TEACH Public Schools

TEACH, Inc. Regular Board Meeting

Date and Time

Tuesday June 10, 2025 at 5:00 PM PDT

Location

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:

Topic: TEACH Inc. Regular Board Meeting
Time: Jun 10, 2025 05:00 PM Pacific Time (US and Canada)
Join Zoom Meeting
https://teachpublicschools-org.zoom.us/j/81026259321

Meeting ID: 810 2625 9321

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Meeting ID: 810 2625 9321
Find your local number: https://teachpublicschools-org.zoom.us/u/kdcZE7mNbh

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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

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 Approve the Minutes from the May 27, 2025 Regular Board meeting	Vote	Cecilia Sandoval	3 m
III.	**Items for Potential Action**			**5:10 PM**
A.	Executive Director Report	Discuss	Matthew Brown	5 m
B.	Introduction of Chief Academic & Strategic Initiatives Officer (CASI)	FYI	Matthew Brown	5 m

Description:
The Board will be formally introduced to **Sione Thompson**, recently appointed as TEACH Inc.'s Chief Academic and Strategic Initiatives Officer (CASI). Mr. Thompson brings deep experience in instructional leadership and organizational improvement, having previously served as TEACH Inc.'s CSI Coordinator and as Principal of TEACH Tech Charter High School.

		Purpose	Presenter	Time

As CASI, Mr. Thompson will oversee instructional quality, school improvement efforts, and the coaching and evaluation of school site leaders. He will also support the implementation of 2025–26 staffing and academic plans, now finalized, and begin developing a systemwide framework for data-driven instructional strategy.

This item serves as an official introduction and update on the CASI role as part of TEACH Inc.'s academic leadership structure and next steps related to principal placement and academic leadership.

Recommended Action:
None—informational item only.

C.	2025-2026 TEACH Inc. Budgets for All Sites - TEACH Tech High , TEACH Academy Middle School , TEACH Prep Elementary School	Vote	Richard McNeel	10 m

Description:
The Board is asked to adopt the proposed FY2025–26 operating budget for TEACH Inc., including TEACH Academy of Technologies, TEACH Tech Charter High School, TEACH Preparatory Elementary, and the central office. The budget reflects updated ADA assumptions, revenue forecasts, and staffing plans for the upcoming fiscal year. All schools and the central office are projected to operate with a surplus and meet bond covenant requirements for debt service coverage and cash reserves .

Key highlights include:

Projected surpluses across all entities, with fund balances maintained or increased
Total revenue of ~$24.9M across all entities
Average cash balances exceeding 200+ days on hand at each school site
Adjustments for COLA and the expiration of COVID-related one-time grants
Multi-year projections demonstrating continued fiscal stability and positive fund balances

Recommended Action:
Adopt the FY2025–26 Proposed Operating Budget as presented.

D.	Consideration of the Education Protection Accounts for TEACH Prep Elementary, TEACH	Vote	Richard McNeel	5 m

		Purpose	Presenter	Time

Academy of Technologies, and TEACH Tech Charter High School

The **Education Protection Account (EPA)** -the primary purpose is to provide public schools with a stable source of supplemental funding. The EPA allocates a portion of the state's personal income tax revenues directly to school districts, charter schools, and county offices of education.

These funds must be used to support classroom instruction and cannot be spent on administrative salaries or benefits. Schools are required to publicly report on how they use EPA funds each year, ensuring transparency and accountability in how these dollars support student learning.

The EPAs show funds received, how funds were spent, and compliance with legal requirements. The EPAs are board approved annually.

Recommendation: Approve the EPAs for TEACH Prep Academy, TEACH Academy of Technologies, and TEACH Tech Charter High School.

E.	Consideration of the Expenditure Report for the Prop 28 Arts and Music Grant	Vote	Richard McNeel	5 m

Proposition 28 (passed in 2022) provides dedicated funding to expand arts and music education in California's K-12 public schools. Schools receive additional funding (about 1% of the state's K-12 budget) to support arts and music programs.

Expenditure Reporting: Schools must report to their boards (and ultimately to the California Department of Education) on how they spent these funds. Reports should cover:
How the funds were used (e.g., hiring arts teachers, purchasing supplies, expanding arts programs).
Alignment with program goals (e.g., broadening access to arts and music education).
Compliance with any expenditure restrictions (e.g., funds cannot supplant existing arts funding).

These reports help ensure transparency and accountability, showing that the funds directly support arts and music education, especially for underserved students.

Recommendation: Approve the Expenditure Reports for the Prop 28 Arts and Music Grant

		Purpose	Presenter	Time
F.	Consider the Local Control and Accountability Plan for TEACH Prep Elementary, TEACH Academy of Technologies, and TEACH Tech Charter High School for the 2025-2026 School Year	Vote	Beth Bulgeron	5 m

Description: **LCAPs (Local Control and Accountability Plans)** are annual plans required for all California school districts, charter schools, and county offices of education. They outline goals, actions, services, and expected outcomes to improve student outcomes, especially for high-need students (low-income, English learners, foster youth). LCAPs are part of the state's Local Control Funding Formula (LCFF), which aims to give districts more flexibility and accountability in how they use funds to meet local needs. This is year 2 of a three-year LCAP cycle and this LCAP presentation shows the goals that each school created last year, the action plans aligned to the goals, progress on implementation and any changes made to either the goals, targets or strategies.

The Budget Summary for parents gives an easy to read summary of the budget.

Recommendation: Approve the Local Control and Accountability Plan for TEACH Prep Elementary, TEACH Academy of Technologies, and TEACH Tech Charter High School for the 2025-2026 School Year.

G.	Consideration of the TEACH Bonus Resolution 2025-2026	Vote	Matthew Brown	5 m

Description:
The Board is asked to approve a resolution authorizing two discretionary bonus distributions:

SCS Performance Bonuses (FY2024–25):
Based on $13,000 in net revenue generated by Strategic Charter Solutions (SCS) in FY2024–25, and in accordance with the **SCS Revenue Sharing and Compensation Policy approved on May 27, 2025**, the Board is asked to authorize the distribution of $9,750 (75%) to the two contributing staff members. Bonuses will be paid in June 2025, prior to the close of the fiscal year.
Retention Bonuses (FY2025–26):

		Purpose	Presenter	Time

The Board is also asked to authorize the FY2025–26 retention bonus resolution, providing up to 5% of base salary to eligible employees, contingent upon continued employment and site-level performance criteria.
The bonus will be issued in two equal installments:

2.5% in July 2025 for 12-month employees and September for 11-month employees
2.5% in December 2025 for all eligible employees (both 12- and 11-month)

The resolution ensures alignment with prior years' practice and supports strategic goals related to staff retention and performance-based incentives.

Recommended Action:
Approve the *Board Resolution Regarding FY2024–25 SCS Bonuses and FY2025–26 Retention Bonuses*.

H.	Consider the 2024-2025 Local Indicator Reports for TEACH Prep Elementary, TEACH Academy of Technologies, and TEACH Tech Charter High School	Vote	Enrique Robles	5 m

The Local Indicator Report for 2024-2025 Discusses TEACH's data from 2024-2025 related to the areas the state has identified as top priorities:

- **Priority 1:** Basic Services and Conditions
- **Priority 2:** Implementation of State Academic Standards
- **Priority 3:** Parent and Family Engagement
- **Priority 6:** School Climate
- **Priority 7:** Access to a Broad Course of Study

Recommendation: Approve the Local Indicator Reports for TEACH Prep Elementary, TEACH Academy of Technologies, and TEACH Tech Charter High School.

I.	Consideration of 2025–2026 CharterSAFE Insurance Membership Renewal	Vote	Matthew Brown	3 m

Description:
The Board is asked to approve the renewal of TEACH Inc.'s annual membership with CharterSAFE, a nonprofit joint powers authority (JPA) providing insurance, risk management, and safety services to California charter schools.

		Purpose	Presenter	Time

The proposed **total contribution for the 2025–26 policy year is $331,160**, which includes:

$246,651 for the Liability & Property Package (including D&O, EPL, CSA, Cyber, and Property coverage)
$84,509 for Workers' Compensation & Employer's Liability coverage

Coverage is effective from **July 1, 2025, through June 30, 2026**, and includes continued access to CharterSAFE's expanded member services, such as:

PREVENT training for childhood sexual assault prevention
HR certification programs
Risk control evaluations and site inspections
Dedicated claims, legal, and HR consulting support

This renewal maintains TEACH Inc.'s alignment with high-standard charter-specific coverage and provides important protection as the insurance market continues to tighten.

Recommended Action:
Approve the 2025–2026 CharterSAFE membership renewal at a total contribution cost of $331,160 and authorize the Executive Director to execute the Member Renewal Acceptance via the CharterSAFE portal.

J.	Consider and Approve the Attendance Recovery Policy	Vote	Enrique Robles	3 m

Under AB 1604, **Expanded Learning Opportunities (ELOs)** – including certain before-school, after-school, intersession, and summer school programs – can now be used to recover ADA lost due to student absences.
Key Details:
Schools can claim attendance credit for students who make up missed instructional time through these expanded learning activities.
This recovery can apply to absences from illness, family emergencies, or other excused absences.
Schools must track and document students' participation in these programs to claim attendance credit.

		Purpose	Presenter	Time
	Recommendation: Approve the Attendance Recovery Policy for TEACH Public Schools			
K.	Consideration the Updated 2025-2026 TEACH Employee Handbook	Vote	Maria Pimienta	5 m

The employee handbook for the 2025–2026 school year has been updated. Most of the revisions are minor and straightforward. For instance, all references to “CFO/COO” have been removed and replaced accordingly, and mentions of the “Superintendent” have been changed to CEO. Additionally, a note was added on page 59 stating that teachers and all employees should maintain nails at a professional length to help prevent any potential safety issues. Overall, the changes are simple and not as substantial as those made in previous years.

Recommendation: Approve the 2025-2026 Employee Handbook

L.	Consider the Consultant Services Agreements with After-School All-Stars LA (ASAS LA)	Vote	Enrique Robles	5 m

This agenda item seeks board approval of the 2025-2026 agreements between TEACH Academy of Technologies (TAT) and TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary (TP) with After-School All-Stars LA (ASAS LA). The agreements cover after-school program services including staffing, materials, program management, and compliance with ASES grant requirements. The contract amount not to exceed $165,146.67 for TAT and $153,612.13 for TP will be effective from July 1, 2025, through June 30, 2026. ASAS LA will ensure insurance coverage, incident reporting, and background clearance compliance for staff involved in the programs.

M.	Consideration of One-Year Extension of Business Services Agreement with Charter Impact	Vote	Matthew Brown	3 m

The Board is asked to approve a one-year extension of the existing Management and Accounting Services Agreement with Charter Impact, Inc., which provides TEACH Inc. with business operations support including accounting, budgeting, payroll, student data reporting, compliance, and strategic planning. The extension is effective **June 1, 2025 through June 30, 2026**, and continues all services and terms under the agreement originally approved on August 29, 2024, including a COLA annual fee escalation as outlined in Section 3.01 . No changes to scope or pricing methodology are proposed beyond the automatic renewal terms authorized under Section 2.02 .

		Purpose	Presenter	Time

Charter Impact has supported TEACH Inc. for over a decade and remains a key partner in the organization's financial management and compliance operations .

Recommended Action:
Approve the one-year extension of the Charter Impact Management and Accounting Services Agreement through June 30, 2026.

IV. Closing Items — 6:14 PM

A.	Board or Public Comment	FYI	Cecilia Sandoval	5 m
B.	Upcoming Meeting Date: July 29th, 2025 at 5 pm	FYI	Cecilia Sandoval	1 m

The next Regular meeting will be held on July 29th at 5 pm.

C.	Adjourn Meeting	Discuss	Cecilia Sandoval	

Coversheet

Approve the Current Agenda and Approve the Minutes from the May 27, 2025 Regular Board meeting

Section: II. Consent Items
Item: A. Approve the Current Agenda and Approve the Minutes from the May 27, 2025 Regular Board meeting
Purpose: Vote
Submitted by:
Related Material: 2025_05_27_board_meeting_minutes.pdf

DRAFT

TEACH Public Schools

Minutes

TEACH, Inc. Regular Board Meeting

Date and Time
Tuesday May 27, 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, Inc. Regular Board Meeting
Time: May 27, 2025 05:00 PM Pacific Time (US and Canada)
Join Zoom Meeting
https://teachpublicschools-org.zoom.us/j/83491491728
Meeting ID: 834 9149 1728

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• +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
• +1 312 626 6799 US (Chicago)
Meeting ID: 834 9149 1728
Find your local number: https://teachpublicschools-org.zoom.us/u/keRzAhrDi

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www.teachpublicschools.org

Directors Present

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

Directors Absent

None

Guests Present

B. Bulgeron (remote)

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

C. Public Comment

There was no public comment.

II. Consent Items

A. Approve the Current Agenda and Approve the Minutes from the April 29, 2025 Regular Board meeting and the Special Board Meeting from May 6, 2025

J. Lobdell made a motion to approve the minutes from April 29, 2025 Meeting TEACH, Inc. Regular Board Meeting on 04-29-25.
M. Maye seconded the motion.
The board **VOTED** to approve the motion.

Roll Call	
J. Lobdell	Aye
M. Maye	Aye
A. Dragon	Aye

Roll Call

C. Sandoval Aye

J. Lobdell made a motion to approve the minutes from the May 6, 2025 Special Meeting TEACH, Inc. Special Board Meeting on 05-06-25.

M. Maye seconded the motion.

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

Roll Call

C. Sandoval Aye

A. Dragon Aye

M. Maye Aye

J. Lobdell Aye

J. Lobdell made a motion to Approve the Consent Agenda.

M. Maye seconded the motion.

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

Roll Call

M. Maye Aye

A. Dragon Aye

J. Lobdell Aye

C. Sandoval Aye

III. Items for Potential Action

A. Interim Executive Director Report

Matt Brown gave the ED report. Matt set the framework for several items on the board's agenda and described his vision for consolidating functions under fewer positions to increase efficiency, clarity and accountability.

B. Consideration and Possible Approval of Executive Director Appointment and Employment Agreement

J. Lobdell made a motion to Appoint Matt Brown as Executive Director and Approve the ED Employment Agreement.

M. Maye seconded the motion.

Matt explained the redundancies in the CEO, COO, CFO, Superintendent, Data position org structure and explained how the functions of the CEO are already assumed by the CFO/COO and that the Superintendent related functions should be absorbed by a new position that will provide clear support for the Principals.

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

Roll Call

A. Dragon Aye

M. Maye Aye

C. Sandoval Aye

J. Lobdell Aye

C.

Consideration of Updated Organizational Chart and Executive Leadership Structure

J. Lobdell made a motion to Approve the Updated Organization Chart and Leadership Structure.
A. Dragon seconded the motion.
Mr. Brown explained the update to the organization chart which reflects the consolidation he discussed in his report. He explained the chart to the board and emphasized that it provides needed clarity and accountability by having a clear chain of command.
The board **VOTED** to approve the motion.

Roll Call

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

D. Presentation on the Current Financials

Mr. Brown provided the financials and explained that this month's financial report is very similar to last months report and that staff is in the process of closing out the financials for the year.

E. Review of 2025–26 Draft Budget (Informational Only)

Mr. Brown provided the draft budgets for the board to review at their leisure (documents included in packet). He explained that this was a forecast that will be broken down into the LCAPs and staff is working on finalizing these budgets over the next few weeks to present at the June board meeting for approval. Matt encouraged board members to reach out to him for additional clarification or discussion of the budget.

F. Consideration and Possible Approval of Strategic Charter Solutions (SCS) Revenue Sharing and Compensation Policy

J. Lobdell made a motion to Approve the Strategic Charter Solutions Revenue Sharing and Compensation Policy and Allow Staff to Modify DBA Name.
A. Dragon seconded the motion.
Mr. Brown explained that the Revenue Sharing and Compensation Policy was designed to provide the non-profit with 25% of earnings and provide the employees working on any particular project 75% of earnings. This is to support the growth of new business and to incentivize taking on additional projects and developing business relationships.
The board **VOTED** to approve the motion.

Roll Call

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

G. Consideration and Possible Approval of Updated Fiscal Policy

A. Dragon made a motion to Approve the Updated Fiscal Policy.
M. Maye seconded the motion.
Mr. Brown presented the updated fiscal policy and explained the policy reflects the updated organization chart.
The board **VOTED** to approve the motion.

Roll Call

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

H. Bank Account Signatory Authorization – Director of Business Services & Administration

J. Lobdell made a motion to Approve the Director of Business Services and Administration as a Bank Account Signatory.
A. Dragon seconded the motion.
Mr. Brown explained the need to add an additional Bank Signatory. The board asked about current signers and the policy around the number of signers for different amounts. Matt explained the policy in detail.
The board **VOTED** to approve the motion.

Roll Call

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

I. Consider and Approve the Proposed 2025- 2026 Meeting Dates

M. Maye made a motion to Approve the 2025-2026 Board Meeting Dates.
J. Lobdell seconded the motion.
Beth presented the proposed board meeting dates and explained that most were scheduled on the last Tuesday of each month with the exception of November and December. Meetings will remain at 5 pm.
The board **VOTED** to approve the motion.

Roll Call

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

J. Nominate and Elect a New Board Secretary

A. Dragon made a motion to Appoint Board Member Marc Maye as the new Board Secretary.
J. Lobdell seconded the motion.
Board Chair Sandoval introduced the agenda item and encouraged members to volunteer for the position. Member Maye volunteered to serves as secretary.
The board **VOTED** to approve the motion.

Roll Call

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

K. Consider and Approve the Updated Bylaws

J. Lobdell made a motion to Approve the Updated Bylaws.
A. Dragon seconded the motion.
Beth presented the updated bylaws and explained the updates.
The board **VOTED** to approve the motion.

Roll Call

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

L. Consideration and Possible Approval of a Board Recruitment Committee

J. Lobdell made a motion to Form an Ad Hoc Board Recruitment Committee to include Chair Sandoval and Member Austin Dragon.
M. Maye seconded the motion.
Beth explained the purpose of an Ad Hoc Committee and the its term.
The board **VOTED** to approve the motion.

Roll Call

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

M. Consider and Approve the Following Vendor Contracts: Night Cleaning Services- Irresistible Cleaning Inc.; Crossing Guard Services- Los Angeles Executive Group

M. Maye made a motion to Approve the Vendor Contracts for Night Cleaning Services with Irresistible Cleaning Inc, and Crossing Guard Services with Los Angeles Executive Group.
A. Dragon seconded the motion.

Beth presented the contracts and explained the previous business relationship with the vendors.
The board **VOTED** to approve the motion.

Roll Call	
C. Sandoval	Aye
A. Dragon	Aye
M. Maye	Aye
J. Lobdell	Aye

N. Consider and Approval of Form J-13A Submission for Instructional Time Recovery Due to January 2025 Wildfire Closures at All TEACH Schools

A. Dragon made a motion to Approve the Form J-13A Submission for Instructional Time Recovery.
J. Lobdell seconded the motion.
Beth introduced the J-13 A form and explained its purpose.
The board **VOTED** to approve the motion.

Roll Call	
J. Lobdell	Aye
A. Dragon	Aye
C. Sandoval	Aye
M. Maye	Aye

IV. Closing Items

A. Board or Public Comment

Board Member Lobdell asked about reactions at the schools to the change in leadership. Mr. Brown explained that reaction was minimal and he has been communicating with stakeholders to ensure a smooth transition.

B. Upcoming Meeting Date: June 10, 2025 at 5 pm

Next meeting date is June 10th

C. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 5:43 PM.

Respectfully Submitted,
C. Sandoval

Coversheet

Executive Director Report

Section: III. Items for Potential Action
Item: A. Executive Director Report
Purpose: Discuss
Submitted by:
Related Material: Executive Director Report 06.10.25.pdf

Executive Director Report
Board Meeting Date: June 10, 2025
Prepared by: Matt Brown, Executive Director

Executive Summary

This June meeting marks a critical milestone in TEACH Inc.'s annual planning cycle. Tonight's agenda includes the adoption of our organization-wide budget and LCAP plans for all three schools—documents that will define our fiscal strategy and instructional priorities for the year ahead. These approvals, coupled with the leadership structure adopted last month, provide the foundation for a more focused, accountable, and sustainable 2025–26.

Since the board's unanimous approval of TEACH Inc.'s revised executive structure last month, we've transitioned into the implementation phase. This report provides an update on the appointment of our new Chief Academic and Strategic Initiatives Officer (CASI), ongoing efforts to align policies and procedures to our streamlined model, and key institutional priorities underway as we close out the 2024–25 year.

Executive Implementation Update

The structural changes approved at the May board meeting are now fully in effect. We have sunset the CFO/COO, Superintendent, and Director of Academic Data roles, with those functions now integrated into a simplified and more accountable leadership model.

We are actively onboarding new leadership, finalizing staffing decisions for next year, and updating internal policies and operational systems to reflect this new structure. These moves are not just about efficiency—they are about coherence, authority, and long-term sustainability.

Appointment of Chief Academic and Strategic Initiatives Officer

We are pleased to formally introduce **Sione Thompson** as TEACH Inc.'s **Chief Academic and Strategic Initiatives Officer (CASI)**.

Mr. Thompson is well known to the organization, having previously served as our **CSI Coordinator**, where he supported accountability planning and renewal strategy, and later as **Principal of TEACH Tech Charter High School**. His institutional knowledge, instructional leadership experience, and systems mindset made him the clear choice to lead our academic strategy.

As CASI, Mr. Thompson is responsible for:

- Coaching and evaluating school site leaders
- Overseeing instructional systems and school improvement plans
- Supporting 2025–26 staffing decisions
- Developing a systemwide framework for data-driven instructional practice

Principal hiring and placements are being finalized this month, with all site leadership expected to be confirmed by the end of June or early July.

Policy Alignment and Systems Modernization

As we operationalize the new structure, we are reviewing and updating numerous policies and procedures to ensure they:

- Align with current roles and decision-making structures
- Close historical gaps in process, authority, or compliance
- Establish clear expectations for internal controls, oversight, and accountability

One of our key summer priorities is building and institutionalizing systems that stick. In the past, well-intentioned policies and procedures were sometimes developed but not consistently implemented or enforced. This often led to frustration and ambiguity about how the organization actually worked in practice.

Our focus now is not just on having policies—but on ensuring those policies are *followed*, clearly communicated, and fully integrated into day-to-day operations. This is about building organizational reliability: clarifying roles, codifying expectations, and ensuring decisions and actions are aligned with documented procedures. These updates mark the beginning of a broader effort to align operations with a performance-focused leadership model.

Conclusion and Next Steps

TEACH Inc. is shifting from structural reform to operational execution. Our new leadership model is in place. Our priorities are clear. And the summer will be a critical window to ensure the systems and staffing we need are ready for the year ahead.

