scored**	**Interim Connections Playlist** **Complete Playlist for 8th Grade English**	**McGrawHill** All of the McGrawHill Units address some aspect of each of the Targets (Reading: Lit., Reading: Info. Text, Writing, Speaking & Listening, Language.) Refer to your Units Scope and Sequence (linked) for a more targeted approach. There are 4 Units, summarized below.	
FIAB: Listen/Interpret (15,0)	Claim 3, Target 4	15	0	• Listen/Interpret	Unit 1: Suspense!: What attracts us to stories of suspense? • Various Texts • Lord of the Flies and accompanying texts Unit 2: In Time of War: What does our response to conflict say about us? • Various Texts • The Diary of Anne Frank: A Play and accompanying texts Unit 3: A Moral Compass: How can life experiences shape our values? • Various Texts • The Adventures of Tom Sawyer (Chapter 2) and accompanying texts Unit 4: The Civil War: How did the War Between the States redefine America? • "House Divided Speech" • Narrative of the Life of Frederick Douglass, An American Slave and accompanying texts	
FIAB: Editing (14,0)	Claim 2, Target 9	14	0	• Editing		
FIAB: Language and Vocabulary Use (14,0)	Claim 2, Target 8	14	0	• Language and Vocabulary Use		
FIAB: Research: Analyze and Integrate Information (11,0)	Claim 4, Target 2	11	0	• Performance Task • Research • Research: Analyze and Integrate Information		
FIAB: Research: Evaluate Information and Sources (12,0)	Claim 4, Target 3	12	0	• Performance Task • Research: Evaluate Information and Sources • Research		
FIAB: Research: Use Evidence (10,0)	Claim 4, Target 4	10	0	• Performance Task • Research: Use Evidence • Research		
FIAB: Write and Revise Explanatory Texts (12,2)	Claim 2, Targets 3a, 3b	12	2	• Revisions • Write and Revise Explanatory Text		

FIAB: Write and Revise Narratives (10,3)	Claim 2, Targets 1a, 1b	10	3	• Write and Revise Narratives • Brief Writes • Revisions		
FIAB: Write and Revise Argumentative Texts** (10,2)	Claim 2, Targets 6a, 6b	10	2	• Brief Writes • Revisions • Write and Revise Argumentative Text		

11TH GRADE ENGLISH

ELA/Literacy Claim # 1 Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
ELA/Literacy Claim # 2 Students can produce effective writing for a range of purposes and audiences.
ELA/Literacy Claim # 3 Students can employ effective speaking and listening skills for a range of purposes and audiences.
ELA/Literacy Claim # 4 Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.

Common Core Standards aligned to Focused IABs				Tools For Teachers Resource	Curriculum Resource	Pacing Date
Assessment Name	**Claim and Targets**	**Total Items Tested**	**Items Hand Scored**	**Interim Connections Playlist** **Complete Playlist for 11th Grade English**	**McGrawHill**	
FIAB: Make and Support Inferences (Literary) (Added 24-25) (15,0)	Claim 1, Targets 1, 2, 4	15	0	•		
FIAB: Make and Support Inferences (Informational) (Added 24-25) (14,0)	Claim 1, Targets 8, 9, 11	14	0	•		
FIAB: Write and Revise Narratives (14,0)	Claim 2, Targets 1a: Write Brief Texts; 1b: Revise Brief Texts	14	0	•		
FIAB: Write and Revise Explanatory Texts (11,0)	Claim 2, Targets 3a: Write Brief Texts; 3b: Revise Brief Texts	11	0	•		
FIAB: Write and Revise Argumentative Texts (12,0)	Claim 2, Targets 6a: Write Brief Texts; 6b: Revise Brief Texts	12	0	•		
FIAB: Language and Vocabulary Use (10,0)	Claim 2, Target 8: Language & Vocabulary Use	10	0	•		
FIAB: Editing (12, 2)	Claim 2, Target 9: Editing	12	2	•		
FIAB: Listen/Interpret (10,3)	Claim 3, Target 4: Listen and Interpret	10	3	•		
FIAB: Research: Analyze and Integrate Information (10,2)	Claim 4, Target 2: Analyze and Integrate Information	10	2	•		

FIAB: Research: Evaluate Information and Sources	Claim 4, Target 3: Evaluate Information and Sources					
FIAB: Research: Use Evidence	Claim 4, Target 4: Use Evidence					

Goal Description for Goal 3: Curriculum Map

Goal 3: Lead the Initiative to create a curriculum map or projection that will be shared with faculty, staff and stakeholder and describes a cohesive academic plan for K-12. The document will outline what students are expected to know and be able to do (content and skills) each semester at each grade level, it will include examples of assessments that match the level of rigor of the state assessment, include common instructional strategies and samples of instructional units. In addition to creating a cohesive and vertically aligned education plan for TEACH, this initiative is designed to be the foundation to implement common planning and instructional strategies that will become part of a cycle of continuous improvement.

Deliverables:

a. Audit the existing curriculum to identify gaps in alignment with state standards for ELA, math and science.

b. Plot the standards in a curriculum map showing when they will be taught. Identify key power standards. **Complete steps a and b by October 31, 2024 .** Report to board on progress at the November meeting. Make the curriculum map “public” to faculty and staff.

c. Add common instructional strategies to be used into the curriculum map. Support Principals to provide PD and to implement common instructional strategies.

d. Develop common assessments that evaluate whether or not a student has mastered power standards. **Complete steps c and d by April 30, 2025** share progress with the board at April or May meeting. (ie support Principals to implement common rubrics to evaluate writing across disciplines).