With tonight’s approvals, we establish the foundation for the 2025–26 school year—operationally, financially, and academically. I look forward to introducing Mr. Thompson, advancing our surplus strategy, and continuing the board’s partnership as we move from planning into execution.

Coversheet

2025-2026 TEACH Inc. Budgets for All Sites - TEACH Tech High , TEACH Academy Middle School , TEACH Prep Elementary School

Section: III. Items for Potential Action
Item: C. 2025-2026 TEACH Inc. Budgets for All Sites - TEACH Tech High , TEACH Academy Middle School , TEACH Prep Elementary School
Purpose: Vote
Submitted by:
Related Material: TEACH FY25-26 Proposed Operating Budget.pdf

CHARTER IMPACT

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

FY25-26 Proposed Operating Budget

FY26 Proposed Operating Budget Highlights

- FY25/26 LCFF Funding Rates are projected to be increased 1.07%
- ADA adjustment from PY P-2: -0.72 at TAT; +27.11 at TTHS; +3.70 at TES.
- Federal Grants mixed by site.
- State Monies decreasing at all sites due primarily to sunsetting of COVID revenue grants.
- All schools and the CMO are projecting surplus, positive fund balance and cash flow.
- All schools are projected to easily exceed the bond requirements Debt Service Ratio of 1.20 and 45- Days Cash on Hand.

FY26 Proposed Operating Budget

TEACH Inc. FY25-26 Proposed Operating Budget				
	TEACH Acadmey of Technologies	TEACH Tech Charter High	TEACH Prep Elementary	TEACH CMO
Revenue Projected	$ 9,169,938	$ 8,257,529	$ 6,111,237	$ 2,248,177
Expenses Projected	8,975,109	8,052,547	5,972,346	1,836,856
Surplus/Deficit	194,829	204,982	138,891	411,321
Beginning Fund Balance	6,947,420	7,595,006	2,782,151	808,480
Ending Fund Balance	$ 7,142,249	$ 7,799,988	$ 2,921,042	$ 1,219,801
Cash Projected @ 6/30/2026	$ 5,477,006	$ 6,169,431	$ 5,040,973	$ 1,650,771
Enrollment/ Average Daily Attendance	468/ 411.84	400/ 352.00	271/ 238.48	
Average Daily Cash On Hand Projected @ 6/30/26 (45 req)	223	280	308	328
Base Rent Coverage Ratio (1.1 req)	2.35	2.41	2.21	

CHARTER IMPACT

TEACH Academy of Technologies

FY25-26 Proposed Operating Budget

FY26 Budget Assumptions

TEACH ACADEMY OF TECHNOLOGIES PLANNING FACTORS				
FACTORS	FY24-25 @ 2nd Interim	FY25-26	FY26-27	FY27-28
Enrollment:	468	468	468	468
ADA	412.56	411.84	411.84	411.84
	88.15%	88.00%	88.00%	88.00%
COLA	1.07%	2.30%	3.52%	3.63%
TK-3	$ 10,024.00	$ 10,256	$ 10,617	$ 11,002
4-6	$ 10,177.00	$ 10,411	$ 10,777	$ 11,168
7-8	$ 10,478.00	$ 10,719	$ 11,096	$ 11,499
9-12	$ 12,144.00	$ 12,423	$ 12,860	$ 13,327
One-time Funding				
AMG Prop 28	$ 75,507.00	$ 75,507.00	$ 75,507.00	$ 75,507.00
ELOG	$140,403.00	$ -	$ -	$ -
ELOP	$353,962.00	$353,962.00	$353,962.00	$353,962.00
CSI	$174,382.00	$421,191.00	$ -	$ -
EEBG	$ 11,185.00	$ -	$ -	$ -
AMIMBG	$108,528.00	$ -	$ -	$ -
LREBG	$374,176.00	$ -	$ -	$ -
Federal Special Education IDEA rate per ADA	$ 245.00	$ 245.00	$ 249.90	$ 254.90
State Special Education- AB602	$ 1,018.00	$ 1,018.00	$ 1,018.00	$ 1,018.00
Mandate Cost per ADA K-8	$ 19.38	$ 19.85	$ 20.25	$ 20.65
Mandate Cost per ADA 9-12	$ 55.12	$ 55.17	$ 56.27	$ 57.40
State Lottery Per ADA	$ 237.00	$ 249.00	$ 253.98	$ 259.06
CAL STRS	19.10%	19.10%	19.10%	19.10%
CAL PERS	27.00%	27.00%	28.10%	28.80%

FY26 Budget Highlights

TEACH Academy of Technologies FY25-26 Proposed Budget

	Annual/Full Year		
	FY24-25 2nd Interim	FY25-26 Proposed Budget	Fav/(Unf)
Revenue			
State Aid-Rev Limit	$ 5,964,184	$ 6,103,157	$ 138,973
Federal Revenue	867,436	1,115,964	248,528
Other State Revenue	2,050,279	1,750,817	(299,462)
Other Local Revenue	224,992	200,000	(24,992)
Total Revenue	**$ 9,106,891**	**$ 9,169,938**	**$ 63,047**

	Annual/Full Year		
	FY24-25 2nd Interim	FY25-26 Proposed Budget	Fav/(Unf)
Expenses			
Certificated Salaries	$ 2,277,252	$ 2,234,011	$ 43,241
Classified Salaries	721,395	658,094	63,301
Benefits	1,118,001	1,029,840	88,161
Books and Supplies	863,317	810,395	52,921
Subagreement Services	1,330,263	1,178,000	152,263
Operations	395,627	394,900	727
Facilities	975,334	973,700	1,634
Professional Services	1,468,518	1,570,112	(101,594)
Depreciation	110,832	110,600	232
Interest	15,462	15,456	6
Total Expenses	**$ 9,276,000**	**$ 8,975,109**	**$ 300,891**

	Annual/Full Year		
	FY24-25 2nd Interim	FY25-26 Proposed Budget	Fav/(Unf)
Total Surplus(Deficit)	**$ (169,109)**	**$ 194,829**	**$ 363,938**
Beginning Fund Balance	7,116,529	6,947,420	
Ending Fund Balance	**$ 6,947,420**	**$ 7,142,249**	
As a % of Annual Expenses	*74.9%*	*79.6%*	

LCFF revenue: COLA rate increased by 1.07%; ADA decrease of 0.72.
Federal Revenue: Increase mainly due to increased CSI projected revenue.
Other State Revenue: Decrease due to ending of AMIMBG, LREBG, ELOG.
Other Local Revenue: Decreased due to expected interest run rates.
Salaries & Benefits: Savings based on reduction of 4.50 FTE's partially offset by a 2.43% COLA increase.

Books & Supplies: Savings due primarily to expected savings in Food Services.

Facilities: No significant changes.

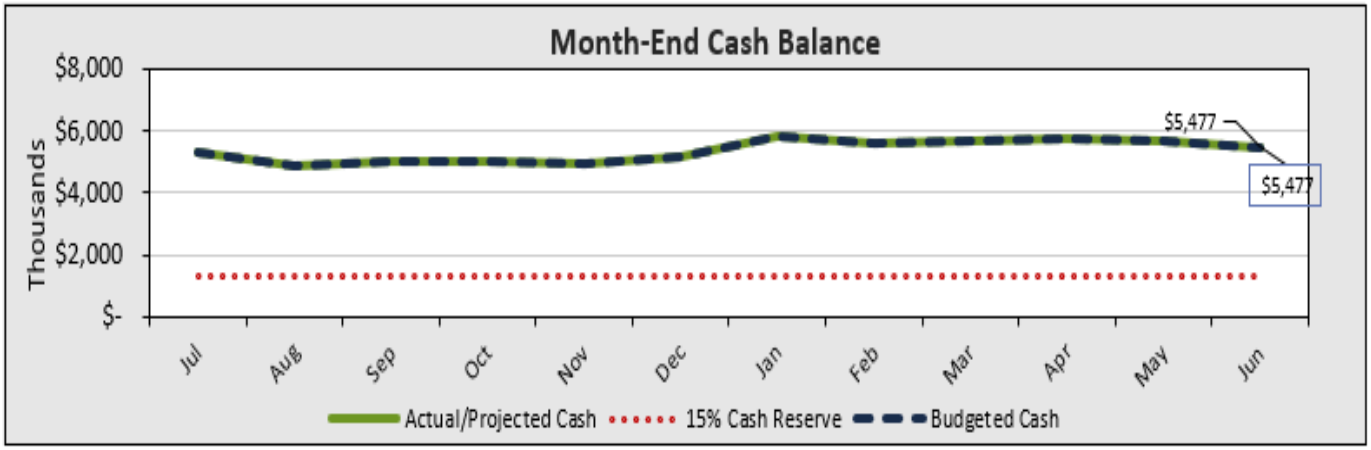
Professional Services: Projected increase due primarily to higher Management fees based on higher overall revenue assumptions.

Surplus/Deficit- Surplus projected of $194.8k

Fund Balance- $7.14MM

FY26 Budget Cash Flow- TEACH Academy of Technologies

- Cash projected to end at $5.48MM.
- This represents 223 Days Cash on Hand.



FY26 Multi-Year Projections

FY25-26 TEACH Academy of Technologies

Multi-Year Forecast

Revised 6/1/25

	2024-25 Prior Year	2025-26 Budget	2026-27 Forecast	2027-28 Forecast
Assumptions				
State COLA	*n/a*	*2.30%*	*3.52%*	*3.63%*
Other Revenue COLA	*n/a*	*n/a*	*0.00%*	*0.00%*
Expense COLA	*n/a*	*2.92%*	*2.70%*	*2.76%*
Enrollment		*468.00*	*468.00*	*468.00*
Average Daily Attendance	*412.56*	*411.84*	*411.84*	*411.84*
Revenues				
Total Revenue	**$ 9,106,891**	**$ 9,169,938**	**$ 8,990,601**	**$ 9,237,835**
Expenses				
Total Expenses	**$ 9,276,000**	**$ 8,975,109**	**$ 8,769,047**	**$ 8,986,036**
Surplus (Deficit)	**$ (169,109)**	**$ 194,829**	**$ 221,555**	**$ 251,799**
Fund Balance, Beginning of Year	$ 7,116,529	$ 6,947,420	$ 7,142,248	$ 7,363,803
Fund Balance, End of Year	**$ 6,947,420**	**$ 7,142,248**	**$ 7,363,803**	**$ 7,615,602**
	74.9%	*79.6%*	*84.0%*	*84.7%*
Total Change in Cash	(661,652)	389,214	445,003	317,449
Cash, Beginning of Year	5,749,444	5,087,792	5,477,006	5,922,009
Cash, End of Year	**$ 5,087,792**	**$ 5,477,006**	**$ 5,922,009**	**$ 6,239,457**

CHARTER IMPACT

TEACH Tech Charter High School

FY25-26 Proposed Operating Budget

FY26 Budget Assumptions

TEACH TECH CHARTER HIGH PLANNING FACTORS				
FACTORS	**FY24-25 @ 2nd Interim**	**FY25-26**	**FY26-27**	**FY27-28**
Enrollment:	368	400	400	400
ADA	324.89	352.00	352.00	352.00
	88%	88%	88%	93%
COLA	1.07%	2.30%	3.52%	3.63%
TK-3	$ 10,024.00	$ 10,256	$ 10,617	$ 11,002
4-6	$ 10,177.00	$ 10,411	$ 10,777	$ 11,168
7-8	$ 10,478.00	$ 10,719	$ 11,096	$ 11,499
9-12	$ 12,144.00	$ 12,423	$ 12,860	$ 13,327
One-time Funding				
AMG Prop 28	$ 145,240.00	$ 76,595.00	$ 76,595.00	$ 76,595.00
ELOG	$ 3,000.00	$ -	$ -	$ -
A-G	$ -	$ -	$ -	$ -
ESSER III	$ -	$ -	$ -	$ -
EEBG	$ -	$ -	$ -	$ -
AMIMBG	$ 169,933.00	$ -	$ -	$ -
LREBG	$ 143,925.00	$ -	$ -	$ -
Federal Special Education IDEA rate per ADA	$ 245.00	$ 245.00	$ 249.90	$ 254.90
State Special Education- AB602	$ 1,018.00	$ 1,018.00	$ 1,018.00	$ 1,018.00
Mandate Cost per ADA K-8	$ 19.38	$ 19.85	$ 20.25	$ 20.65
Mandate Cost per ADA 9-12	$ 55.12	$ 55.17	$ 56.27	$ 57.40
State Lottery Per ADA	$ 237.00	$ 249.00	$ 253.98	$ 259.06
CAL STRS	19.10%	19.10%	19.10%	19.10%

FY26 Budget Highlights

TEACH Academy of Technologies FY25-26 Proposed Budget

	Annual/Full Year		
	FY24-25 2nd Interim	FY25-26 Proposed Budget	Fav/(Unf)
Revenue			
State Aid-Rev Limit	$ 5,629,349	$ 6,233,043	$ 603,694
Federal Revenue	567,643	574,616	6,974
Other State Revenue	1,488,917	1,074,870	(414,047)
Other Local Revenue	432,448	375,000	(57,448)
Total Revenue	**$ 8,118,357**	**$ 8,257,529**	**$ 139,172**

	Annual/Full Year		
	FY24-25 2nd Interim	FY25-26 Proposed Budget	Fav/(Unf)
Expenses			
Certificated Salaries	$ 2,394,214	$ 2,046,125	$ 348,088
Classified Salaries	894,063	671,008	223,055
Benefits	1,034,435	767,981	266,454
Books and Supplies	981,981	900,242	81,740
Subagreement Services	868,296	790,700	77,596
Operations	388,764	421,100	(32,336)
Facilities	861,254	883,000	(21,746)
Professional Services	1,393,258	1,485,936	(92,678)
Depreciation	65,512	71,000	(5,488)
Interest	-	15,456	(15,456)
Total Expenses	**$ 8,881,776**	**$ 8,052,547**	**$ 829,228**

	Annual/Full Year		
	FY24-25 2nd Interim	FY25-26 Proposed Budget	Fav/(Unf)
Total Surplus(Deficit)	**$ (763,419)**	**$ 204,982**	**$ 968,400**
Beginning Fund Balance	8,358,424	7,595,005	
Ending Fund Balance	**$ 7,595,005**	**$ 7,799,987**	
As a % of Annual Expenses	*85.5%*	*96.9%*	

LCFF revenue: COLA rate increased by 2.30%; ADA increase of 27.11.
Federal Revenue: Slight increase mainly due to increased ADA assumption.
Other State Revenue: Decrease due primarily to sunsetting COVID Revenue- AMIMBG and LREBG.
Other Local Revenue: Decrease due to lower interest rate projected.

Salaries & Benefits: Savings due primarily to reduction of 3.33 FTE, partially offset by 2.30% salary increase.

Books and Supplies: Savings primarily due to projected savings in software from prior year partially offset by ADA increase.

Facilities: Increase due to expected annual increase.

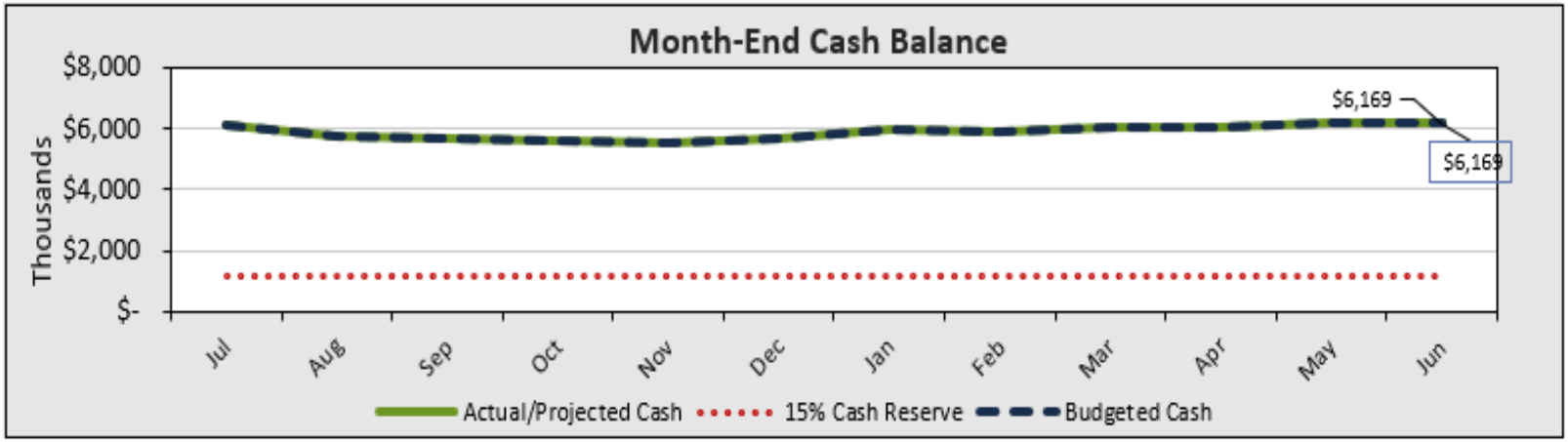
Professional Services: Projected increase mainly due to increased ADA and COLA increase.

Surplus/Deficit: Surplus projected of $205k

Fund Balance: $7.80MM which is 96.9% of Operating expenses.

FY26 Budget Cash Flow- TEACH Tech Charter High

- Cash projected to end at $6.17MM.
- This represents 280 Days Cash on Hand.



FY26 Multi-Year Projections

FY25-26 TEACH Tech Charter High

Multi-Year Forecast

Revised 5/11/25

	2024-25 Prior Year	2025-26 Budget	2026-27 Forecast	2027-28 Forecast
Assumptions				
State COLA	*n/a*	*2.30%*	*3.52%*	*3.63%*
Other Revenue COLA	*n/a*	*n/a*	*0.00%*	*0.00%*
Expense COLA	*n/a*	*2.92%*	*2.70%*	*2.76%*
Enrollment		*400.00*	*400.00*	*400.00*
Average Daily Attendance	*324.89*	*352.00*	*352.00*	*352.00*
Revenues				
Total Revenue	**$ 8,118,357**	**$ 8,257,529**	**$ 8,508,659**	**$ 8,759,232**
Expenses				
Total Expenses	**$ 8,881,776**	**$ 8,052,547**	**$ 8,226,981**	**$ 8,426,409**
Surplus (Deficit)	**$ (763,418)**	**$ 204,982**	**$ 281,678**	**$ 332,823**
Fund Balance, Beginning of Year	$ 8,358,424	$ 7,595,006	$ 7,799,988	$ 8,081,666
Fund Balance, End of Year	**$ 7,595,006**	**$ 7,799,988**	**$ 8,081,666**	**$ 8,414,489**
	85.5%	*96.9%*	*98.2%*	*99.9%*
Total Change in Cash	(2,334,843)	236,830	364,517	384,665
Cash, Beginning of Year	8,267,444	5,932,601	6,169,431	6,533,948
Cash, End of Year	**$ 5,932,601**	**$ 6,169,431**	**$ 6,533,948**	**$ 6,918,613**

CHARTER IMPACT

TEACH Prep. Mildred S. Cunningham & Edith H. Morris Elementary

FY25-26 Proposed Operating Budget

FY26 Budget Assumptions

TEACH PREP PLANNING FACTORS				
FACTORS	**FY24-25 @ 2nd Interim**	**FY25-26**	**FY26-27**	**FY27-28**
Enrollment:	271	271	271	271
ADA	234.78	238.48	238.48	238.48
	86.63%	88.00%	88.00%	88.00%
COLA	1.07%	2.30%	3.52%	3.63%
TK-3	$ 10,024.00	$ 10,256	$ 10,617	$ 11,002
4-6	$ 10,177.00	$ 10,411	$ 10,777	$ 11,168
7-8	$ 10,478.00	$ 10,719	$ 11,096	$ 11,499
9-12	$ 12,144.00	$ 12,423	$ 12,860	$ 13,327
One-time Funding				
AMG Prop 28	$ 46,303.00	$ 46,303.00	$ 46,303.00	$ 46,303.00
ELOG	$ 58,028.00	$ -	$ -	$ -
ELOP	$ 200,000.00	$598,197.00	$598,197.00	$598,197.00
ESSER III	$ 257,363.00	$ -	$ -	$ -
EEBG	$ 11,088.00	$ -	$ -	$ -
AMIMBG	$ 70,975.00	$ -	$ -	$ -
LREBG	$ 266,622.00	$ -	$ -	$ -
Lit Coch & Read Spec. Grant	$ 244,697.00	$331,724.00	$ 12,170.00	$ -
Federal Special Education IDEA rate per ADA	$ 245.00	$ 245.00	$ 249.90	$ 254.90
State Special Education- AB602	$ 1,018.00	$ 1,018.00	$ 1,018.00	$ 1,018.00
Mandate Cost per ADA K-8	$ 19.38	$ 19.85	$ 20.25	$ 20.65
Mandate Cost per ADA 9-12	$ 55.12	$ 55.17	$ 56.27	$ 57.40
State Lottery Per ADA	$ 237.00	$ 249.00	$ 253.98	$ 259.06
CAL STRS	19.10%	19.10%	19.10%	19.10%

FY26 Budget Highlights

TEACH Prep Elementary FY25-26 Proposed Budget

	Annual/Full Year		
	FY24-25 2nd Interim	FY25-26 Proposed Budget	Fav/(Unf)
Revenue			
State Aid-Rev Limit	$ 3,619,000	$ 3,772,200	$ 153,200
Federal Revenue	449,138	431,032	(18,105)
Other State Revenue	1,906,896	1,783,005	(123,891)
Other Local Revenue	148,419	125,000	(23,419)
Total Revenue	**$ 6,123,453**	**$ 6,111,237**	**$ (12,215)**

	Annual/Full Year		
	FY24-25 2nd Interim	FY25-26 Proposed Budget	Fav/(Unf)
Expenses			
Certificated Salaries	$ 1,244,158	$ 1,276,129	$ (31,970)
Classified Salaries	592,897	481,769	111,129
Benefits	600,606	537,217	63,389
Books and Supplies	630,919	517,366	113,553
Subagreement Services	1,014,695	1,158,913	(144,218)
Operations	175,076	177,800	(2,724)
Facilities	700,685	711,700	(11,015)
Professional Services	1,414,972	1,043,496	371,476
Depreciation	51,637	52,500	(863)
Interest	-	15,456	(15,456)
Total Expenses	**$ 6,425,646**	**$ 5,972,346**	**$ 453,300**

	Annual/Full Year		
	FY24-25 2nd Interim	FY25-26 Proposed Budget	Fav/(Unf)
Total Surplus(Deficit)	**$ (302,193)**	**$ 138,891**	**$ 441,085**
Beginning Fund Balance	3,084,344	2,782,151	
Ending Fund Balance	**$ 2,782,151**	**$ 2,921,042**	
As a % of Annual Expenses	*43.3%*	*48.9%*	

LCFF revenue COLA rate increased by 2.30%; ADA increase of 3.70.
Federal Revenue: Decrease mainly due to lower Child nutrition revenue assumption.
Other State Revenue: Decrease due primarily to sunsetting COVID programs AMIMBG; LREBG and EEBG partially offset by higher ADA.
Other Local Revenue: Slightly less interest revenue assumed.

Salaries & Benefits: Savings primarily due to reduced 1.33 FTE partially offset by 2.30% COLA.

Books and Supplies- Savings due primarily to Food Services savings projected.

Subagreement for Services: Increase primarily due to shifted some costs from Professional Services.

Facilities: Slight increase as expected.

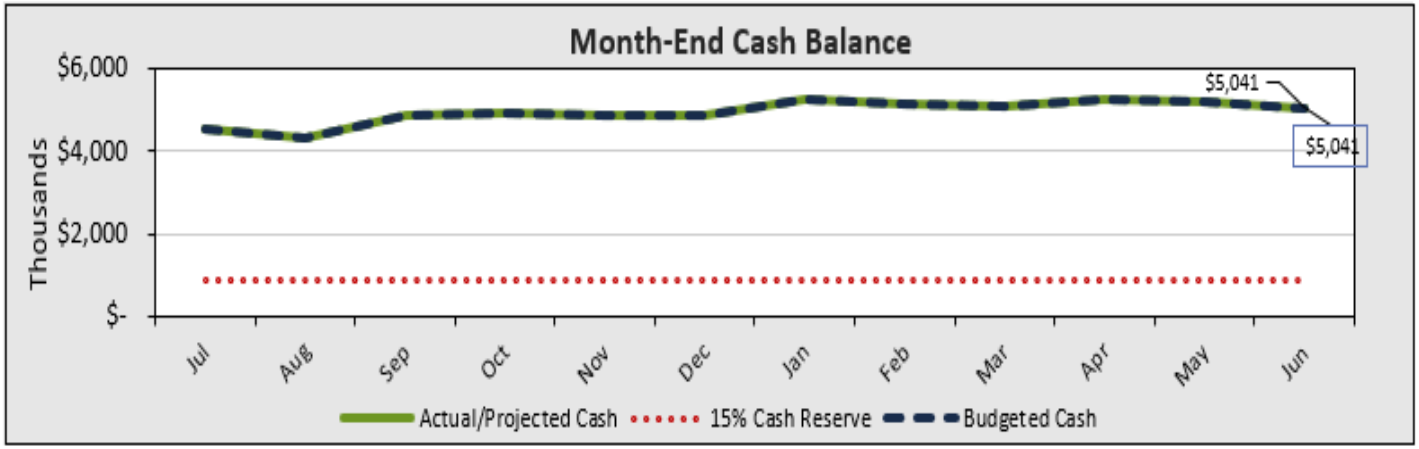
Professional Services- projected savings primarily due to some shifted costs to Sub Services.

Surplus/Deficit: Surplus projected of $138.9k.

Fund Balance: $2.92MM which is 48.9% of Operating Expenses.

FY26 Budget Cash Flow- TEACH Prep Elementary School

- Cash projected to end at $5.04MM.
- This represents 308 Days Cash on Hand.



FY26 Multi-Year Projections

FY25-26 TEACH Prep Elementary School

Multi-Year Forecast

Revised 5/11/25

	2024-25 Prior Year	2025-26 Budget	2026-27 Forecast	2027-28 Forecast
Assumptions				
State COLA	*n/a*	*2.30%*	*3.52%*	*3.63%*
Other Revenue COLA	*n/a*	*n/a*	*0.00%*	*0.00%*
Expense COLA	*n/a*	*2.92%*	*2.70%*	*2.76%*
Enrollment		*271.00*	*271.00*	*271.00*
Average Daily Attendance	*234.78*	*238.48*	*238.48*	*238.48*
Revenues				
Total Revenue	**$ 6,123,453**	**$ 6,111,237**	**$ 5,947,781**	**$ 6,087,618**
Expenses				
Total Expenses	**$ 6,425,646**	**$ 5,972,346**	**$ 5,945,067**	**$ 6,086,400**
Surplus (Deficit)	**$ (302,193)**	**$ 138,891**	**$ 2,714**	**$ 1,218**
Fund Balance, Beginning of Year	$ 3,084,344	$ 2,782,151	$ 2,921,042	$ 2,923,756
Fund Balance, End of Year	**$ 2,782,151**	**$ 2,921,042**	**$ 2,923,756**	**$ 2,924,974**
	43.3%	*48.9%*	*49.2%*	*48.1%*
Total Change in Cash	332,263	654,293	235,573	44,087
Cash, Beginning of Year	4,054,417	4,386,680	5,040,973	5,276,546
Cash, End of Year	**$ 4,386,680**	**$ 5,040,973**	**$ 5,276,546**	**$ 5,320,633**

CHARTER IMPACT

TEACH Public Schools

FY25-26 Proposed Operating Budget

FY26 Budget Highlights

TEACH Public Schools FY25-26 Proposed Budget

	Annual/Full Year		
	FY24-25 2nd Interim	FY25-26 Proposed Budget	Fav/(Unf)
Revenue			
Other Local Revenue	2,234,503	2,248,177	13,674
Total Revenue	$ 2,234,503	$ 2,248,177	$ 13,674

	Annual/Full Year		
	FY24-25 2nd Interim	FY25-26 Proposed Budget	Fav/(Unf)
Expenses			
Certificated Salaries	$ 869,725	$ 549,002	$ 320,723
Classified Salaries	532,874	657,714	(124,840)
Benefits	399,806	379,740	20,066
Books and Supplies	76,987	81,300	(4,313)
Subagreement Services	-	-	-
Operations	80,834	85,300	(4,466)
Facilities	864	900	(36)
Professional Services	39,015	41,200	(2,185)
Depreciation	39,522	41,700	(2,178)
Interest	-	-	-
Total Expenses	$ 2,039,628	$ 1,836,856	$ 202,772

	Annual/Full Year		
	FY24-25 2nd Interim	FY25-26 Proposed Budget	Fav/(Unf)
Total Surplus(Deficit)	$ 194,875	$ 411,321	$ 216,446
Beginning Fund Balance	613,605	808,480	
Ending Fund Balance	$ 808,480	$ 1,219,801	
As a % of Annual Expenses	*39.6%*	*66.4%*	

Other Local Revenue- Revenue increase due to overall projected revenue increase at school sites.

Salaries: savings due to 1.0 less positions and one position replaced with a smaller salaried position, slightly offset by 2.30% COLA.

Operations: Slight COLA increase assumed.

Facilities: slight COLA increase.

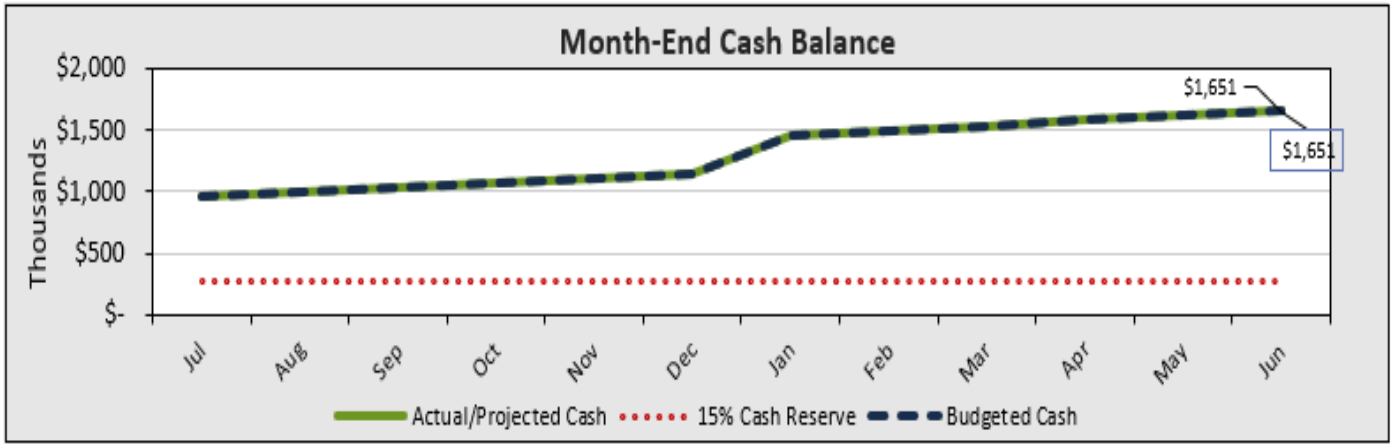
Professional Services: Slight COLA increase assumed.

Surplus/Deficit: Surplus of $411.3k

Fund Balance: $1.22 MM projected which is 66.4% of Operating Expenses.

FY26 Budget Cash Flow- TEACH Public Schools

- Cash projected to end at $1.65MM.
- This represents Days Cash on Hand.



Questions?

- Attachments:
  - Detailed FY25/26 Monthly Forecast
  - Detailed Multi-Year Projections

FY25-26 TEACH Academy of Technologies

Monthly Cash Flow/Budget FY25-26

Revised 6/1/25

Actuals Through:

ADA = 411.84

		Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Budget	PY Forecast	Favorable / (Unfav.)
Revenues																**ADA = 412.56**	
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	187,554	187,554	337,597	337,597	337,597	337,597	337,597	336,288	336,288	336,288	336,288	135,166	**3,543,411**	3,740,486	(197,075)
8012	Education Protection Account	-	-	161,362	-	-	161,362	-	-	161,362	-	-	-	362,484	**846,570**	646,578	199,992
8019	State Aid - Prior Year	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8096	In Lieu of Property Taxes	-	102,970	205,941	137,294	137,294	137,294	137,294	137,294	239,266	119,633	119,633	119,633	119,633	**1,713,176**	1,577,119	136,057
		-	290,524	554,857	474,891	474,891	636,253	474,891	474,891	736,915	455,921	455,921	455,921	617,283	**6,103,157**	**5,964,184**	**138,973**
Federal Revenue																	
8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	124,460	**124,460**	101,078	23,382
8182	Special Education - Discretionary	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8220	Federal Child Nutrition	-	-	-	15,676	29,784	29,784	29,784	29,784	29,784	29,784	29,784	29,784	59,569	**313,520**	341,662	(28,142)
8290	Title I, Part A - Basic Low Income	-	-	55,599	-	-	166,798	-	-	-	-	-	-	-	**222,397**	222,397	-
8291	Title II, Part A - Teacher Quality	-	-	6,099	-	-	18,297	-	-	-	-	-	-	-	**24,396**	24,396	-
8293	Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	10,000	-	**10,000**	-	10,000
8294	Title V, Part B - PCSG	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8295	Charter Facility Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8296	Other Federal Revenue	-	-	-	105,298	-	-	105,298	-	-	105,298	-	-	105,298	**421,191**	177,904	243,287
8299	Prior Year Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
		-	-	61,698	120,974	29,784	214,879	135,082	29,784	29,784	135,082	29,784	39,784	289,327	**1,115,964**	**867,436**	**248,528**
Other State Revenue																	
8311	State Special Education	-	20,999	20,999	37,799	37,799	37,799	37,799	37,799	37,799	37,799	37,799	37,799	37,799	**419,986**	419,987	(1)
8520	Child Nutrition	-	-	-	1,484	2,819	2,819	2,819	2,819	2,819	2,819	2,819	2,819	5,638	**29,675**	53,657	(23,981)
8545	School Facilities (SB740)	-	-	-	-	-	-	279,809	-	-	-	139,905	-	139,905	**559,618**	575,783	(16,164)
8550	Mandated Cost	-	-	-	-	-	8,478	-	-	-	-	-	-	-	**8,478**	8,230	248
8560	State Lottery	-	-	-	-	-	-	28,157	-	-	28,157	-	-	56,118	**112,432**	102,728	9,705
8598	Prior Year Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	6,339	(6,339)
8599	Other State Revenue	-	1,338	1,338	150,874	2,409	2,409	150,874	2,409	2,409	150,874	2,409	2,409	150,874	**620,627**	883,555	(262,928)
		-	22,338	22,338	190,156	43,027	51,505	499,458	43,027	43,027	219,649	182,932	43,027	390,333	**1,750,817**	**2,050,279**	**(299,462)**
Other Local Revenue																	
8634	Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8650	Lease and Rental Income	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8660	Interest Revenue	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	-	**200,000**	224,985	(24,985)
8689	Other Fees and Contracts	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8690	Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8698	ASB Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	7	(7)
8699	School Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
		16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	-	**200,000**	**224,992**	**(24,992)**
Total Revenue		**16,667**	**329,529**	**655,559**	**802,687**	**564,369**	**919,304**	**1,126,098**	**564,369**	**826,394**	**827,318**	**685,304**	**555,399**	**1,296,942**	**9,169,938**	**9,106,891**	**63,047**
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	-	136,218	136,218	136,218	136,218	136,218	136,218	136,218	136,218	136,218	136,218	136,218	-	**1,498,393**	1,506,729	8,336
1170	Teachers' Substitute Hours	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	60,945	60,945
1175	Teachers' Extra Duty/Stipends	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	52,339	52,339
1200	Pupil Support Salaries	7,773	14,024	14,024	14,024	14,024	14,024	14,024	14,024	14,024	14,024	14,024	14,024	-	**162,040**	226,973	64,933
1300	Administrators' Salaries	22,798	22,798	22,798	22,798	22,798	22,798	22,798	22,798	22,798	22,798	22,798	22,798	-	**273,578**	430,266	156,688
1900	Other Certificated Salaries	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	-	**300,000**	-	(300,000)
		55,571	198,040	198,040	198,040	198,040	198,040	198,040	198,040	198,040	198,040	198,040	198,040	-	**2,234,011**	**2,277,252**	**43,241**
Classified Salaries																	
2100	Instructional Salaries	-	12,356	12,356	12,356	12,356	12,356	12,356	12,356	12,356	12,356	12,356	12,356	-	**135,921**	206,446	70,524
2200	Support Salaries	5,719	5,719	5,719	5,719	5,719	5,719	5,719	5,719	5,719	5,719	5,719	5,719	-	**68,628**	27,917	(40,712)
2300	Classified Administrators' Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	19,420	19,420
2400	Clerical and Office Staff Salaries	23,514	23,514	23,514	23,514	23,514	23,514	23,514	23,514	23,514	23,514	23,514	23,514	-	**282,167**	235,495	(46,672)
2900	Other Classified Salaries	14,282	14,282	14,282	14,282	14,282	14,282	14,282	14,282	14,282	14,282	14,282	14,282	-	**171,378**	232,118	60,740
		43,514	55,871	55,871	55,871	55,871	55,871	55,871	55,871	55,871	55,871	55,871	55,871	-	**658,094**	**721,395**	**63,301**
Benefits																	
3101	STRS	10,614	37,826	37,826	37,826	37,826	37,826	37,826	37,826	37,826	37,826	37,826	37,826	-	**426,696**	394,943	(31,753)
3202	PERS	11,923	15,309	15,309	15,309	15,309	15,309	15,309	15,309	15,309	15,309	15,309	15,309	-	**180,318**	244,005	63,688
3301	OASDI	2,698	3,464	3,464	3,464	3,464	3,464	3,464	3,464	3,464	3,464	3,464	3,464	-	**40,802**	60,495	19,693
3311	Medicare	1,437	3,682	3,682	3,682	3,682	3,682	3,682	3,682	3,682	3,682	3,682	3,682	-	**41,936**	44,853	2,918
3401	Health and Welfare	23,333	23,333	23,333	23,333	23,333	23,333	23,333	23,333	23,333	23,333	23,333	23,333	-	**280,000**	298,600	18,600
3501	State Unemployment	980	980	980	980	980	980	4,900	3,920	1,960	980	980	980	-	**19,600**	24,008	4,408
3601	Workers' Compensation	1,387	3,555	3,555	3,555	3,555	3,555	3,555	3,555	3,555	3,555	3,555	3,555	-	**40,489**	36,664	(3,825)
3901	Other Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	14,433	14,433
		52,372	88,148	88,148	88,148	88,148	88,148	92,068	91,088	89,128	88,148	88,148	88,148	-	**1,029,840**	**1,118,001**	**88,161**

FY25-26 TEACH Academy of Technologies

Monthly Cash Flow/Budget FY25-26

Revised 6/1/25

Actuals Through:

ADA = 411.84

		Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Budget	PY Forecast	Favorable / (Unfav.)
Books and Supplies																	
4100	Textbooks and Core Curricula	-	21,350	21,350	21,350	21,350	-	-	-	-	-	-	-	-	**85,400**	85,562	162
4200	Books and Other Materials	600	600	600	600	600	-	-	-	-	-	-	-	-	**3,000**	3,000	-
4302	School Supplies	4,317	4,317	4,317	4,317	4,317	4,317	4,317	4,317	4,317	4,317	4,317	4,317	-	**51,800**	51,879	79
4305	Software	13,158	13,158	13,158	13,158	13,158	13,158	13,158	13,158	13,158	13,158	13,158	13,158	-	**157,900**	158,214	314
4310	Office Expense	9,533	9,533	9,533	9,533	9,533	9,533	9,533	9,533	9,533	9,533	9,533	9,533	-	**114,400**	114,610	210
4311	Business Meals	17	17	17	17	17	17	17	17	17	17	17	17	-	**200**	190	(10)
4312	School Fundraising	25	25	25	25	25	25	25	25	25	25	25	25	-	**300**	292	(8)
4400	Noncapitalized Equipment	-	10,840	10,840	10,840	10,840	10,840	-	-	-	-	-	-	-	**54,200**	54,252	52
4700	Food Services	-	31,200	31,200	31,200	31,200	31,200	31,200	31,200	31,200	31,200	31,200	31,200	-	**343,195**	395,318	52,123
		27,650	91,040	91,040	91,040	91,040	69,090	58,250	58,250	58,250	58,250	58,250	58,250	-	**810,395**	**863,317**	**52,921**
Subagreement Services																	
5101	Nursing	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5102	Special Education	-	51,409	51,409	51,409	51,409	51,409	51,409	51,409	51,409	51,409	51,409	51,409	-	**565,500**	566,516	1,016
5103	Substitute Teacher	-	11,827	11,827	11,827	11,827	11,827	11,827	11,827	11,827	11,827	11,827	11,827	-	**130,100**	130,311	211
5104	Transportation	-	14,373	14,373	14,373	14,373	14,373	14,373	14,373	14,373	14,373	14,373	14,373	-	**158,100**	308,613	150,513
5105	Security	-	6,100	6,100	6,100	6,100	6,100	6,100	6,100	6,100	6,100	6,100	6,100	-	**67,100**	67,191	91
5106	Other Educational Consultants	-	-	25,720	25,720	25,720	25,720	25,720	25,720	25,720	25,720	25,720	25,720	-	**257,200**	257,632	432
		-	83,709	109,429	109,429	109,429	109,429	109,429	109,429	109,429	109,429	109,429	109,429	-	**1,178,000**	**1,330,263**	**152,263**
Operations and Housekeeping																	
5201	Auto and Travel	-	91	91	91	91	91	91	91	91	91	91	91	-	**1,000**	991	(9)
5300	Dues & Memberships	950	950	950	950	950	950	950	950	950	950	950	950	-	**11,400**	11,395	(5)
5400	Insurance	8,575	8,575	8,575	8,575	8,575	8,575	8,575	8,575	8,575	8,575	8,575	8,575	-	**102,900**	103,095	195
5501	Utilities	8,700	8,700	8,700	8,700	8,700	8,700	8,700	8,700	8,700	8,700	8,700	8,700	-	**104,400**	104,593	193
5502	Janitorial Services	13,583	13,583	13,583	13,583	13,583	13,583	13,583	13,583	13,583	13,583	13,583	13,583	-	**163,000**	163,333	333
5516	Miscellaneous Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5531	ASB Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5900	Communications	358	358	358	358	358	358	358	358	358	358	358	358	-	**4,300**	4,259	(41)
5901	Postage and Shipping	-	-	790	790	790	790	790	790	790	790	790	790	-	**7,900**	7,963	63
		32,167	32,258	33,048	33,048	33,048	33,048	33,048	33,048	33,048	33,048	33,048	33,048	-	**394,900**	**395,627**	**727**
Facilities, Repairs and Other Leases																	
5601	Rent	72,375	72,375	72,375	72,375	72,375	72,375	72,375	72,375	72,375	72,375	72,375	72,375	-	**868,500**	870,028	1,528
5602	Additional Rent	58	58	58	58	58	58	58	58	58	58	58	58	-	**700**	708	8
5603	Equipment Leases	2,767	2,767	2,767	2,767	2,767	2,767	2,767	2,767	2,767	2,767	2,767	2,767	-	**33,200**	33,210	10
5604	Other Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5605	Real/Personal Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5610	Repairs and Maintenance	5,942	5,942	5,942	5,942	5,942	5,942	5,942	5,942	5,942	5,942	5,942	5,942	-	**71,300**	71,388	88
		81,142	81,142	81,142	81,142	81,142	81,142	81,142	81,142	81,142	81,142	81,142	81,142	-	**973,700**	**975,334**	**1,634**
Professional/Consulting Services																	
5801	IT	17	17	17	17	17	17	17	17	17	17	17	17	-	**200**	208	8
5802	Audit & Taxes	-	-	-	5,033	5,033	5,033	-	-	-	-	-	-	-	**15,100**	15,098	(2)
5803	Legal	1,958	1,958	1,958	1,958	1,958	1,958	1,958	1,958	1,958	1,958	1,958	1,958	-	**23,500**	23,590	90
5804	Professional Development	-	-	2,570	2,570	2,570	2,570	2,570	2,570	2,570	2,570	2,570	2,570	-	**25,700**	25,711	11
5805	General Consulting	-	-	1,150	1,150	1,150	1,150	1,150	1,150	1,150	1,150	1,150	1,150	-	**11,500**	11,551	51
5806	Special Activities/Field Trips	-	-	-	-	-	3,833	3,833	3,833	-	-	-	-	-	**11,500**	11,539	39
5807	Bank Charges	-	-	290	290	290	290	290	290	290	290	290	290	-	**2,900**	2,889	(11)
5808	Printing	-	-	3,920	3,920	3,920	3,920	3,920	3,920	3,920	3,920	3,920	3,920	-	**39,200**	39,226	26
5809	Other taxes and fees	-	-	1,690	1,690	1,690	1,690	1,690	1,690	1,690	1,690	1,690	1,690	-	**16,900**	16,976	76
5810	Payroll Service Fee	650	650	650	650	650	650	650	650	650	650	650	650	-	**7,800**	7,770	(30)
5811	Management Fee	87,169	87,169	87,169	87,169	87,169	87,169	87,169	87,169	87,169	87,169	87,169	87,169	-	**1,046,032**	945,053	(100,979)
5812	District Oversight Fee	-	2,905	5,549	4,749	4,749	6,363	4,749	4,749	7,369	4,559	4,559	4,559	6,173	**61,032**	59,642	(1,390)
5813	County Fees	-	-	-	1,125	-	-	1,125	-	-	1,125	-	-	1,125	**4,500**	4,521	21
5814	SPED Encroachment	-	14,602	14,602	26,284	26,284	26,284	26,284	14,194	31,541	31,541	31,541	31,541	17,348	**292,048**	292,560	511
5815	Public Relations/Recruitment	-	-	1,220	1,220	1,220	1,220	1,220	1,220	1,220	1,220	1,220	1,220	-	**12,200**	12,184	(16)
		89,794	107,302	120,785	137,826	136,701	142,148	136,626	123,410	139,545	137,860	136,735	136,735	24,645	**1,570,112**	**1,468,518**	**(101,594)**
Depreciation																	
6900	Depreciation Expense	9,217	9,217	9,217	9,217	9,217	9,217	9,217	9,217	9,217	9,217	9,217	9,217	-	**110,600**	110,832	232
		9,217	9,217	9,217	9,217	9,217	9,217	9,217	9,217	9,217	9,217	9,217	9,217	-	**110,600**	**110,832**	**232**
Interest																	
7438	Interest Expense	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	-	**15,456**	15,462	6
		1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	-	**15,456**	**15,462**	**6**
Total Expenses		**392,715**	**748,013**	**788,007**	**805,047**	**803,922**	**787,419**	**774,977**	**760,782**	**774,956**	**772,291**	**771,166**	**771,166**	**24,645**	**8,975,109**	**9,276,000**	**300,891**
Monthly Surplus (Deficit)		**(376,049)**	**(418,485)**	**(132,448)**	**(2,360)**	**(239,553)**	**131,885**	**351,120**	**(196,413)**	**51,437**	**55,027**	**(85,863)**	**(215,767)**	**1,272,297**	**194,829**	**(169,109)**	**363,938**

FY25-26 TEACH Academy of Technologies

Monthly Cash Flow/Budget FY25-26

Revised 6/1/25

Actuals Through:

ADA = 411.84

	Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Budget	PY Forecast	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(376,049)	(418,485)	(132,448)	(2,360)	(239,553)	131,885	351,120	(196,413)	51,437	55,027	(85,863)	(215,767)	1,272,297	**194,829**		
Cash flows from operating activities																
Depreciation/Amortization	9,217	9,217	9,217	9,217	9,217	9,217	9,217	9,217	9,217	9,217	9,217	9,217	-	**110,600**		
Public Funding Receivables	600,091	-	260,547	-	140,601	50,822	304,021	-	-	-	-	-	(1,296,942)	**59,140**		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Accounts Payable	-	-	-	-	-	-	-	-	-	-	-	-	24,645	**24,645**		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Total Change in Cash	233,259	(409,268)	137,316	6,857	(89,736)	191,923	664,357	(187,196)	60,654	64,244	(76,646)	(206,551)				
Cash, Beginning of Month	5,087,792	5,321,051	4,911,783	5,049,100	5,055,956	4,966,220	5,158,144	5,822,501	5,635,305	5,695,959	5,760,203	5,683,557				
Cash, End of Month	**5,321,051**	**4,911,783**	**5,049,100**	**5,055,956**	**4,966,220**	**5,158,144**	**5,822,501**	**5,635,305**	**5,695,959**	**5,760,203**	**5,683,557**	**5,477,006**				

FY25-26 TEACH Tech Charter High

Monthly Cash Flow/Budget FY25-26

Revised 5/11/25

Actuals Through:

ADA = 352.00

		Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Budget	PY Forecast	Favorable / (Unfav.)
Revenues																**ADA =**	**324.89**
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	216,827	216,827	390,288	390,288	390,288	390,288	390,288	462,659	462,659	462,659	462,659	462,659	**4,698,390**	4,322,398	375,992
8012	Education Protection Account	-	-	17,600	-	-	17,600	-	-	17,600	-	-	-	17,600	**70,400**	64,978	5,422
8019	State Aid - Prior Year	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8096	In Lieu of Property Taxes	-	81,089	162,178	108,118	108,118	108,118	108,118	108,118	226,798	113,399	113,399	113,399	113,399	**1,464,253**	1,241,973	222,280
		-	297,916	396,604	498,407	498,407	516,007	498,407	498,407	707,057	576,058	576,058	576,058	593,658	**6,233,043**	**5,629,349**	**603,694**
Federal Revenue																	
8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	91,875	**91,875**	79,598	12,277
8182	Special Education - Discretionary	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8220	Federal Child Nutrition	-	-	-	12,732	24,191	24,191	24,191	24,191	24,191	24,191	24,191	24,191	48,381	**254,639**	256,943	(2,303)
8290	Title I, Part A - Basic Low Income	-	-	48,530	-	-	145,589	-	-	-	-	-	-	-	**194,118**	194,118	-
8291	Title II, Part A - Teacher Quality	-	-	5,012	-	-	15,036	-	-	-	-	-	-	-	**20,048**	20,048	-
8293	Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8294	Title V, Part B - PCSG	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8295	Charter Facility Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8296	Other Federal Revenue	-	-	-	3,484	-	-	3,484	-	-	3,484	-	-	3,484	**13,936**	16,936	(3,000)
8299	Prior Year Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
		-	-	53,542	16,216	24,191	184,815	27,675	24,191	24,191	27,675	24,191	24,191	143,740	**574,616**	**567,643**	**6,974**
Other State Revenue																	
8311	State Special Education	-	16,537	16,537	29,766	29,766	29,766	29,766	29,766	35,286	35,286	35,286	35,286	35,286	**358,336**	330,738	27,598
8520	Child Nutrition	-	-	-	1,205	2,290	2,290	2,290	2,290	2,290	2,290	2,290	2,290	4,579	**24,102**	40,624	(16,522)
8545	School Facilities (SB740)	-	-	-	-	-	-	239,153	-	-	-	119,577	-	119,577	**478,306**	477,060	1,246
8550	Mandated Cost	-	-	-	-	-	18,554	-	-	-	-	-	-	-	**18,554**	19,851	(1,297)
8560	State Lottery	-	-	-	-	-	-	22,174	-	-	22,174	-	-	51,749	**96,096**	80,898	15,198
8598	Prior Year Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	2,116	(2,116)
8599	Other State Revenue	-	1,144	1,144	21,208	2,059	2,059	21,208	2,059	2,059	21,208	2,059	2,059	21,208	**99,475**	537,631	(438,156)
		-	17,681	17,681	52,179	34,115	52,670	314,591	34,115	39,635	80,957	159,212	39,635	232,399	**1,074,870**	**1,488,917**	**(414,047)**
Other Local Revenue																	
8634	Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8650	Lease and Rental Income	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8660	Interest Revenue	31,250	31,250	31,250	31,250	31,250	31,250	31,250	31,250	31,250	31,250	31,250	31,250	-	**375,000**	432,448	(57,448)
8689	Other Fees and Contracts	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8690	Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8698	ASB Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8699	School Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
		31,250	31,250	31,250	31,250	31,250	31,250	31,250	31,250	31,250	31,250	31,250	31,250	-	**375,000**	**432,448**	**(57,448)**
Total Revenue		**31,250**	**346,846**	**499,077**	**598,052**	**587,963**	**784,742**	**871,922**	**587,963**	**802,133**	**715,940**	**790,711**	**671,134**	**969,797**	**8,257,529**	**8,118,357**	**139,172**
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	-	144,250	144,250	144,250	144,250	144,250	144,250	144,250	144,250	144,250	144,250	144,250	-	**1,586,754**	1,645,493	58,739
1170	Teachers' Substitute Hours	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
1175	Teachers' Extra Duty/Stipends	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	159,969	159,969
1200	Pupil Support Salaries	7,457	16,947	16,947	16,947	16,947	16,947	16,947	16,947	16,947	16,947	16,947	16,947	-	**193,870**	286,300	92,430
1300	Administrators' Salaries	22,125	22,125	22,125	22,125	22,125	22,125	22,125	22,125	22,125	22,125	22,125	22,125	-	**265,501**	302,451	36,950
1900	Other Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
		29,582	183,322	183,322	183,322	183,322	183,322	183,322	183,322	183,322	183,322	183,322	183,322	-	**2,046,125**	**2,394,214**	**348,088**
Classified Salaries																	
2100	Instructional Salaries	-	10,298	10,298	10,298	10,298	10,298	10,298	10,298	10,298	10,298	10,298	10,298	-	**113,277**	194,829	81,551
2200	Support Salaries	-	9,484	9,484	9,484	9,484	9,484	9,484	9,484	9,484	9,484	9,484	9,484	-	**104,324**	114,553	10,229
2300	Classified Administrators' Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	20,365	20,365
2400	Clerical and Office Staff Salaries	14,171	14,171	14,171	14,171	14,171	14,171	14,171	14,171	14,171	14,171	14,171	14,171	-	**170,054**	172,525	2,471
2900	Other Classified Salaries	23,613	23,613	23,613	23,613	23,613	23,613	23,613	23,613	23,613	23,613	23,613	23,613	-	**283,353**	391,791	108,438
		37,784	57,566	57,566	57,566	57,566	57,566	57,566	57,566	57,566	57,566	57,566	57,566	-	**671,008**	**894,063**	**223,055**
Benefits																	
3101	STRS	5,650	35,015	35,015	35,015	35,015	35,015	35,015	35,015	35,015	35,015	35,015	35,015	-	**390,810**	400,745	9,935
3202	PERS	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	3,389	3,389
3301	OASDI	2,343	3,569	3,569	3,569	3,569	3,569	3,569	3,569	3,569	3,569	3,569	3,569	-	**41,602**	55,319	13,716
3311	Medicare	977	3,493	3,493	3,493	3,493	3,493	3,493	3,493	3,493	3,493	3,493	3,493	-	**39,398**	44,600	5,202
3401	Health and Welfare	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	-	**240,000**	428,759	188,759
3501	State Unemployment	906	906	906	906	906	906	4,532	3,626	1,813	906	906	906	-	**18,130**	20,566	2,436
3601	Workers' Compensation	943	3,372	3,372	3,372	3,372	3,372	3,372	3,372	3,372	3,372	3,372	3,372	-	**38,040**	35,676	(2,363)
3901	Other Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	45,380	45,380
		30,819	66,355	66,355	66,355	66,355	66,355	69,981	69,075	67,262	66,355	66,355	66,355	-	**767,981**	**1,034,435**	**266,454**

FY25-26 TEACH Tech Charter High

Monthly Cash Flow/Budget FY25-26

Revised 5/11/25

Actuals Through:

ADA = 352.00

		Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Budget	PY Forecast	Favorable / (Unfav.)
Books and Supplies																	
4100	Textbooks and Core Curricula	-	30,325	30,325	30,325	30,325	-	-	-	-	-	-	-	-	**121,300**	111,981	(9,319)
4200	Books and Other Materials	2,940	2,940	2,940	2,940	2,940	-	-	-	-	-	-	-	-	**14,700**	13,570	(1,130)
4302	School Supplies	8,033	8,033	8,033	8,033	8,033	8,033	8,033	8,033	8,033	8,033	8,033	8,033	-	**96,400**	88,941	(7,459)
4305	Software	16,000	16,000	16,000	16,000	16,000	16,000	16,000	16,000	16,000	16,000	16,000	16,000	-	**192,000**	287,939	95,939
4310	Office Expense	9,842	9,842	9,842	9,842	9,842	9,842	9,842	9,842	9,842	9,842	9,842	9,842	-	**118,100**	109,021	(9,079)
4311	Business Meals	8	8	8	8	8	8	8	8	8	8	8	8	-	**100**	125	25
4312	School Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
4400	Noncapitalized Equipment	-	15,780	15,780	15,780	15,780	15,780	-	-	-	-	-	-	-	**78,900**	72,837	(6,063)
4700	Food Services	-	25,340	25,340	25,340	25,340	25,340	25,340	25,340	25,340	25,340	25,340	25,340	-	**278,742**	297,567	18,825
		36,823	108,268	108,268	108,268	108,268	75,003	59,223	59,223	59,223	59,223	59,223	59,223	-	**900,242**	**981,981**	**81,740**
Subagreement Services																	
5101	Nursing	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5102	Special Education	-	29,855	29,855	29,855	29,855	29,855	29,855	29,855	29,855	29,855	29,855	29,855	-	**328,400**	303,086	(25,314)
5103	Substitute Teacher	-	15,945	15,945	15,945	15,945	15,945	15,945	15,945	15,945	15,945	15,945	15,945	-	**175,400**	161,880	(13,520)
5104	Transportation	-	18,718	18,718	18,718	18,718	18,718	18,718	18,718	18,718	18,718	18,718	18,718	-	**205,900**	328,504	122,604
5105	Security	-	7,282	7,282	7,282	7,282	7,282	7,282	7,282	7,282	7,282	7,282	7,282	-	**80,100**	73,975	(6,125)
5106	Other Educational Consultants	-	-	90	90	90	90	90	90	90	90	90	90	-	**900**	850	(50)
		-	71,800	71,890	71,890	71,890	71,890	71,890	71,890	71,890	71,890	71,890	71,890	-	**790,700**	**868,296**	**77,596**
Operations and Housekeeping																	
5201	Auto and Travel	-	45	45	45	45	45	45	45	45	45	45	45	-	**500**	455	(45)
5300	Dues & Memberships	1,050	1,050	1,050	1,050	1,050	1,050	1,050	1,050	1,050	1,050	1,050	1,050	-	**12,600**	11,605	(995)
5400	Insurance	7,967	7,967	7,967	7,967	7,967	7,967	7,967	7,967	7,967	7,967	7,967	7,967	-	**95,600**	88,273	(7,327)
5501	Utilities	10,800	10,800	10,800	10,800	10,800	10,800	10,800	10,800	10,800	10,800	10,800	10,800	-	**129,600**	119,626	(9,974)
5502	Janitorial Services	12,467	12,467	12,467	12,467	12,467	12,467	12,467	12,467	12,467	12,467	12,467	12,467	-	**149,600**	138,112	(11,488)
5516	Miscellaneous Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5531	ASB Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5900	Communications	2,125	2,125	2,125	2,125	2,125	2,125	2,125	2,125	2,125	2,125	2,125	2,125	-	**25,500**	23,570	(1,930)
5901	Postage and Shipping	-	-	770	770	770	770	770	770	770	770	770	770	-	**7,700**	7,123	(577)
		34,408	34,454	35,224	35,224	35,224	35,224	35,224	35,224	35,224	35,224	35,224	35,224	-	**421,100**	**388,764**	**(32,336)**
Facilities, Repairs and Other Leases																	
5601	Rent	62,850	62,850	62,850	62,850	62,850	62,850	62,850	62,850	62,850	62,850	62,850	62,850	-	**754,200**	742,300	(11,900)
5602	Additional Rent	17	17	17	17	17	17	17	17	17	17	17	17	-	**200**	208	8
5603	Equipment Leases	1,508	1,508	1,508	1,508	1,508	1,508	1,508	1,508	1,508	1,508	1,508	1,508	-	**18,100**	16,726	(1,374)
5604	Other Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5605	Real/Personal Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5610	Repairs and Maintenance	9,208	9,208	9,208	9,208	9,208	9,208	9,208	9,208	9,208	9,208	9,208	9,208	-	**110,500**	102,020	(8,480)
		73,583	73,583	73,583	73,583	73,583	73,583	73,583	73,583	73,583	73,583	73,583	73,583	-	**883,000**	**861,254**	**(21,746)**
Professional/Consulting Services																	
5801	IT	217	217	217	217	217	217	217	217	217	217	217	217	-	**2,600**	2,442	(158)
5802	Audit & Taxes	-	-	-	5,467	5,467	5,467	-	-	-	-	-	-	-	**16,400**	15,096	(1,304)
5803	Legal	892	892	892	892	892	892	892	892	892	892	892	892	-	**10,700**	9,921	(779)
5804	Professional Development	-	-	3,890	3,890	3,890	3,890	3,890	3,890	3,890	3,890	3,890	3,890	-	**38,900**	35,890	(3,010)
5805	General Consulting	-	-	2,230	2,230	2,230	2,230	2,230	2,230	2,230	2,230	2,230	2,230	-	**22,300**	20,624	(1,676)
5806	Special Activities/Field Trips	-	-	-	-	-	16,667	16,667	16,667	-	-	-	-	-	**50,000**	89,179	39,179
5807	Bank Charges	-	-	870	870	870	870	870	870	870	870	870	870	-	**8,700**	8,011	(689)
5808	Printing	-	-	4,720	4,720	4,720	4,720	4,720	4,720	4,720	4,720	4,720	4,720	-	**47,200**	43,584	(3,616)
5809	Other taxes and fees	-	-	1,050	1,050	1,050	1,050	1,050	1,050	1,050	1,050	1,050	1,050	-	**10,500**	9,679	(821)
5810	Payroll Service Fee	667	667	667	667	667	667	667	667	667	667	667	667	-	**8,000**	7,352	(648)
5811	Management Fee	78,441	78,441	78,441	78,441	78,441	78,441	78,441	78,441	78,441	78,441	78,441	78,441	-	**941,292**	848,743	(92,549)
5812	District Oversight Fee	-	2,979	3,966	4,984	4,984	5,160	4,984	4,984	7,071	5,761	5,761	5,761	5,937	**62,330**	56,293	(6,037)
5813	County Fees	-	-	-	1,175	-	-	1,175	-	-	1,175	-	-	1,175	**4,700**	4,373	(328)
5814	SPED Encroachment	-	12,481	12,481	22,465	22,465	22,465	22,465	12,131	26,958	26,958	26,958	26,958	14,827	**249,614**	230,389	(19,225)
5815	Public Relations/Recruitment	-	-	1,270	1,270	1,270	1,270	1,270	1,270	1,270	1,270	1,270	1,270	-	**12,700**	11,683	(1,017)
		80,216	95,676	110,693	128,337	127,162	144,005	139,537	128,028	128,275	128,140	126,965	126,965	21,939	**1,485,936**	**1,393,258**	**(92,678)**
Depreciation																	
6900	Depreciation Expense	5,917	5,917	5,917	5,917	5,917	5,917	5,917	5,917	5,917	5,917	5,917	5,917	-	**71,000**	65,512	(5,488)
		5,917	5,917	5,917	5,917	5,917	5,917	5,917	5,917	5,917	5,917	5,917	5,917	-	**71,000**	**65,512**	**(5,488)**
Interest																	
7438	Interest Expense	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	-	**15,456**	-	(15,456)
		1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	-	**15,456**	**-**	**(15,456)**
Total Expenses		**330,421**	**698,229**	**714,106**	**731,751**	**730,576**	**714,153**	**697,532**	**685,116**	**683,550**	**682,508**	**681,333**	**681,333**	**21,939**	**8,052,547**	**8,881,776**	**829,228**
Monthly Surplus (Deficit)		**(299,171)**	**(351,383)**	**(215,030)**	**(133,699)**	**(142,613)**	**70,588**	**174,391**	**(97,153)**	**118,583**	**33,432**	**109,377**	**(10,199)**	**947,859**	**204,982**	**(763,418)**	**968,400**

FY25-26 TEACH Tech Charter High

Monthly Cash Flow/Budget FY25-26

Revised 5/11/25

Actuals Through:

ADA = 352.00

	Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Budget	PY Forecast	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(299,171)	(351,383)	(215,030)	(133,699)	(142,613)	70,588	174,391	(97,153)	118,583	33,432	109,377	(10,199)	947,859	**204,982**		
Cash flows from operating activities																
Depreciation/Amortization	5,917	5,917	5,917	5,917	5,917	5,917	5,917	5,917	5,917	5,917	5,917	5,917	-	**71,000**		
Public Funding Receivables	459,366	-	155,534	-	110,723	35,685	147,399	-	-	-	-	-	(969,797)	**(61,091)**		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Accounts Payable	-	-	-	-	-	-	-	-	-	-	-	-	21,939	**21,939**		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Total Change in Cash	166,112	(345,466)	(53,579)	(127,782)	(25,974)	112,190	327,706	(91,237)	124,500	39,349	115,294	(4,283)				
Cash, Beginning of Month	5,932,601	6,098,713	5,753,247	5,699,668	5,571,886	5,545,912	5,658,102	5,985,808	5,894,571	6,019,071	6,058,420	6,173,713				
Cash, End of Month	**6,098,713**	**5,753,247**	**5,699,668**	**5,571,886**	**5,545,912**	**5,658,102**	**5,985,808**	**5,894,571**	**6,019,071**	**6,058,420**	**6,173,713**	**6,169,431**				

FY25-26 TEACH Prep Elementary School

Monthly Cash Flow/Budget FY25-26

Revised 5/11/25

Actuals Through:

ADA = 238.48

		Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Budget	PY Forecast	Favorable / (Unfav.)
Revenues																ADA =	234.78
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	134,504	134,504	242,107	242,107	242,107	242,107	242,107	250,586	250,586	250,586	250,586	250,586	**2,732,473**	2,674,538	57,935
8012	Education Protection Account	-	-	11,924	-	-	11,924	-	-	11,924	-	-	-	11,924	**47,696**	46,956	740
8019	State Aid - Prior Year	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8096	In Lieu of Property Taxes	-	58,598	117,197	78,131	78,131	78,131	78,131	78,131	141,860	70,930	70,930	70,930	70,930	**992,031**	897,506	94,525
		-	193,102	263,625	320,238	320,238	332,162	320,238	320,238	404,370	321,516	321,516	321,516	333,440	**3,772,200**	**3,619,000**	**153,200**
Federal Revenue																	
8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	124,460	**124,460**	57,521	66,939
8182	Special Education - Discretionary	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8220	Federal Child Nutrition	-	-	-	9,029	17,155	17,155	17,155	17,155	17,155	17,155	17,155	17,155	34,309	**180,574**	265,618	(85,044)
8290	Title I, Part A - Basic Low Income	-	-	26,356	-	-	79,069	-	-	-	-	-	-	-	**105,425**	105,425	-
8291	Title II, Part A - Teacher Quality	-	-	2,643	-	-	7,930	-	-	-	-	-	-	-	**10,573**	10,573	-
8293	Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8294	Title V, Part B - PCSG	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8295	Charter Facility Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8296	Other Federal Revenue	-	-	-	2,500	-	-	2,500	-	-	2,500	-	-	2,500	**10,000**	10,000	-
8299	Prior Year Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
		-	-	29,000	11,529	17,155	104,153	19,655	17,155	17,155	19,655	17,155	17,155	161,269	**431,032**	**449,138**	**(18,105)**
Other State Revenue																	
8311	State Special Education	-	11,950	11,950	21,511	21,511	21,511	21,511	21,511	22,264	22,264	22,264	22,264	22,264	**242,773**	239,006	3,767
8520	Child Nutrition	-	-	-	855	1,624	1,624	1,624	1,624	1,624	1,624	1,624	1,624	3,247	**17,092**	46,696	(29,605)
8545	School Facilities (SB740)	-	-	-	-	-	-	162,026	-	-	-	81,013	-	81,013	**324,053**	332,326	(8,273)
8550	Mandated Cost	-	-	-	-	-	4,825	-	-	-	-	-	-	-	**4,825**	4,767	58
8560	State Lottery	-	-	-	-	-	-	16,024	-	-	16,024	-	-	33,058	**65,105**	58,460	6,645
8598	Prior Year Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	4,398	(4,398)
8599	Other State Revenue	-	775	775	279,809	1,395	1,395	279,809	1,395	1,395	279,809	1,395	1,395	279,809	**1,129,158**	1,221,242	(92,084)
		-	12,725	12,725	302,174	24,529	29,354	480,994	24,529	25,283	319,721	106,296	25,283	419,391	**1,783,005**	**1,906,896**	**(123,891)**
Other Local Revenue																	
8634	Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8650	Lease and Rental Income	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8660	Interest Revenue	10,417	10,417	10,417	10,417	10,417	10,417	10,417	10,417	10,417	10,417	10,417	10,417	-	**125,000**	148,419	(23,419)
8689	Other Fees and Contracts	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8690	Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8698	ASB Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8699	School Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
		10,417	10,417	10,417	10,417	10,417	10,417	10,417	10,417	10,417	10,417	10,417	10,417	-	**125,000**	**148,419**	**(23,419)**
Total Revenue		**10,417**	**216,244**	**315,766**	**644,358**	**372,339**	**476,086**	**831,303**	**372,339**	**457,224**	**671,308**	**455,383**	**374,370**	**914,100**	**6,111,237**	**6,123,453**	**(12,215)**
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	-	84,290	84,290	84,290	84,290	84,290	84,290	84,290	84,290	84,290	84,290	84,290	-	**927,193**	839,536	(87,657)
1170	Teachers' Substitute Hours	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
1175	Teachers' Extra Duty/Stipends	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	61,080	61,080
1200	Pupil Support Salaries	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	-	**100,000**	-	(100,000)
1300	Administrators' Salaries	20,745	20,745	20,745	20,745	20,745	20,745	20,745	20,745	20,745	20,745	20,745	20,745	-	**248,936**	343,542	94,606
1900	Other Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
		29,078	113,368	113,368	113,368	113,368	113,368	113,368	113,368	113,368	113,368	113,368	113,368	-	**1,276,129**	**1,244,158**	**(31,970)**
Classified Salaries																	
2100	Instructional Salaries	-	26,027	26,027	26,027	26,027	26,027	26,027	26,027	26,027	26,027	26,027	26,027	-	**286,293**	314,518	28,224
2200	Support Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
2300	Classified Administrators' Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
2400	Clerical and Office Staff Salaries	10,315	10,315	10,315	10,315	10,315	10,315	10,315	10,315	10,315	10,315	10,315	10,315	-	**123,774**	119,662	(4,112)
2900	Other Classified Salaries	5,975	5,975	5,975	5,975	5,975	5,975	5,975	5,975	5,975	5,975	5,975	5,975	-	**71,701**	158,717	87,016
		16,290	42,316	42,316	42,316	42,316	42,316	42,316	42,316	42,316	42,316	42,316	42,316	-	**481,769**	**592,897**	**111,129**
Benefits																	
3101	STRS	5,554	21,653	21,653	21,653	21,653	21,653	21,653	21,653	21,653	21,653	21,653	21,653	-	**243,741**	234,222	(9,519)
3202	PERS	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
3301	OASDI	1,156	3,004	3,004	3,004	3,004	3,004	3,004	3,004	3,004	3,004	3,004	3,004	-	**34,197**	38,398	4,201
3311	Medicare	684	2,347	2,347	2,347	2,347	2,347	2,347	2,347	2,347	2,347	2,347	2,347	-	**26,502**	26,668	166
3401	Health and Welfare	16,000	16,000	16,000	16,000	16,000	16,000	16,000	16,000	16,000	16,000	16,000	16,000	-	**192,000**	226,413	34,413
3501	State Unemployment	759	759	759	759	759	759	3,797	3,038	1,519	759	759	759	-	**15,190**	13,939	(1,251)
3601	Workers' Compensation	660	2,266	2,266	2,266	2,266	2,266	2,266	2,266	2,266	2,266	2,266	2,266	-	**25,588**	23,715	(1,873)
3901	Other Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	37,251	37,251
		24,814	46,030	46,030	46,030	46,030	46,030	49,068	48,308	46,789	46,030	46,030	46,030	-	**537,217**	**600,606**	**63,389**

FY25-26 TEACH Prep Elementary School

Monthly Cash Flow/Budget FY25-26

Revised 5/11/25

Actuals Through:

ADA = 238.48

		Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Budget	PY Forecast	Favorable / (Unfav.)
Books and Supplies																	
4100	Textbooks and Core Curricula	-	17,650	17,650	17,650	17,650	-	-	-	-	-	-	-	-	**70,600**	69,484	(1,116)
4200	Books and Other Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
4302	School Supplies	2,058	2,058	2,058	2,058	2,058	2,058	2,058	2,058	2,058	2,058	2,058	2,058	-	**24,700**	24,357	(343)
4305	Software	10,283	10,283	10,283	10,283	10,283	10,283	10,283	10,283	10,283	10,283	10,283	10,283	-	**123,400**	121,508	(1,892)
4310	Office Expense	6,358	6,358	6,358	6,358	6,358	6,358	6,358	6,358	6,358	6,358	6,358	6,358	-	**76,300**	75,121	(1,179)
4311	Business Meals	125	125	125	125	125	125	125	125	125	125	125	125	-	**1,500**	1,500	0
4312	School Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
4400	Noncapitalized Equipment	-	4,640	4,640	4,640	4,640	4,640	-	-	-	-	-	-	-	**23,200**	22,857	(343)
4700	Food Services	-	17,970	17,970	17,970	17,970	17,970	17,970	17,970	17,970	17,970	17,970	17,970	-	**197,666**	316,091	118,425
		18,825	59,085	59,085	59,085	59,085	41,435	36,795	36,795	36,795	36,795	36,795	36,795	-	**517,366**	**630,919**	**113,553**
Subagreement Services																	
5101	Nursing	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5102	Special Education	-	36,373	36,373	36,373	36,373	36,373	36,373	36,373	36,373	36,373	36,373	36,373	-	**400,100**	393,852	(6,248)
5103	Substitute Teacher	-	6,191	6,191	6,191	6,191	6,191	6,191	6,191	6,191	6,191	6,191	6,191	-	**68,100**	67,003	(1,097)
5104	Transportation	-	17,800	17,800	17,800	17,800	17,800	17,800	17,800	17,800	17,800	17,800	17,800	-	**195,800**	340,437	144,637
5105	Security	-	3,973	3,973	3,973	3,973	3,973	3,973	3,973	3,973	3,973	3,973	3,973	-	**43,700**	43,048	(652)
5106	Other Educational Consultants	-	-	45,121	45,121	45,121	45,121	45,121	45,121	45,121	45,121	45,121	45,121	-	**451,213**	170,355	(280,858)
		-	64,336	109,458	109,458	109,458	109,458	109,458	109,458	109,458	109,458	109,458	109,458	-	**1,158,913**	**1,014,695**	**(144,218)**
Operations and Housekeeping																	
5201	Auto and Travel	-	55	55	55	55	55	55	55	55	55	55	55	-	**600**	637	37
5300	Dues & Memberships	825	825	825	825	825	825	825	825	825	825	825	825	-	**9,900**	9,714	(186)
5400	Insurance	4,925	4,925	4,925	4,925	4,925	4,925	4,925	4,925	4,925	4,925	4,925	4,925	-	**59,100**	58,177	(923)
5501	Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5502	Janitorial Services	7,033	7,033	7,033	7,033	7,033	7,033	7,033	7,033	7,033	7,033	7,033	7,033	-	**84,400**	83,097	(1,303)
5516	Miscellaneous Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5531	ASB Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5900	Communications	1,383	1,383	1,383	1,383	1,383	1,383	1,383	1,383	1,383	1,383	1,383	1,383	-	**16,600**	16,327	(273)
5901	Postage and Shipping	-	-	720	720	720	720	720	720	720	720	720	720	-	**7,200**	7,123	(77)
		14,167	14,221	14,941	14,941	14,941	14,941	14,941	14,941	14,941	14,941	14,941	14,941	-	**177,800**	**175,076**	**(2,724)**
Facilities, Repairs and Other Leases																	
5601	Rent	53,108	53,108	53,108	53,108	53,108	53,108	53,108	53,108	53,108	53,108	53,108	53,108	-	**637,300**	627,400	(9,900)
5602	Additional Rent	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5603	Equipment Leases	1,567	1,567	1,567	1,567	1,567	1,567	1,567	1,567	1,567	1,567	1,567	1,567	-	**18,800**	18,555	(245)
5604	Other Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5605	Real/Personal Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5610	Repairs and Maintenance	4,633	4,633	4,633	4,633	4,633	4,633	4,633	4,633	4,633	4,633	4,633	4,633	-	**55,600**	54,730	(870)
		59,308	59,308	59,308	59,308	59,308	59,308	59,308	59,308	59,308	59,308	59,308	59,308	-	**711,700**	**700,685**	**(11,015)**
Professional/Consulting Services																	
5801	IT	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5802	Audit & Taxes	-	-	-	5,100	5,100	5,100	-	-	-	-	-	-	-	**15,300**	15,096	(204)
5803	Legal	325	325	325	325	325	325	325	325	325	325	325	325	-	**3,900**	3,887	(13)
5804	Professional Development	-	-	1,510	1,510	1,510	1,510	1,510	1,510	1,510	1,510	1,510	1,510	-	**15,100**	14,872	(228)
5805	General Consulting	-	-	2,330	2,330	2,330	2,330	2,330	2,330	2,330	2,330	2,330	2,330	-	**23,300**	465,955	442,655
5806	Special Activities/Field Trips	-	-	-	-	-	3,700	3,700	3,700	-	-	-	-	-	**11,100**	10,910	(190)
5807	Bank Charges	-	-	130	130	130	130	130	130	130	130	130	130	-	**1,300**	1,231	(69)
5808	Printing	-	-	3,820	3,820	3,820	3,820	3,820	3,820	3,820	3,820	3,820	3,820	-	**38,200**	37,626	(574)
5809	Other taxes and fees	-	-	880	880	880	880	880	880	880	880	880	880	-	**8,800**	8,705	(95)
5810	Payroll Service Fee	642	642	642	642	642	642	642	642	642	642	642	642	-	**7,700**	7,602	(98)
5811	Management Fee	57,988	57,988	57,988	57,988	57,988	57,988	57,988	57,988	57,988	57,988	57,988	57,988	-	**695,861**	630,575	(65,286)
5812	District Oversight Fee	-	1,931	2,636	3,202	3,202	3,322	3,202	3,202	4,044	3,215	3,215	3,215	3,334	**37,722**	36,190	(1,532)
5813	County Fees	-	-	-	1,075	-	-	1,075	-	-	1,075	-	-	1,075	**4,300**	4,252	(49)
5814	SPED Encroachment	-	8,456	8,456	15,220	15,220	15,220	15,220	8,219	18,264	18,264	18,264	18,264	10,045	**169,113**	166,490	(2,624)
5815	Public Relations/Recruitment	-	-	1,180	1,180	1,180	1,180	1,180	1,180	1,180	1,180	1,180	1,180	-	**11,800**	11,583	(217)
		58,955	69,342	79,897	93,403	92,328	96,147	92,003	83,926	91,113	91,359	90,284	90,284	14,455	**1,043,496**	**1,414,972**	**371,476**
Depreciation																	
6900	Depreciation Expense	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	-	**52,500**	51,637	(863)
		4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	-	**52,500**	**51,637**	**(863)**
Interest																	
7438	Interest Expense	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	-	**15,456**	-	(15,456)
		1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	-	**15,456**	**-**	**(15,456)**
Total Expenses		**227,100**	**473,670**	**530,066**	**543,572**	**542,497**	**528,666**	**522,920**	**514,084**	**519,752**	**519,239**	**518,164**	**518,164**	**14,455**	**5,972,346**	**6,425,646**	**453,300**
Monthly Surplus (Deficit)		**(216,683)**	**(257,425)**	**(214,300)**	**100,786**	**(170,158)**	**(52,580)**	**308,383**	**(141,745)**	**(62,528)**	**152,069**	**(62,781)**	**(143,794)**	**899,646**	**138,891**	**(302,193)**	**441,085**

FY25-26 TEACH Prep Elementary School

Monthly Cash Flow/Budget FY25-26

Revised 5/11/25

Actuals Through:

ADA = 238.48

	Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Budget	PY Forecast	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(216,683)	(257,425)	(214,300)	100,786	(170,158)	(52,580)	308,383	(141,745)	(62,528)	152,069	(62,781)	(143,794)	899,646	**138,891**		
Cash flows from operating activities																
Depreciation/Amortization	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	-	**52,500**		
Public Funding Receivables	373,883	-	752,352	-	80,846	28,260	127,206	-	-	-	-	-	(914,100)	**448,447**		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Accounts Payable	-	-	-	-	-	-	-	-	-	-	-	-	14,455	**14,455**		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Total Change in Cash	161,575	(253,050)	542,427	105,161	(84,936)	(19,945)	439,965	(137,370)	(58,153)	156,444	(58,406)	(139,419)				
Cash, Beginning of Month	4,386,680	4,548,255	4,295,204	4,837,631	4,942,793	4,857,856	4,837,911	5,277,876	5,140,506	5,082,353	5,238,797	5,180,392				
Cash, End of Month	**4,548,255**	**4,295,204**	**4,837,631**	**4,942,793**	**4,857,856**	**4,837,911**	**5,277,876**	**5,140,506**	**5,082,353**	**5,238,797**	**5,180,392**	**5,040,973**				

FY25-26 TEACH Public Schools

Monthly Cash Flow/Budget FY25-26

Revised 5/11/25

Actuals Through:

ADA = 0.00

		Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Budget	PY Forecast	Favorable / (Unfav.)
Revenues																**ADA = 0.00**	
Other Local Revenue																	
8660	Interest Revenue	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	-	**12,000**	16,376	(4,376)
8689	Other Fees and Contracts	186,348	186,348	186,348	186,348	186,348	186,348	186,348	186,348	186,348	186,348	186,348	186,348	-	**2,236,177**	2,218,127	18,050
		187,348	187,348	187,348	187,348	187,348	187,348	187,348	187,348	187,348	187,348	187,348	187,348	-	**2,248,177**	**2,234,503**	**13,674**
Total Revenue		**187,348**	**187,348**	**187,348**	**187,348**	**187,348**	**187,348**	**187,348**	**187,348**	**187,348**	**187,348**	**187,348**	**187,348**	**0**	**2,248,177**	**2,234,503**	**13,676**
Expenses																	
Certificated Salaries																	
1300	Administrators' Salaries	45,750	45,750	45,750	45,750	45,750	45,750	45,750	45,750	45,750	45,750	45,750	45,750	-	**549,002**	829,465	280,463
		45,750	45,750	45,750	45,750	45,750	45,750	45,750	45,750	45,750	45,750	45,750	45,750	-	**549,002**	**869,725**	**320,723**
Classified Salaries																	
2300	Classified Administrators' Salaries	45,231	45,231	45,231	45,231	45,231	45,231	45,231	45,231	45,231	45,231	45,231	45,231	-	**542,778**	418,842	(123,936)
2400	Clerical and Office Staff Salaries	9,578	9,578	9,578	9,578	9,578	9,578	9,578	9,578	9,578	9,578	9,578	9,578	-	**114,936**	114,032	(904)
		54,809	54,809	54,809	54,809	54,809	54,809	54,809	54,809	54,809	54,809	54,809	54,809	-	**657,714**	**532,874**	**(124,840)**
Benefits																	
3101	STRS	8,738	8,738	8,738	8,738	8,738	8,738	8,738	8,738	8,738	8,738	8,738	8,738	-	**104,859**	165,697	60,838
3301	OASDI	3,398	3,398	3,398	3,398	3,398	3,398	3,398	3,398	3,398	3,398	3,398	3,398	-	**40,778**	32,225	(8,553)
3311	Medicare	1,458	1,458	1,458	1,458	1,458	1,458	1,458	1,458	1,458	1,458	1,458	1,458	-	**17,497**	20,265	2,768
3401	Health and Welfare	11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	-	**135,000**	101,324	(33,676)
3501	State Unemployment	219	219	219	219	219	219	1,094	875	438	219	219	219	-	**4,375**	4,260	(116)
3601	Workers' Compensation	1,408	1,408	1,408	1,408	1,408	1,408	1,408	1,408	1,408	1,408	1,408	1,408	-	**16,894**	14,587	(2,307)
3901	Other Benefits	5,028	5,028	5,028	5,028	5,028	5,028	5,028	5,028	5,028	5,028	5,028	5,028	-	**60,336**	61,448	1,112
		31,499	31,499	31,499	31,499	31,499	31,499	32,374	32,155	31,718	31,499	31,499	31,499	-	**379,740**	**399,806**	**20,066**

FY25-26 TEACH Public Schools

Monthly Cash Flow/Budget FY25-26

Revised 5/11/25

Actuals Through:

ADA = 0.00

		Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Budget	PY Forecast	Favorable / (Unfav.)
Books and Supplies																	
4302	School Supplies	83	83	83	83	83	83	83	83	83	83	83	83	-	**1,000**	917	(83)
4305	Software	333	333	333	333	333	333	333	333	333	333	333	333	-	**4,000**	3,780	(220)
4310	Office Expense	5,158	5,158	5,158	5,158	5,158	5,158	5,158	5,158	5,158	5,158	5,158	5,158	-	**61,900**	58,652	(3,248)
4311	Business Meals	725	725	725	725	725	725	725	725	725	725	725	725	-	**8,700**	8,239	(461)
4312	School Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
4400	Noncapitalized Equipment	-	1,140	1,140	1,140	1,140	1,140	-	-	-	-	-	-	-	**5,700**	5,399	(301)
4700	Food Services	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
		6,300	7,440	7,440	7,440	7,440	7,440	6,300	6,300	6,300	6,300	6,300	6,300	-	**81,300**	**76,987**	**(4,313)**
Subagreement Services																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
Operations and Housekeeping																	
5201	Auto and Travel	-	4,009	4,009	4,009	4,009	4,009	4,009	4,009	4,009	4,009	4,009	4,009	-	**44,100**	41,778	(2,322)
5400	Insurance	8	8	8	8	8	8	8	8	8	8	8	8	-	**100**	96	(4)
5501	Utilities	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	-	**13,000**	12,321	(679)
5900	Communications	1,875	1,875	1,875	1,875	1,875	1,875	1,875	1,875	1,875	1,875	1,875	1,875	-	**22,500**	21,326	(1,174)
5901	Postage and Shipping	-	-	560	560	560	560	560	560	560	560	560	560	-	**5,600**	5,314	(286)
		2,967	6,976	7,536	7,536	7,536	7,536	7,536	7,536	7,536	7,536	7,536	7,536	-	**85,300**	**80,834**	**(4,466)**
Facilities, Repairs and Other Leases																	
5603	Equipment Leases	42	42	42	42	42	42	42	42	42	42	42	42	-	**500**	489	(11)
5610	Repairs and Maintenance	33	33	33	33	33	33	33	33	33	33	33	33	-	**400**	375	(25)
		75	75	75	75	75	75	75	75	75	75	75	75	-	**900**	**864**	**(36)**
Professional/Consulting Services																	
5803	Legal	383	383	383	383	383	383	383	383	383	383	383	383	-	**4,600**	4,317	(283)
5804	Professional Development	-	-	2,490	2,490	2,490	2,490	2,490	2,490	2,490	2,490	2,490	2,490	-	**24,900**	23,598	(1,302)
5805	General Consulting	-	-	460	460	460	460	460	460	460	460	460	460	-	**4,600**	4,367	(233)
5806	Special Activities/Field Trips	-	-	-	-	-	33	33	33	-	-	-	-	-	**100**	100	-
5807	Bank Charges	-	-	190	190	190	190	190	190	190	190	190	190	-	**1,900**	1,845	(55)
5808	Printing	-	-	330	330	330	330	330	330	330	330	330	330	-	**3,300**	3,097	(203)
5809	Other taxes and fees	-	-	30	30	30	30	30	30	30	30	30	30	-	**300**	292	(8)
5815	Public Relations/Recruitment	-	-	150	150	150	150	150	150	150	150	150	150	-	**1,500**	1,400	(100)
		383	383	4,033	4,033	4,033	4,067	4,067	4,067	4,033	4,033	4,033	4,033	(0)	**41,200**	**39,015**	**(2,185)**
Depreciation																	
6900	Depreciation Expense	3,475	3,475	3,475	3,475	3,475	3,475	3,475	3,475	3,475	3,475	3,475	3,475	-	**41,700**	39,522	(2,178)
		3,475	3,475	3,475	3,475	3,475	3,475	3,475	3,475	3,475	3,475	3,475	3,475	-	**41,700**	**39,522**	**(2,178)**
Interest																	
7438	Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
Total Expenses		**145,259**	**150,408**	**154,618**	**154,618**	**154,618**	**154,651**	**154,386**	**154,168**	**153,697**	**153,478**	**153,478**	**153,478**	**(0)**	**1,836,856**	**2,039,628**	**202,772**
Monthly Surplus (Deficit)		**42,089**	**36,940**	**32,730**	**32,730**	**32,730**	**32,697**	**32,962**	**33,181**	**33,652**	**33,870**	**33,870**	**33,870**	**0**	**411,321**	**194,875**	**216,448**

FY25-26 TEACH Public Schools

Monthly Cash Flow/Budget FY25-26

Revised 5/11/25

Actuals Through:

ADA = 0.00

	Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Budget	PY Forecast	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	42,089	36,940	32,730	32,730	32,730	32,697	32,962	33,181	33,652	33,870	33,870	33,870	0	**411,323**		
Cash flows from operating activities																
Depreciation/Amortization	3,475	3,475	3,475	3,475	3,475	3,475	3,475	3,475	3,475	3,475	3,475	3,475	-	**41,700**		
Public Funding Receivables	-	-	-	-	-	-	279,127	-	-	-	-	-	(0)	**279,127**		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Accounts Payable	-	-	-	-	-	-	-	-	-	-	-	-	(0)	**(0)**		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Total Change in Cash	45,564	40,415	36,205	36,205	36,205	36,172	315,564	36,656	37,127	37,345	37,345	37,345				
Cash, Beginning of Month	918,621	964,185	1,004,600	1,040,806	1,077,011	1,113,216	1,149,388	1,464,952	1,501,608	1,538,735	1,576,080	1,613,425				
Cash, End of Month	**964,185**	**1,004,600**	**1,040,806**	**1,077,011**	**1,113,216**	**1,149,388**	**1,464,952**	**1,501,608**	**1,538,735**	**1,576,080**	**1,613,425**	**1,650,771**				

TEACH Academy of Technologies

Monthly Cash Flow/Forecast FY26-27

Revised 6/1/25

ADA = 411.84

		Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Revenues																**ADA =**	**411.84**
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	186,511	186,511	335,719	335,719	335,719	335,719	335,719	335,719	335,719	335,719	335,719	335,719	**3,730,215**	3,543,411	186,804
8012	Education Protection Account	-	-	-	211,643	-	-	211,643	-	-	233,992	-	-	219,092	**876,369**	846,570	29,799
8019	State Aid - Prior Years	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8096	In Lieu of Property Taxes	-	102,791	205,581	137,054	137,054	137,054	137,054	137,054	239,845	119,922	119,922	119,922	119,922	**1,713,176**	1,713,176	-
		-	289,301	392,092	684,416	472,773	472,773	684,416	472,773	575,564	689,633	455,642	455,642	674,734	**6,319,760**	**6,103,157**	**216,603**
Federal Revenue																	
8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	114,660	**114,660**	124,460	(9,800)
8182	Special Education - Discretionary	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8220	Federal Child Nutrition	-	-	15,676	15,676	31,352	31,352	31,352	31,352	31,352	31,352	31,352	31,352	31,352	**313,520**	313,520	-
8290	Title I, Part A - Basic Low Income	-	-	55,599	-	-	55,599	-	-	55,599	-	-	-	55,599	**222,397**	222,397	-
8291	Title II, Part A - Teacher Quality	-	-	6,099	-	-	6,099	-	-	6,099	-	-	-	6,099	**24,396**	24,396	-
8293	Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	10,000	-	**10,000**	10,000	-
8294	Title V, Part B - PCSG	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8295	Charter Facility Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8296	Other Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	421,191	(421,191)
8299	Prior Year Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
		-	-	77,374	15,676	31,352	93,050	31,352	31,352	93,050	31,352	31,352	41,352	207,710	**684,973**	**1,115,964**	**(430,991)**
Other State Revenue																	
8311	State Special Education	-	21,701	21,701	39,061	39,061	39,061	39,061	39,061	39,061	39,061	39,061	39,061	39,061	**434,011**	419,986	14,025
8520	Child Nutrition	-	-	1,536	1,536	3,072	3,072	3,072	3,072	3,072	3,072	3,072	3,072	3,072	**30,720**	29,675	1,045
8545	School Facilities (SB740)	-	-	-	-	-	-	289,659	-	-	-	144,829	-	144,829	**579,317**	559,618	
8550	Mandated Cost	-	-	-	-	-	8,761	-	-	-	-	-	-	-	**8,761**	8,478	283
8560	State Lottery	-	-	-	-	-	-	28,108	-	-	28,108	-	-	56,216	**112,432**	112,432	-
8598	Prior Year Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8599	Other State Revenue	-	-	-	-	403,407	-	-	-	-	155,157	-	-	62,063	**620,627**	620,627	-
		-	21,701	23,237	40,597	445,540	50,894	359,900	42,133	42,133	225,398	186,962	42,133	305,241	**1,785,868**	1,750,817	15,352
Other Local Revenue																	
8634	Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8650	Lease and Rental Income	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8660	Interest Revenue	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	-	**200,000**	200,000	-
8689	Other Fees and Contracts	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8690	Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8698	ASB Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8699	School Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
		16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	-	**200,000**	**200,000**	**-**
Total Revenue		**16,667**	**327,669**	**509,369**	**757,356**	**966,332**	**633,385**	**1,092,334**	**562,925**	**727,414**	**963,050**	**690,623**	**555,793**	**1,187,685**	**8,990,601**	**9,169,938**	**(179,337)**
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	-	139,895	139,895	139,895	139,895	139,895	139,895	139,895	139,895	139,895	139,895	139,895	-	**1,538,849**	1,498,393	(40,457)
1170	Teachers' Substitute Hours	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
1175	Teachers' Extra Duty/Stipends	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
1200	Pupil Support Salaries	7,983	14,403	14,403	14,403	14,403	14,403	14,403	14,403	14,403	14,403	14,403	14,403	-	**166,415**	162,040	(4,375)
1300	Administrators' Salaries	23,414	23,414	23,414	23,414	23,414	23,414	23,414	23,414	23,414	23,414	23,414	23,414	-	**280,965**	273,578	(7,386)
1900	Other Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	300,000	300,000
		31,397	177,712	177,712	177,712	177,712	177,712	177,712	177,712	177,712	177,712	177,712	177,712	-	**1,986,229**	**2,234,011**	**247,782**
Classified Salaries																	
2100	Instructional Salaries	-	12,690	12,690	12,690	12,690	12,690	12,690	12,690	12,690	12,690	12,690	12,690	-	**139,590**	135,921	(3,669)
2200	Support Salaries	5,873	5,873	5,873	5,873	5,873	5,873	5,873	5,873	5,873	5,873	5,873	5,873	-	**70,481**	68,628	(1,853)
2300	Classified Administrators' Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
2400	Clerical and Office Staff Salaries	24,149	24,149	24,149	24,149	24,149	24,149	24,149	24,149	24,149	24,149	24,149	24,149	-	**289,785**	282,167	(7,618)
2900	Other Classified Salaries	14,667	14,667	14,667	14,667	14,667	14,667	14,667	14,667	14,667	14,667	14,667	14,667	-	**176,005**	171,378	(4,627)
		44,689	57,379	57,379	57,379	57,379	57,379	57,379	57,379	57,379	57,379	57,379	57,379	-	**675,862**	**658,094**	**(17,767)**
Benefits																	
3101	STRS	9,437	33,630	33,630	33,630	33,630	33,630	33,630	33,630	33,630	33,630	33,630	33,630	-	**379,370**	426,696	47,326
3202	PERS	12,290	15,779	15,779	15,779	15,779	15,779	15,779	15,779	15,779	15,779	15,779	15,779	-	**185,862**	180,318	(5,544)
3301	OASDI	2,771	3,558	3,558	3,558	3,558	3,558	3,558	3,558	3,558	3,558	3,558	3,558	-	**41,903**	40,802	(1,102)
3311	Medicare	1,322	3,389	3,389	3,389	3,389	3,389	3,389	3,389	3,389	3,389	3,389	3,389	-	**38,600**	41,936	3,335
3401	Health and Welfare	21,909	21,909	21,909	21,909	21,909	21,909	21,909	21,909	21,909	21,909	21,909	21,909	-	**262,912**	280,000	17,088
3501	State Unemployment	906	906	906	906	906	906	4,532	3,626	1,813	906	906	906	-	**18,130**	19,600	1,470
3601	Workers' Compensation	1,277	3,272	3,272	3,272	3,272	3,272	3,272	3,272	3,272	3,272	3,272	3,272	-	**37,269**	40,489	3,220
3901	Other Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
		49,912	82,444	82,444	82,444	82,444	82,444	86,070	85,163	83,350	82,444	82,444	82,444	-	**964,047**	**1,029,840**	**65,794**

TEACH Academy of Technologies

Monthly Cash Flow/Forecast FY26-27

Revised 6/1/25

ADA = 411.84

		Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Books and Supplies																	
4100	Textbooks and Core Curricula	-	21,926	21,926	21,926	21,926	-	-	-	-	-	-	-	-	**87,706**	85,400	(2,306)
4200	Books and Other Materials	616	616	616	616	616	-	-	-	-	-	-	-	-	**3,081**	3,000	(81)
4302	School Supplies	4,433	4,433	4,433	4,433	4,433	4,433	4,433	4,433	4,433	4,433	4,433	4,433	-	**53,199**	51,800	(1,399)
4305	Software	13,514	13,514	13,514	13,514	13,514	13,514	13,514	13,514	13,514	13,514	13,514	13,514	-	**162,163**	157,900	(4,263)
4310	Office Expense	9,791	9,791	9,791	9,791	9,791	9,791	9,791	9,791	9,791	9,791	9,791	9,791	-	**117,489**	114,400	(3,089)
4311	Business Meals	17	17	17	17	17	17	17	17	17	17	17	17	-	**205**	200	(5)
4312	School Fundraising	26	26	26	26	26	26	26	26	26	26	26	26	-	**308**	300	(8)
4400	Noncapitalized Equipment	-	11,133	11,133	11,133	11,133	11,133	-	-	-	-	-	-	-	**55,663**	54,200	(1,463)
4700	Food Services	-	32,042	32,042	32,042	32,042	32,042	32,042	32,042	32,042	32,042	32,042	32,042	-	**352,462**	343,195	(9,266)
		28,397	93,498	93,498	93,498	93,498	70,955	59,822	59,822	59,822	59,822	59,822	59,822	-	**832,276**	**810,395**	**(21,881)**
Subagreement Services																	
5101	Nursing	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5102	Special Education	-	52,797	52,797	52,797	52,797	52,797	52,797	52,797	52,797	52,797	52,797	52,797	-	**580,769**	565,500	(15,268)
5103	Substitute Teacher	-	12,147	12,147	12,147	12,147	12,147	12,147	12,147	12,147	12,147	12,147	12,147	-	**133,613**	130,100	(3,513)
5104	Transportation	-	14,761	14,761	14,761	14,761	14,761	14,761	14,761	14,761	14,761	14,761	14,761	-	**162,369**	158,100	(4,269)
5105	Security	-	6,265	6,265	6,265	6,265	6,265	6,265	6,265	6,265	6,265	6,265	6,265	-	**68,912**	67,100	(1,812)
5106	Other Educational Consultants	-	-	26,414	26,414	26,414	26,414	26,414	26,414	26,414	26,414	26,414	26,414	-	**264,144**	257,200	(6,944)
		-	85,969	112,384	112,384	112,384	112,384	112,384	112,384	112,384	112,384	112,384	112,384	-	**1,209,806**	**1,178,000**	**(31,806)**
Operations and Housekeeping																	
5201	Auto and Travel	-	93	93	93	93	93	93	93	93	93	93	93	-	**1,027**	1,000	(27)
5300	Dues & Memberships	976	976	976	976	976	976	976	976	976	976	976	976	-	**11,708**	11,400	(308)
5400	Insurance	8,807	8,807	8,807	8,807	8,807	8,807	8,807	8,807	8,807	8,807	8,807	8,807	-	**105,678**	102,900	(2,778)
5501	Utilities	8,935	8,935	8,935	8,935	8,935	8,935	8,935	8,935	8,935	8,935	8,935	8,935	-	**107,219**	104,400	(2,819)
5502	Janitorial Services	13,950	13,950	13,950	13,950	13,950	13,950	13,950	13,950	13,950	13,950	13,950	13,950	-	**167,401**	163,000	(4,401)
5516	Miscellaneous Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5531	ASB Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5900	Communications	368	368	368	368	368	368	368	368	368	368	368	368	-	**4,416**	4,300	(116)
5901	Postage and Shipping	-	-	811	811	811	811	811	811	811	811	811	811	-	**8,113**	7,900	(213)
		33,035	33,129	33,940	33,940	33,940	33,940	33,940	33,940	33,940	33,940	33,940	33,940	-	**405,562**	**394,900**	**(10,662)**
Facilities, Repairs and Other Leases																	
5601	Rent	72,375	72,375	72,375	72,375	72,375	72,375	72,375	72,375	72,375	72,375	72,375	72,375	-	**868,500**	868,500	-
5602	Additional Rent	60	60	60	60	60	60	60	60	60	60	60	60	-	**719**	700	(19)
5603	Equipment Leases	2,841	2,841	2,841	2,841	2,841	2,841	2,841	2,841	2,841	2,841	2,841	2,841	-	**34,096**	33,200	(896)
5604	Other Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5605	Real/Personal Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5610	Repairs and Maintenance	6,102	6,102	6,102	6,102	6,102	6,102	6,102	6,102	6,102	6,102	6,102	6,102	-	**73,225**	71,300	(1,925)
		81,378	81,378	81,378	81,378	81,378	81,378	81,378	81,378	81,378	81,378	81,378	81,378	-	**976,540**	**973,700**	**(2,840)**
Professional/Consulting Services																	
5801	IT	17	17	17	17	17	17	17	17	17	17	17	17	-	**205**	200	(5)
5802	Audit & Taxes	-	-	-	5,169	5,169	5,169	-	-	-	-	-	-	-	**15,508**	15,100	(408)
5803	Legal	2,011	2,011	2,011	2,011	2,011	2,011	2,011	2,011	2,011	2,011	2,011	2,011	-	**24,135**	23,500	(634)
5804	Professional Development	-	-	2,639	2,639	2,639	2,639	2,639	2,639	2,639	2,639	2,639	2,639	-	**26,394**	25,700	(694)
5805	General Consulting	-	-	1,181	1,181	1,181	1,181	1,181	1,181	1,181	1,181	1,181	1,181	-	**11,811**	11,500	(310)
5806	Special Activities/Field Trips	-	-	-	-	-	-	-	3,937	3,937	3,937	-	-	-	**11,811**	11,500	(310)
5807	Bank Charges	-	-	298	298	298	298	298	298	298	298	298	298	-	**2,978**	2,900	(78)
5808	Printing	-	-	4,026	4,026	4,026	4,026	4,026	4,026	4,026	4,026	4,026	4,026	-	**40,258**	39,200	(1,058)
5809	Other taxes and fees	-	-	1,736	1,736	1,736	1,736	1,736	1,736	1,736	1,736	1,736	1,736	-	**17,356**	16,900	(456)
5810	Payroll Service Fee	668	668	668	668	668	668	668	668	668	668	668	668	-	**8,011**	7,800	(211)
5811	Management Fee	89,523	89,523	89,523	89,523	89,523	89,523	89,523	89,523	89,523	89,523	89,523	89,523	-	**1,074,275**	1,046,032	(28,243)
5812	District Oversight Fee	-	2,893	3,921	6,844	4,728	4,728	6,844	4,728	5,756	6,896	4,556	4,556	6,747	**63,198**	61,032	(2,166)
5813	County Fees	-	-	-	1,155	-	-	1,155	-	-	1,155	-	-	1,155	**4,622**	4,500	(122)
5814	SPED Encroachment	-	14,602	14,602	26,284	26,284	26,284	26,284	14,194	31,541	31,541	31,541	31,541	17,348	**292,048**	292,048	-
5815	Public Relations/Recruitment	-	-	1,253	1,253	1,253	1,253	1,253	1,253	1,253	1,253	1,253	1,253	-	**12,529**	12,200	(329)
		92,219	109,714	121,875	142,805	139,533	139,533	137,635	126,210	144,585	146,881	139,449	139,449	25,250	**1,605,138**	**1,570,112**	**(35,026)**
Depreciation																	
6900	Depreciation Expense	9,466	9,466	9,466	9,466	9,466	9,466	9,466	9,466	9,466	9,466	9,466	9,466	-	**113,586**	110,600	(2,986)
		9,466	9,466	9,466	9,466	9,466	9,466	9,466	9,466	9,466	9,466	9,466	9,466	-	**113,586**	**110,600**	**(2,986)**
Interest																	
7438	Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	15,456	15,456
		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	**15,456**	**15,456**
Total Expenses		**370,493**	**730,689**	**770,075**	**791,005**	**787,733**	**765,190**	**755,786**	**743,454**	**760,017**	**761,406**	**753,974**	**753,974**	**25,250**	**8,769,047**	**8,975,109**	**206,063**
Monthly Surplus (Deficit)		**(353,826)**	**(403,020)**	**(260,706)**	**(33,649)**	**178,599**	**(131,806)**	**336,548**	**(180,529)**	**(32,603)**	**201,644**	**(63,351)**	**(198,181)**	**1,162,435**	**221,555**	**194,829**	**26,726**

TEACH Academy of Technologies

Monthly Cash Flow/Forecast FY26-27

Revised 6/1/25

ADA = 411.84

	Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(353,826)	(403,020)	(260,706)	(33,649)	178,599	(131,806)	336,548	(180,529)	(32,603)	201,644	(63,351)	(198,181)	1,162,435	**221,555**		
Cash flows from operating activities																
Depreciation/Amortization	9,466	9,466	9,466	9,466	9,466	9,466	9,466	9,466	9,466	9,466	9,466	9,466	-	**113,586**		
Public Funding Receivables	682,490	-	150,874	-	139,905	56,118	267,556	-	-	-	-	-	(1,187,685)	**109,257**		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Accounts Payable	(24,645)	-	-	-	-	-	-	-	-	-	-	-	25,250	**605**		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Total Change in Cash	313,484	(393,555)	(100,367)	(24,184)	327,969	(66,222)	613,570	(171,063)	(23,137)	211,109	(53,886)	(188,715)				
Cash, Beginning of Month	5,477,006	5,790,490	5,396,935	5,296,569	5,272,385	5,600,354	5,534,132	6,147,702	5,976,638	5,953,501	6,164,610	6,110,724				
Cash, End of Month	**5,790,490**	**5,396,935**	**5,296,569**	**5,272,385**	**5,600,354**	**5,534,132**	**6,147,702**	**5,976,638**	**5,953,501**	**6,164,610**	**6,110,724**	**5,922,009**				

TEACH Academy of Technologies

Monthly Cash Flow/Forecast FY27-28

Revised 6/1/25

ADA = 411.84

		Jul-27	Aug-27	Sep-27	Oct-27	Nov-27	Dec-27	Jan-28	Feb-28	Mar-28	Apr-28	May-28	Jun-28	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Revenues																**ADA =**	**411.84**
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	196,392	196,392	353,505	353,505	353,505	353,505	353,505	353,505	353,505	353,505	353,505	353,505	**3,927,833**	3,730,215	197,618
8012	Education Protection Account	-	-	-	211,643	-	-	211,643	-	-	233,992	-	-	250,905	**908,182**	876,369	31,813
8019	State Aid - Prior Years	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8096	In Lieu of Property Taxes	-	102,791	205,581	137,054	137,054	137,054	137,054	137,054	239,845	119,922	119,922	119,922	119,922	**1,713,176**	1,713,176	-
		-	299,182	401,973	702,202	490,559	490,559	702,202	490,559	593,350	707,419	473,427	473,427	724,333	**6,549,191**	**6,319,760**	**229,431**
Federal Revenue																	
8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	114,660	**114,660**	114,660	-
8182	Special Education - Discretionary	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8220	Federal Child Nutrition	-	-	15,676	15,676	31,352	31,352	31,352	31,352	31,352	31,352	31,352	31,352	31,352	**313,520**	313,520	-
8290	Title I, Part A - Basic Low Income	-	-	55,599	-	-	55,599	-	-	55,599	-	-	-	55,599	**222,397**	222,397	-
8291	Title II, Part A - Teacher Quality	-	-	6,099	-	-	6,099	-	-	6,099	-	-	-	6,099	**24,396**	24,396	-
8293	Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	10,000	-	**10,000**	10,000	-
8294	Title V, Part B - PCSG	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8295	Charter Facility Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8296	Other Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8299	Prior Year Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
		-	-	77,374	15,676	31,352	93,050	31,352	31,352	93,050	31,352	31,352	41,352	207,710	**684,973**	**684,973**	**-**
Other State Revenue																	
8311	State Special Education	-	22,488	22,488	40,479	40,479	40,479	40,479	40,479	40,479	40,479	40,479	40,479	40,479	**449,765**	434,011	15,755
8520	Child Nutrition	-	-	1,592	1,592	3,184	3,184	3,184	3,184	3,184	3,184	3,184	3,184	3,184	**31,835**	30,720	1,115
8545	School Facilities (SB740)	-	-	-	-	-	-	289,966	-	-	-	144,983	-	144,983	**579,933**	579,317	
8550	Mandated Cost	-	-	-	-	-	8,761	-	-	-	-	-	-	318	**9,079**	8,761	318
8560	State Lottery	-	-	-	-	-	-	28,108	-	-	28,108	-	-	56,216	**112,432**	112,432	-
8598	Prior Year Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8599	Other State Revenue	-	-	-	-	403,407	-	-	-	-	155,157	-	-	62,063	**620,627**	620,627	-
		-	22,488	24,080	42,071	447,070	52,424	361,737	43,662	43,662	226,927	188,646	43,662	307,242	**1,803,671**	1,785,868	17,188
Other Local Revenue																	
8634	Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8650	Lease and Rental Income	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8660	Interest Revenue	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	-	**200,000**	200,000	-
8689	Other Fees and Contracts	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8690	Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8698	ASB Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8699	School Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
		16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	-	**200,000**	**200,000**	**-**
Total Revenue		**16,667**	**338,337**	**520,094**	**776,615**	**985,647**	**652,700**	**1,111,957**	**582,240**	**746,729**	**982,365**	**710,092**	**575,108**	**1,239,285**	**9,237,835**	**8,990,601**	**247,234**
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	-	143,757	143,757	143,757	143,757	143,757	143,757	143,757	143,757	143,757	143,757	143,757	-	**1,581,322**	1,538,849	(42,472)
1170	Teachers' Substitute Hours	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
1175	Teachers' Extra Duty/Stipends	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
1200	Pupil Support Salaries	8,203	14,800	14,800	14,800	14,800	14,800	14,800	14,800	14,800	14,800	14,800	14,800	-	**171,008**	166,415	(4,593)
1300	Administrators' Salaries	24,060	24,060	24,060	24,060	24,060	24,060	24,060	24,060	24,060	24,060	24,060	24,060	-	**288,719**	280,965	(7,755)
1900	Other Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
		32,263	182,617	182,617	182,617	182,617	182,617	182,617	182,617	182,617	182,617	182,617	182,617	-	**2,041,049**	**1,986,229**	**(54,820)**
Classified Salaries																	
2100	Instructional Salaries	-	13,040	13,040	13,040	13,040	13,040	13,040	13,040	13,040	13,040	13,040	13,040	-	**143,443**	139,590	(3,853)
2200	Support Salaries	6,036	6,036	6,036	6,036	6,036	6,036	6,036	6,036	6,036	6,036	6,036	6,036	-	**72,426**	70,481	(1,945)
2300	Classified Administrators' Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
2400	Clerical and Office Staff Salaries	24,815	24,815	24,815	24,815	24,815	24,815	24,815	24,815	24,815	24,815	24,815	24,815	-	**297,783**	289,785	(7,998)
2900	Other Classified Salaries	15,072	15,072	15,072	15,072	15,072	15,072	15,072	15,072	15,072	15,072	15,072	15,072	-	**180,863**	176,005	(4,858)
		45,923	58,963	58,963	58,963	58,963	58,963	58,963	58,963	58,963	58,963	58,963	58,963	-	**694,515**	**675,862**	**(18,654)**
Benefits																	
3101	STRS	9,697	34,558	34,558	34,558	34,558	34,558	34,558	34,558	34,558	34,558	34,558	34,558	-	**389,840**	379,370	(10,471)
3202	PERS	13,088	16,804	16,804	16,804	16,804	16,804	16,804	16,804	16,804	16,804	16,804	16,804	-	**197,937**	185,862	(12,075)
3301	OASDI	2,847	3,656	3,656	3,656	3,656	3,656	3,656	3,656	3,656	3,656	3,656	3,656	-	**43,060**	41,903	(1,157)
3311	Medicare	1,359	3,482	3,482	3,482	3,482	3,482	3,482	3,482	3,482	3,482	3,482	3,482	-	**39,666**	38,600	(1,065)
3401	Health and Welfare	22,514	22,514	22,514	22,514	22,514	22,514	22,514	22,514	22,514	22,514	22,514	22,514	-	**270,168**	262,912	(7,256)
3501	State Unemployment	906	906	906	906	906	906	4,532	3,626	1,813	906	906	906	-	**18,130**	18,130	0
3601	Workers' Compensation	1,312	3,362	3,362	3,362	3,362	3,362	3,362	3,362	3,362	3,362	3,362	3,362	-	**38,298**	37,269	(1,029)
3901	Other Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
		51,724	85,284	85,284	85,284	85,284	85,284	88,910	88,003	86,190	85,284	85,284	85,284	-	**997,099**	**964,047**	**(33,052)**

TEACH Academy of Technologies

Monthly Cash Flow/Forecast FY27-28

Revised 6/1/25

ADA = 411.84

		Jul-27	Aug-27	Sep-27	Oct-27	Nov-27	Dec-27	Jan-28	Feb-28	Mar-28	Apr-28	May-28	Jun-28	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Books and Supplies																	
4100	Textbooks and Core Curricula	-	22,532	22,532	22,532	22,532	-	-	-	-	-	-	-	-	**90,126**	87,706	(2,421)
4200	Books and Other Materials	633	633	633	633	633	-	-	-	-	-	-	-	-	**3,166**	3,081	(85)
4302	School Supplies	4,556	4,556	4,556	4,556	4,556	4,556	4,556	4,556	4,556	4,556	4,556	4,556	-	**54,667**	53,199	(1,468)
4305	Software	13,887	13,887	13,887	13,887	13,887	13,887	13,887	13,887	13,887	13,887	13,887	13,887	-	**166,639**	162,163	(4,476)
4310	Office Expense	10,061	10,061	10,061	10,061	10,061	10,061	10,061	10,061	10,061	10,061	10,061	10,061	-	**120,731**	117,489	(3,243)
4311	Business Meals	18	18	18	18	18	18	18	18	18	18	18	18	-	**211**	205	(6)
4312	School Fundraising	26	26	26	26	26	26	26	26	26	26	26	26	-	**317**	308	(9)
4400	Noncapitalized Equipment	-	11,440	11,440	11,440	11,440	11,440	-	-	-	-	-	-	-	**57,200**	55,663	(1,536)
4700	Food Services	-	32,926	32,926	32,926	32,926	32,926	32,926	32,926	32,926	32,926	32,926	32,926	-	**362,190**	352,462	(9,728)
		29,180	96,078	96,078	96,078	96,078	72,913	61,473	61,473	61,473	61,473	61,473	61,473	-	**855,247**	**832,276**	**(22,971)**
Subagreement Services																	
5101	Nursing	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5102	Special Education	-	54,254	54,254	54,254	54,254	54,254	54,254	54,254	54,254	54,254	54,254	54,254	-	**596,798**	580,769	(16,029)
5103	Substitute Teacher	-	12,482	12,482	12,482	12,482	12,482	12,482	12,482	12,482	12,482	12,482	12,482	-	**137,300**	133,613	(3,688)
5104	Transportation	-	15,168	15,168	15,168	15,168	15,168	15,168	15,168	15,168	15,168	15,168	15,168	-	**166,850**	162,369	(4,481)
5105	Security	-	6,438	6,438	6,438	6,438	6,438	6,438	6,438	6,438	6,438	6,438	6,438	-	**70,814**	68,912	(1,902)
5106	Other Educational Consultants	-	-	27,143	27,143	27,143	27,143	27,143	27,143	27,143	27,143	27,143	27,143	-	**271,435**	264,144	(7,290)
		-	88,342	115,485	115,485	115,485	115,485	115,485	115,485	115,485	115,485	115,485	115,485	-	**1,243,197**	**1,209,806**	**(33,391)**
Operations and Housekeeping																	
5201	Auto and Travel	-	96	96	96	96	96	96	96	96	96	96	96	-	**1,055**	1,027	(28)
5300	Dues & Memberships	1,003	1,003	1,003	1,003	1,003	1,003	1,003	1,003	1,003	1,003	1,003	1,003	-	**12,031**	11,708	(323)
5400	Insurance	9,050	9,050	9,050	9,050	9,050	9,050	9,050	9,050	9,050	9,050	9,050	9,050	-	**108,595**	105,678	(2,917)
5501	Utilities	9,182	9,182	9,182	9,182	9,182	9,182	9,182	9,182	9,182	9,182	9,182	9,182	-	**110,178**	107,219	(2,959)
5502	Janitorial Services	14,335	14,335	14,335	14,335	14,335	14,335	14,335	14,335	14,335	14,335	14,335	14,335	-	**172,021**	167,401	(4,620)
5516	Miscellaneous Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5531	ASB Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5900	Communications	378	378	378	378	378	378	378	378	378	378	378	378	-	**4,538**	4,416	(122)
5901	Postage and Shipping	-	-	834	834	834	834	834	834	834	834	834	834	-	**8,337**	8,113	(224)
		33,947	34,043	34,877	34,877	34,877	34,877	34,877	34,877	34,877	34,877	34,877	34,877	-	**416,756**	**405,562**	**(11,194)**
Facilities, Repairs and Other Leases																	
5601	Rent	72,375	72,375	72,375	72,375	72,375	72,375	72,375	72,375	72,375	72,375	72,375	72,375	-	**868,500**	868,500	-
5602	Additional Rent	62	62	62	62	62	62	62	62	62	62	62	62	-	**739**	719	(20)
5603	Equipment Leases	2,920	2,920	2,920	2,920	2,920	2,920	2,920	2,920	2,920	2,920	2,920	2,920	-	**35,037**	34,096	(941)
5604	Other Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5605	Real/Personal Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5610	Repairs and Maintenance	6,271	6,271	6,271	6,271	6,271	6,271	6,271	6,271	6,271	6,271	6,271	6,271	-	**75,246**	73,225	(2,021)
		81,627	81,627	81,627	81,627	81,627	81,627	81,627	81,627	81,627	81,627	81,627	81,627	-	**979,522**	**976,540**	**(2,982)**
Professional/Consulting Services																	
5801	IT	18	18	18	18	18	18	18	18	18	18	18	18	-	**211**	205	(6)
5802	Audit & Taxes	-	-	-	5,312	5,312	5,312	-	-	-	-	-	-	-	**15,936**	15,508	(428)
5803	Legal	2,067	2,067	2,067	2,067	2,067	2,067	2,067	2,067	2,067	2,067	2,067	2,067	-	**24,801**	24,135	(666)
5804	Professional Development	-	-	2,712	2,712	2,712	2,712	2,712	2,712	2,712	2,712	2,712	2,712	-	**27,122**	26,394	(728)
5805	General Consulting	-	-	1,214	1,214	1,214	1,214	1,214	1,214	1,214	1,214	1,214	1,214	-	**12,136**	11,811	(326)
5806	Special Activities/Field Trips	-	-	-	-	-	-	-	4,045	4,045	4,045	-	-	-	**12,136**	11,811	(326)
5807	Bank Charges	-	-	306	306	306	306	306	306	306	306	306	306	-	**3,061**	2,978	(82)
5808	Printing	-	-	4,137	4,137	4,137	4,137	4,137	4,137	4,137	4,137	4,137	4,137	-	**41,370**	40,258	(1,111)
5809	Other taxes and fees	-	-	1,784	1,784	1,784	1,784	1,784	1,784	1,784	1,784	1,784	1,784	-	**17,835**	17,356	(479)
5810	Payroll Service Fee	686	686	686	686	686	686	686	686	686	686	686	686	-	**8,232**	8,011	(221)
5811	Management Fee	91,994	91,994	91,994	91,994	91,994	91,994	91,994	91,994	91,994	91,994	91,994	91,994	-	**1,103,925**	1,074,275	(29,650)
5812	District Oversight Fee	-	2,992	4,020	7,022	4,906	4,906	7,022	4,906	5,933	7,074	4,734	4,734	7,243	**65,492**	63,198	(2,294)
5813	County Fees	-	-	-	1,187	-	-	1,187	-	-	1,187	-	-	1,187	**4,749**	4,622	(128)
5814	SPED Encroachment	-	14,602	14,602	26,284	26,284	26,284	26,284	14,194	31,541	31,541	31,541	31,541	17,348	**292,048**	292,048	-
5815	Public Relations/Recruitment	-	-	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	-	**12,875**	12,529	(346)
		94,764	112,358	124,826	146,010	142,706	142,706	140,698	129,349	147,724	150,052	142,479	142,479	25,778	**1,641,929**	**1,605,138**	**(36,791)**
Depreciation																	
6900	Depreciation Expense	9,727	9,727	9,727	9,727	9,727	9,727	9,727	9,727	9,727	9,727	9,727	9,727	-	**116,721**	113,586	(3,135)
		9,727	9,727	9,727	9,727	9,727	9,727	9,727	9,727	9,727	9,727	9,727	9,727	-	**116,721**	**113,586**	**(3,135)**
Interest																	
7438	Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	**-**	**-**
Total Expenses		**379,155**	**749,039**	**789,484**	**810,667**	**807,363**	**784,199**	**774,376**	**762,121**	**778,684**	**780,105**	**772,532**	**772,532**	**25,778**	**8,986,036**	**8,769,047**	**(216,989)**
Monthly Surplus (Deficit)		**(362,488)**	**(410,702)**	**(269,390)**	**(34,052)**	**178,284**	**(131,499)**	**337,581**	**(179,881)**	**(31,955)**	**202,260**	**(62,441)**	**(197,424)**	**1,213,507**	**251,799**	**221,555**	**30,245**

TEACH Academy of Technologies

Monthly Cash Flow/Forecast FY27-28

Revised 6/1/25

ADA = 411.84

	Jul-27	Aug-27	Sep-27	Oct-27	Nov-27	Dec-27	Jan-28	Feb-28	Mar-28	Apr-28	May-28	Jun-28	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(362,488)	(410,702)	(269,390)	(34,052)	178,284	(131,499)	337,581	(179,881)	(31,955)	202,260	(62,441)	(197,424)	1,213,507	**251,799**		
Cash flows from operating activities																
Depreciation/Amortization	9,727	9,727	9,727	9,727	9,727	9,727	9,727	9,727	9,727	9,727	9,727	9,727	-	**116,721**		
Public Funding Receivables	709,158	144,829	56,216	-	-	-	277,482	-	-	-	-	-	(1,239,285)	**(51,600)**		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Accounts Payable	(25,250)	-	-	-	-	-	-	-	-	-	-	-	25,778	**528**		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Total Change in Cash	331,146	(256,146)	(203,447)	(24,326)	188,011	(121,772)	624,789	(170,154)	(22,228)	211,987	(52,714)	(187,697)				
Cash, Beginning of Month	5,922,009	6,253,155	5,997,009	5,793,562	5,769,237	5,957,247	5,835,475	6,460,264	6,290,110	6,267,882	6,479,869	6,427,155				
Cash, End of Month	**6,253,155**	**5,997,009**	**5,793,562**	**5,769,237**	**5,957,247**	**5,835,475**	**6,460,264**	**6,290,110**	**6,267,882**	**6,479,869**	**6,427,155**	**6,239,457**				

TEACH Tech Charter High

Monthly Cash Flow/Forecast FY26-27

Revised 5/11/25

ADA = 352.00

		Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Revenues																**ADA =**	**352.00**
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	245,739	245,739	442,330	442,330	442,330	442,330	442,330	442,330	442,330	442,330	442,330	442,330	**4,914,777**	4,698,390	216,387
8012	Education Protection Account	-	-	-	17,600	-	-	17,600	-	-	17,600	-	-	17,600	**70,400**	70,400	-
8019	State Aid - Prior Years	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8096	In Lieu of Property Taxes	-	87,855	175,710	117,140	117,140	117,140	117,140	117,140	204,995	102,498	102,498	102,498	102,498	**1,464,253**	1,464,253	-
		-	333,594	421,449	577,070	559,470	559,470	577,070	559,470	647,325	562,428	544,828	544,828	562,428	**6,449,430**	**6,233,043**	**216,387**
Federal Revenue																	
8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	98,000	**98,000**	91,875	6,125
8182	Special Education - Discretionary	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8220	Federal Child Nutrition	-	-	12,732	12,732	25,464	25,464	25,464	25,464	25,464	25,464	25,464	25,464	25,464	**254,639**	254,639	-
8290	Title I, Part A - Basic Low Income	-	-	48,530	-	-	48,530	-	-	48,530	-	-	-	48,530	**194,118**	194,118	-
8291	Title II, Part A - Teacher Quality	-	-	5,012	-	-	5,012	-	-	5,012	-	-	-	5,012	**20,048**	20,048	-
8293	Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8294	Title V, Part B - PCSG	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8295	Charter Facility Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8296	Other Federal Revenue	-	-	-	2,500	-	-	2,500	-	-	2,500	-	-	2,500	**10,000**	13,936	(3,936)
8299	Prior Year Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
		-	-	66,273	15,232	25,464	79,005	27,964	25,464	79,005	27,964	25,464	25,464	179,505	**576,805**	**574,616**	**2,189**
Other State Revenue																	
8311	State Special Education	-	18,547	18,547	33,385	33,385	33,385	33,385	33,385	33,385	33,385	33,385	33,385	33,385	**370,949**	358,336	12,613
8520	Child Nutrition	-	-	1,248	1,248	2,495	2,495	2,495	2,495	2,495	2,495	2,495	2,495	2,495	**24,951**	24,102	848
8545	School Facilities (SB740)	-	-	-	-	-	-	247,571	-	-	-	123,786	-	123,786	**495,143**	478,306	
8550	Mandated Cost	-	-	-	-	-	20,810	-	-	-	-	-	-	-	**20,810**	18,554	2,256
8560	State Lottery	-	-	-	-	-	-	24,024	-	-	24,024	-	-	48,048	**96,096**	96,096	-
8598	Prior Year Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8599	Other State Revenue	-	-	-	-	64,659	-	-	-	-	24,869	-	-	9,948	**99,475**	99,475	-
		-	18,547	19,795	34,633	100,539	56,691	307,476	35,881	35,881	84,773	159,666	35,881	217,662	**1,107,424**	1,074,870	15,718
Other Local Revenue																	
8634	Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8650	Lease and Rental Income	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8660	Interest Revenue	31,250	31,250	31,250	31,250	31,250	31,250	31,250	31,250	31,250	31,250	31,250	31,250	-	**375,000**	375,000	-
8689	Other Fees and Contracts	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8690	Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8698	ASB Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8699	School Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
		31,250	31,250	31,250	31,250	31,250	31,250	31,250	31,250	31,250	31,250	31,250	31,250	-	**375,000**	**375,000**	**-**
Total Revenue		**31,250**	**383,392**	**538,768**	**658,185**	**716,723**	**726,416**	**943,760**	**652,065**	**793,461**	**706,415**	**761,208**	**637,422**	**959,595**	**8,508,659**	**8,257,529**	**251,130**
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	-	148,145	148,145	148,145	148,145	148,145	148,145	148,145	148,145	148,145	148,145	148,145	-	**1,629,596**	1,586,754	(42,842)
1170	Teachers' Substitute Hours	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
1175	Teachers' Extra Duty/Stipends	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
1200	Pupil Support Salaries	7,658	17,404	17,404	17,404	17,404	17,404	17,404	17,404	17,404	17,404	17,404	17,404	-	**199,105**	193,870	(5,234)
1300	Administrators' Salaries	22,722	22,722	22,722	22,722	22,722	22,722	22,722	22,722	22,722	22,722	22,722	22,722	-	**272,670**	265,501	(7,169)
1900	Other Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
		30,381	188,272	188,272	188,272	188,272	188,272	188,272	188,272	188,272	188,272	188,272	188,272	-	**2,101,370**	**2,046,125**	**(55,245)**
Classified Salaries																	
2100	Instructional Salaries	-	10,576	10,576	10,576	10,576	10,576	10,576	10,576	10,576	10,576	10,576	10,576	-	**116,336**	113,277	(3,058)
2200	Support Salaries	-	9,740	9,740	9,740	9,740	9,740	9,740	9,740	9,740	9,740	9,740	9,740	-	**107,140**	104,324	(2,817)
2300	Classified Administrators' Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
2400	Clerical and Office Staff Salaries	14,554	14,554	14,554	14,554	14,554	14,554	14,554	14,554	14,554	14,554	14,554	14,554	-	**174,645**	170,054	(4,591)
2900	Other Classified Salaries	24,250	24,250	24,250	24,250	24,250	24,250	24,250	24,250	24,250	24,250	24,250	24,250	-	**291,004**	283,353	(7,651)
		38,804	59,120	59,120	59,120	59,120	59,120	59,120	59,120	59,120	59,120	59,120	59,120	-	**689,125**	**671,008**	**(18,117)**
Benefits																	
3101	STRS	5,803	35,960	35,960	35,960	35,960	35,960	35,960	35,960	35,960	35,960	35,960	35,960	-	**401,362**	390,810	(10,552)
3202	PERS	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
3301	OASDI	2,406	3,665	3,665	3,665	3,665	3,665	3,665	3,665	3,665	3,665	3,665	3,665	-	**42,726**	41,602	(1,123)
3311	Medicare	1,003	3,587	3,587	3,587	3,587	3,587	3,587	3,587	3,587	3,587	3,587	3,587	-	**40,462**	39,398	(1,064)
3401	Health and Welfare	20,540	20,540	20,540	20,540	20,540	20,540	20,540	20,540	20,540	20,540	20,540	20,540	-	**246,480**	240,000	(6,480)
3501	State Unemployment	906	906	906	906	906	906	4,532	3,626	1,813	906	906	906	-	**18,130**	18,130	0
3601	Workers' Compensation	969	3,463	3,463	3,463	3,463	3,463	3,463	3,463	3,463	3,463	3,463	3,463	-	**39,067**	38,040	(1,027)
3901	Other Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
		31,627	68,123	68,123	68,123	68,123	68,123	71,749	70,842	69,029	68,123	68,123	68,123	-	**788,227**	**767,981**	**(20,246)**

TEACH Tech Charter High

Monthly Cash Flow/Forecast FY26-27

Revised 5/11/25

ADA = 352.00

		Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Books and Supplies																	
4100	Textbooks and Core Curricula	-	31,144	31,144	31,144	31,144	-	-	-	-	-	-	-	-	**124,575**	121,300	(3,275)
4200	Books and Other Materials	3,019	3,019	3,019	3,019	3,019	-	-	-	-	-	-	-	-	**15,097**	14,700	(397)
4302	School Supplies	8,250	8,250	8,250	8,250	8,250	8,250	8,250	8,250	8,250	8,250	8,250	8,250	-	**99,003**	96,400	(2,603)
4305	Software	16,432	16,432	16,432	16,432	16,432	16,432	16,432	16,432	16,432	16,432	16,432	16,432	-	**197,184**	192,000	(5,184)
4310	Office Expense	10,107	10,107	10,107	10,107	10,107	10,107	10,107	10,107	10,107	10,107	10,107	10,107	-	**121,289**	118,100	(3,189)
4311	Business Meals	9	9	9	9	9	9	9	9	9	9	9	9	-	**103**	100	(3)
4312	School Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
4400	Noncapitalized Equipment	-	16,206	16,206	16,206	16,206	16,206	-	-	-	-	-	-	-	**81,030**	78,900	(2,130)
4700	Food Services	-	26,024	26,024	26,024	26,024	26,024	26,024	26,024	26,024	26,024	26,024	26,024	-	**286,268**	278,742	(7,526)
		37,818	111,192	111,192	111,192	111,192	77,029	60,823	60,823	60,823	60,823	60,823	60,823	-	**924,548**	**900,242**	**(24,307)**
Subagreement Services																	
5101	Nursing	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5102	Special Education	-	30,661	30,661	30,661	30,661	30,661	30,661	30,661	30,661	30,661	30,661	30,661	-	**337,267**	328,400	(8,867)
5103	Substitute Teacher	-	16,376	16,376	16,376	16,376	16,376	16,376	16,376	16,376	16,376	16,376	16,376	-	**180,136**	175,400	(4,736)
5104	Transportation	-	19,224	19,224	19,224	19,224	19,224	19,224	19,224	19,224	19,224	19,224	19,224	-	**211,459**	205,900	(5,559)
5105	Security	-	7,478	7,478	7,478	7,478	7,478	7,478	7,478	7,478	7,478	7,478	7,478	-	**82,263**	80,100	(2,163)
5106	Other Educational Consultants	-	-	92	92	92	92	92	92	92	92	92	92	-	**924**	900	(24)
		-	73,739	73,831	73,831	73,831	73,831	73,831	73,831	73,831	73,831	73,831	73,831	-	**812,049**	**790,700**	**(21,349)**
Operations and Housekeeping																	
5201	Auto and Travel	-	47	47	47	47	47	47	47	47	47	47	47	-	**514**	500	(14)
5300	Dues & Memberships	1,078	1,078	1,078	1,078	1,078	1,078	1,078	1,078	1,078	1,078	1,078	1,078	-	**12,940**	12,600	(340)
5400	Insurance	8,182	8,182	8,182	8,182	8,182	8,182	8,182	8,182	8,182	8,182	8,182	8,182	-	**98,181**	95,600	(2,581)
5501	Utilities	11,092	11,092	11,092	11,092	11,092	11,092	11,092	11,092	11,092	11,092	11,092	11,092	-	**133,099**	129,600	(3,499)
5502	Janitorial Services	12,803	12,803	12,803	12,803	12,803	12,803	12,803	12,803	12,803	12,803	12,803	12,803	-	**153,639**	149,600	(4,039)
5516	Miscellaneous Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5531	ASB Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5900	Communications	2,182	2,182	2,182	2,182	2,182	2,182	2,182	2,182	2,182	2,182	2,182	2,182	-	**26,189**	25,500	(688)
5901	Postage and Shipping	-	-	791	791	791	791	791	791	791	791	791	791	-	**7,908**	7,700	(208)
		35,337	35,384	36,175	36,175	36,175	36,175	36,175	36,175	36,175	36,175	36,175	36,175	-	**432,470**	**421,100**	**(11,370)**
Facilities, Repairs and Other Leases																	
5601	Rent	62,850	62,850	62,850	62,850	62,850	62,850	62,850	62,850	62,850	62,850	62,850	62,850	-	**754,200**	754,200	-
5602	Additional Rent	17	17	17	17	17	17	17	17	17	17	17	17	-	**205**	200	(5)
5603	Equipment Leases	1,549	1,549	1,549	1,549	1,549	1,549	1,549	1,549	1,549	1,549	1,549	1,549	-	**18,589**	18,100	(489)
5604	Other Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5605	Real/Personal Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5610	Repairs and Maintenance	9,457	9,457	9,457	9,457	9,457	9,457	9,457	9,457	9,457	9,457	9,457	9,457	-	**113,484**	110,500	(2,984)
		73,873	73,873	73,873	73,873	73,873	73,873	73,873	73,873	73,873	73,873	73,873	73,873	-	**886,478**	**883,000**	**(3,478)**
Professional/Consulting Services																	
5801	IT	223	223	223	223	223	223	223	223	223	223	223	223	-	**2,670**	2,600	(70)
5802	Audit & Taxes	-	-	-	5,614	5,614	5,614	-	-	-	-	-	-	-	**16,843**	16,400	(443)
5803	Legal	916	916	916	916	916	916	916	916	916	916	916	916	-	**10,989**	10,700	(289)
5804	Professional Development	-	-	3,995	3,995	3,995	3,995	3,995	3,995	3,995	3,995	3,995	3,995	-	**39,950**	38,900	(1,050)
5805	General Consulting	-	-	2,290	2,290	2,290	2,290	2,290	2,290	2,290	2,290	2,290	2,290	-	**22,902**	22,300	(602)
5806	Special Activities/Field Trips	-	-	-	-	-	-	-	17,117	17,117	17,117	-	-	-	**51,350**	50,000	(1,350)
5807	Bank Charges	-	-	893	893	893	893	893	893	893	893	893	893	-	**8,935**	8,700	(235)
5808	Printing	-	-	4,847	4,847	4,847	4,847	4,847	4,847	4,847	4,847	4,847	4,847	-	**48,474**	47,200	(1,274)
5809	Other taxes and fees	-	-	1,078	1,078	1,078	1,078	1,078	1,078	1,078	1,078	1,078	1,078	-	**10,784**	10,500	(284)
5810	Payroll Service Fee	685	685	685	685	685	685	685	685	685	685	685	685	-	**8,216**	8,000	(216)
5811	Management Fee	80,559	80,559	80,559	80,559	80,559	80,559	80,559	80,559	80,559	80,559	80,559	80,559	-	**966,707**	941,292	(25,415)
5812	District Oversight Fee	-	3,336	4,214	5,771	5,595	5,595	5,771	5,595	6,473	5,624	5,448	5,448	5,624	**64,494**	62,330	(2,164)
5813	County Fees	-	-	-	1,207	-	-	1,207	-	-	1,207	-	-	1,207	**4,827**	4,700	(127)
5814	SPED Encroachment	-	12,481	12,481	22,465	22,465	22,465	22,465	12,131	26,958	26,958	26,958	26,958	14,827	**249,614**	249,614	-
5815	Public Relations/Recruitment	-	-	1,304	1,304	1,304	1,304	1,304	1,304	1,304	1,304	1,304	1,304	-	**13,043**	12,700	(343)
		82,382	98,198	113,486	131,848	130,465	130,465	126,233	131,633	147,339	147,697	129,197	129,197	21,658	**1,519,798**	**1,485,936**	**(33,862)**
Depreciation																	
6900	Depreciation Expense	6,076	6,076	6,076	6,076	6,076	6,076	6,076	6,076	6,076	6,076	6,076	6,076	-	**72,917**	71,000	(1,917)
		6,076	6,076	6,076	6,076	6,076	6,076	6,076	6,076	6,076	6,076	6,076	6,076	-	**72,917**	**71,000**	**(1,917)**
Interest																	
7438	Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	15,456	15,456
		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	**15,456**	**15,456**
Total Expenses		**336,298**	**713,977**	**730,147**	**748,509**	**747,126**	**712,963**	**696,152**	**700,645**	**714,538**	**713,989**	**695,490**	**695,490**	**21,658**	**8,226,981**	**8,052,547**	**(174,434)**
Monthly Surplus (Deficit)		**(305,048)**	**(330,585)**	**(191,380)**	**(90,324)**	**(30,403)**	**13,453**	**247,608**	**(48,580)**	**78,924**	**(7,574)**	**65,718**	**(58,067)**	**937,937**	**281,678**	**204,982**	**76,696**

TEACH Tech Charter High

Monthly Cash Flow/Forecast FY26-27

Revised 5/11/25

ADA = 352.00

	Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(305,048)	(330,585)	(191,380)	(90,324)	(30,403)	13,453	247,608	(48,580)	78,924	(7,574)	65,718	(58,067)	937,937	**281,678**		
Cash flows from operating activities																
Depreciation/Amortization	6,076	6,076	6,076	6,076	6,076	6,076	6,076	6,076	6,076	6,076	6,076	6,076	-	**72,917**		
Public Funding Receivables	646,619	-	21,208	-	119,577	51,749	130,645	-	-	-	-	-	(959,595)	**10,203**		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Accounts Payable	(21,939)	-	-	-	-	-	-	-	-	-	-	-	21,658	**(281)**		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Total Change in Cash	325,709	(324,509)	(164,095)	(84,248)	95,250	71,278	384,330	(42,504)	85,000	(1,498)	71,795	(51,991)				
Cash, Beginning of Month	6,169,431	6,495,139	6,170,631	6,006,535	5,922,288	6,017,538	6,088,816	6,473,146	6,430,642	6,515,642	6,514,144	6,585,939				
Cash, End of Month	**6,495,139**	**6,170,631**	**6,006,535**	**5,922,288**	**6,017,538**	**6,088,816**	**6,473,146**	**6,430,642**	**6,515,642**	**6,514,144**	**6,585,939**	**6,533,948**				

TEACH Tech Charter High

Monthly Cash Flow/Forecast FY27-28

Revised 5/11/25

ADA = 352.00

		Jul-27	Aug-27	Sep-27	Oct-27	Nov-27	Dec-27	Jan-28	Feb-28	Mar-28	Apr-28	May-28	Jun-28	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Revenues																ADA = 352.00	
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	257,485	257,485	463,473	463,473	463,473	463,473	463,473	463,473	463,473	463,473	463,473	463,473	**5,149,697**	4,914,777	234,920
8012	Education Protection Account	-	-	-	17,600	-	-	17,600	-	-	17,600	-	-	17,600	**70,400**	70,400	-
8019	State Aid - Prior Years	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8096	In Lieu of Property Taxes	-	87,855	175,710	117,140	117,140	117,140	117,140	117,140	204,995	102,498	102,498	102,498	102,498	**1,464,253**	1,464,253	-
		-	345,340	433,195	598,213	580,613	580,613	598,213	580,613	668,468	583,570	565,970	565,970	583,570	**6,684,350**	**6,449,430**	**234,920**
Federal Revenue																	
8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	98,000	**98,000**	98,000	-
8182	Special Education - Discretionary	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8220	Federal Child Nutrition	-	-	12,732	12,732	25,464	25,464	25,464	25,464	25,464	25,464	25,464	25,464	25,464	**254,639**	254,639	-
8290	Title I, Part A - Basic Low Income	-	-	48,530	-	-	48,530	-	-	48,530	-	-	-	48,530	**194,118**	194,118	-
8291	Title II, Part A - Teacher Quality	-	-	5,012	-	-	5,012	-	-	5,012	-	-	-	5,012	**20,048**	20,048	-
8293	Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8294	Title V, Part B - PCSG	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8295	Charter Facility Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8296	Other Federal Revenue	-	-	-	2,500	-	-	2,500	-	-	2,500	-	-	2,500	**10,000**	10,000	-
8299	Prior Year Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
		-	-	66,273	15,232	25,464	79,005	27,964	25,464	79,005	27,964	25,464	25,464	179,505	**576,805**	**576,805**	**-**
Other State Revenue																	
8311	State Special Education	-	19,221	19,221	34,597	34,597	34,597	34,597	34,597	34,597	34,597	34,597	34,597	34,597	**384,415**	370,949	13,465
8520	Child Nutrition	-	-	1,293	1,293	2,586	2,586	2,586	2,586	2,586	2,586	2,586	2,586	2,586	**25,856**	24,951	906
8545	School Facilities (SB740)	-	-	-	-	-	-	247,834	-	-	-	123,917	-	123,917	**495,669**	495,143	
8550	Mandated Cost	-	-	-	-	-	20,810	-	-	-	-	-	-	755	**21,566**	20,810	755
8560	State Lottery	-	-	-	-	-	-	24,024	-	-	24,024	-	-	48,048	**96,096**	96,096	-
8598	Prior Year Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8599	Other State Revenue	-	-	-	-	64,659	-	-	-	-	24,869	-	-	9,948	**99,475**	99,475	-
		-	19,221	20,514	35,890	101,842	57,993	309,041	37,183	37,183	86,076	161,100	37,183	219,851	**1,123,077**	1,107,424	15,127
Other Local Revenue																	
8634	Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8650	Lease and Rental Income	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8660	Interest Revenue	31,250	31,250	31,250	31,250	31,250	31,250	31,250	31,250	31,250	31,250	31,250	31,250	-	**375,000**	375,000	-
8689	Other Fees and Contracts	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8690	Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8698	ASB Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8699	School Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
		31,250	31,250	31,250	31,250	31,250	31,250	31,250	31,250	31,250	31,250	31,250	31,250	-	**375,000**	**375,000**	**-**
Total Revenue		**31,250**	**395,811**	**551,232**	**680,585**	**739,169**	**748,862**	**966,468**	**674,510**	**815,907**	**728,860**	**783,785**	**659,867**	**982,927**	**8,759,232**	**8,508,659**	**250,573**
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	-	152,234	152,234	152,234	152,234	152,234	152,234	152,234	152,234	152,234	152,234	152,234	-	**1,674,573**	1,629,596	(44,977)
1170	Teachers' Substitute Hours	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
1175	Teachers' Extra Duty/Stipends	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
1200	Pupil Support Salaries	7,870	17,885	17,885	17,885	17,885	17,885	17,885	17,885	17,885	17,885	17,885	17,885	-	**204,600**	199,105	(5,495)
1300	Administrators' Salaries	23,350	23,350	23,350	23,350	23,350	23,350	23,350	23,350	23,350	23,350	23,350	23,350	-	**280,195**	272,670	(7,526)
1900	Other Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
		31,219	193,468	193,468	193,468	193,468	193,468	193,468	193,468	193,468	193,468	193,468	193,468	-	**2,159,368**	**2,101,370**	**(57,998)**
Classified Salaries																	
2100	Instructional Salaries	-	10,868	10,868	10,868	10,868	10,868	10,868	10,868	10,868	10,868	10,868	10,868	-	**119,546**	116,336	(3,211)
2200	Support Salaries	-	10,009	10,009	10,009	10,009	10,009	10,009	10,009	10,009	10,009	10,009	10,009	-	**110,098**	107,140	(2,957)
2300	Classified Administrators' Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
2400	Clerical and Office Staff Salaries	14,955	14,955	14,955	14,955	14,955	14,955	14,955	14,955	14,955	14,955	14,955	14,955	-	**179,465**	174,645	(4,820)
2900	Other Classified Salaries	24,920	24,920	24,920	24,920	24,920	24,920	24,920	24,920	24,920	24,920	24,920	24,920	-	**299,036**	291,004	(8,032)
		39,875	60,752	60,752	60,752	60,752	60,752	60,752	60,752	60,752	60,752	60,752	60,752	-	**708,145**	**689,125**	**(19,020)**
Benefits																	
3101	STRS	5,963	36,952	36,952	36,952	36,952	36,952	36,952	36,952	36,952	36,952	36,952	36,952	-	**412,439**	401,362	(11,078)
3202	PERS	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
3301	OASDI	2,472	3,767	3,767	3,767	3,767	3,767	3,767	3,767	3,767	3,767	3,767	3,767	-	**43,905**	42,726	(1,179)
3311	Medicare	1,031	3,686	3,686	3,686	3,686	3,686	3,686	3,686	3,686	3,686	3,686	3,686	-	**41,579**	40,462	(1,117)
3401	Health and Welfare	21,107	21,107	21,107	21,107	21,107	21,107	21,107	21,107	21,107	21,107	21,107	21,107	-	**253,283**	246,480	(6,803)
3501	State Unemployment	906	906	906	906	906	906	4,532	3,626	1,813	906	906	906	-	**18,130**	18,130	0
3601	Workers' Compensation	995	3,559	3,559	3,559	3,559	3,559	3,559	3,559	3,559	3,559	3,559	3,559	-	**40,145**	39,067	(1,078)
3901	Other Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
		32,475	69,978	69,978	69,978	69,978	69,978	73,604	72,697	70,884	69,978	69,978	69,978	-	**809,481**	**788,227**	**(21,255)**

TEACH Tech Charter High

Monthly Cash Flow/Forecast FY27-28

Revised 5/11/25

ADA = 352.00

		Jul-27	Aug-27	Sep-27	Oct-27	Nov-27	Dec-27	Jan-28	Feb-28	Mar-28	Apr-28	May-28	Jun-28	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Books and Supplies																	
4100	Textbooks and Core Curricula	-	32,003	32,003	32,003	32,003	-	-	-	-	-	-	-	-	**128,013**	124,575	(3,438)
4200	Books and Other Materials	3,103	3,103	3,103	3,103	3,103	-	-	-	-	-	-	-	-	**15,514**	15,097	(417)
4302	School Supplies	8,478	8,478	8,478	8,478	8,478	8,478	8,478	8,478	8,478	8,478	8,478	8,478	-	**101,735**	99,003	(2,732)
4305	Software	16,886	16,886	16,886	16,886	16,886	16,886	16,886	16,886	16,886	16,886	16,886	16,886	-	**202,626**	197,184	(5,442)
4310	Office Expense	10,386	10,386	10,386	10,386	10,386	10,386	10,386	10,386	10,386	10,386	10,386	10,386	-	**124,636**	121,289	(3,348)
4311	Business Meals	9	9	9	9	9	9	9	9	9	9	9	9	-	**106**	103	(3)
4312	School Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
4400	Noncapitalized Equipment	-	16,653	16,653	16,653	16,653	16,653	-	-	-	-	-	-	-	**83,267**	81,030	(2,236)
4700	Food Services	-	26,743	26,743	26,743	26,743	26,743	26,743	26,743	26,743	26,743	26,743	26,743	-	**294,169**	286,268	(7,901)
		38,861	114,261	114,261	114,261	114,261	79,155	62,501	62,501	62,501	62,501	62,501	62,501	-	**950,066**	**924,548**	**(25,518)**
Subagreement Services																	
5101	Nursing	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5102	Special Education	-	31,507	31,507	31,507	31,507	31,507	31,507	31,507	31,507	31,507	31,507	31,507	-	**346,575**	337,267	(9,309)
5103	Substitute Teacher	-	16,828	16,828	16,828	16,828	16,828	16,828	16,828	16,828	16,828	16,828	16,828	-	**185,108**	180,136	(4,972)
5104	Transportation	-	19,754	19,754	19,754	19,754	19,754	19,754	19,754	19,754	19,754	19,754	19,754	-	**217,296**	211,459	(5,836)
5105	Security	-	7,685	7,685	7,685	7,685	7,685	7,685	7,685	7,685	7,685	7,685	7,685	-	**84,533**	82,263	(2,270)
5106	Other Educational Consultants	-	-	95	95	95	95	95	95	95	95	95	95	-	**950**	924	(26)
		-	75,774	75,869	75,869	75,869	75,869	75,869	75,869	75,869	75,869	75,869	75,869	-	**834,461**	**812,049**	**(22,413)**
Operations and Housekeeping																	
5201	Auto and Travel	-	48	48	48	48	48	48	48	48	48	48	48	-	**528**	514	(14)
5300	Dues & Memberships	1,108	1,108	1,108	1,108	1,108	1,108	1,108	1,108	1,108	1,108	1,108	1,108	-	**13,297**	12,940	(357)
5400	Insurance	8,408	8,408	8,408	8,408	8,408	8,408	8,408	8,408	8,408	8,408	8,408	8,408	-	**100,891**	98,181	(2,710)
5501	Utilities	11,398	11,398	11,398	11,398	11,398	11,398	11,398	11,398	11,398	11,398	11,398	11,398	-	**136,773**	133,099	(3,674)
5502	Janitorial Services	13,157	13,157	13,157	13,157	13,157	13,157	13,157	13,157	13,157	13,157	13,157	13,157	-	**157,880**	153,639	(4,240)
5516	Miscellaneous Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5531	ASB Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5900	Communications	2,243	2,243	2,243	2,243	2,243	2,243	2,243	2,243	2,243	2,243	2,243	2,243	-	**26,911**	26,189	(723)
5901	Postage and Shipping	-	-	813	813	813	813	813	813	813	813	813	813	-	**8,126**	7,908	(218)
		36,313	36,361	37,173	37,173	37,173	37,173	37,173	37,173	37,173	37,173	37,173	37,173	-	**444,406**	**432,470**	**(11,936)**
Facilities, Repairs and Other Leases																	
5601	Rent	62,850	62,850	62,850	62,850	62,850	62,850	62,850	62,850	62,850	62,850	62,850	62,850	-	**754,200**	754,200	-
5602	Additional Rent	18	18	18	18	18	18	18	18	18	18	18	18	-	**211**	205	(6)
5603	Equipment Leases	1,592	1,592	1,592	1,592	1,592	1,592	1,592	1,592	1,592	1,592	1,592	1,592	-	**19,102**	18,589	(513)
5604	Other Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5605	Real/Personal Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5610	Repairs and Maintenance	9,718	9,718	9,718	9,718	9,718	9,718	9,718	9,718	9,718	9,718	9,718	9,718	-	**116,616**	113,484	(3,132)
		74,177	74,177	74,177	74,177	74,177	74,177	74,177	74,177	74,177	74,177	74,177	74,177	-	**890,128**	**886,478**	**(3,651)**
Professional/Consulting Services																	
5801	IT	229	229	229	229	229	229	229	229	229	229	229	229	-	**2,744**	2,670	(74)
5802	Audit & Taxes	-	-	-	5,769	5,769	5,769	-	-	-	-	-	-	-	**17,308**	16,843	(465)
5803	Legal	941	941	941	941	941	941	941	941	941	941	941	941	-	**11,292**	10,989	(303)
5804	Professional Development	-	-	4,105	4,105	4,105	4,105	4,105	4,105	4,105	4,105	4,105	4,105	-	**41,053**	39,950	(1,103)
5805	General Consulting	-	-	2,353	2,353	2,353	2,353	2,353	2,353	2,353	2,353	2,353	2,353	-	**23,534**	22,902	(632)
5806	Special Activities/Field Trips	-	-	-	-	-	-	-	17,589	17,589	17,589	-	-	-	**52,767**	51,350	(1,417)
5807	Bank Charges	-	-	918	918	918	918	918	918	918	918	918	918	-	**9,182**	8,935	(247)
5808	Printing	-	-	4,981	4,981	4,981	4,981	4,981	4,981	4,981	4,981	4,981	4,981	-	**49,812**	48,474	(1,338)
5809	Other taxes and fees	-	-	1,108	1,108	1,108	1,108	1,108	1,108	1,108	1,108	1,108	1,108	-	**11,081**	10,784	(298)
5810	Payroll Service Fee	704	704	704	704	704	704	704	704	704	704	704	704	-	**8,443**	8,216	(227)
5811	Management Fee	82,782	82,782	82,782	82,782	82,782	82,782	82,782	82,782	82,782	82,782	82,782	82,782	-	**993,388**	966,707	(26,681)
5812	District Oversight Fee	-	3,453	4,332	5,982	5,806	5,806	5,982	5,806	6,685	5,836	5,660	5,660	5,836	**66,844**	64,494	(2,349)
5813	County Fees	-	-	-	1,240	-	-	1,240	-	-	1,240	-	-	1,240	**4,960**	4,827	(133)
5814	SPED Encroachment	-	12,481	12,481	22,465	22,465	22,465	22,465	12,131	26,958	26,958	26,958	26,958	14,827	**249,614**	249,614	-
5815	Public Relations/Recruitment	-	-	1,340	1,340	1,340	1,340	1,340	1,340	1,340	1,340	1,340	1,340	-	**13,403**	13,043	(360)
		84,656	100,590	116,275	134,919	133,503	133,503	129,149	134,989	150,694	151,085	132,080	132,080	21,903	**1,555,424**	**1,519,798**	**(35,626)**
Depreciation																	
6900	Depreciation Expense	6,244	6,244	6,244	6,244	6,244	6,244	6,244	6,244	6,244	6,244	6,244	6,244	-	**74,930**	72,917	(2,013)
		6,244	6,244	6,244	6,244	6,244	6,244	6,244	6,244	6,244	6,244	6,244	6,244	-	**74,930**	**72,917**	**(2,013)**
Interest																	
7438	Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	**-**	**-**
Total Expenses		**343,820**	**731,604**	**748,196**	**766,840**	**765,424**	**730,318**	**712,938**	**717,870**	**731,763**	**731,247**	**712,242**	**712,242**	**21,903**	**8,426,409**	**8,226,981**	**(199,428)**
Monthly Surplus (Deficit)		**(312,570)**	**(335,793)**	**(196,964)**	**(86,255)**	**(26,256)**	**18,543**	**253,531**	**(43,360)**	**84,144**	**(2,387)**	**71,542**	**(52,375)**	**961,024**	**332,823**	**281,678**	**51,145**

TEACH Tech Charter High

Monthly Cash Flow/Forecast FY27-28

Revised 5/11/25

ADA = 352.00

	Jul-27	Aug-27	Sep-27	Oct-27	Nov-27	Dec-27	Jan-28	Feb-28	Mar-28	Apr-28	May-28	Jun-28	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(312,570)	(335,793)	(196,964)	(86,255)	(26,256)	18,543	253,531	(43,360)	84,144	(2,387)	71,542	(52,375)	961,024	**332,823**		
Cash flows from operating activities																
Depreciation/Amortization	6,244	6,244	6,244	6,244	6,244	6,244	6,244	6,244	6,244	6,244	6,244	6,244	-	**74,930**		
Public Funding Receivables	590,387	123,786	48,048	-	-	-	197,374	-	-	-	-	-	(982,927)	**(23,332)**		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable	(21,658)	-	-	-	-	-	-	-	-	-	-	-	21,903	**245**		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Change in Cash	262,402	(205,763)	(142,672)	(80,011)	(20,012)	24,788	457,149	(37,116)	90,388	3,857	77,786	(46,131)				
Cash, Beginning of Month	6,533,948	6,796,350	6,590,587	6,447,915	6,367,904	6,347,892	6,372,680	6,829,829	6,792,713	6,883,100	6,886,957	6,964,744				
Cash, End of Month	**6,796,350**	**6,590,587**	**6,447,915**	**6,367,904**	**6,347,892**	**6,372,680**	**6,829,829**	**6,792,713**	**6,883,100**	**6,886,957**	**6,964,744**	**6,918,613**				

TEACH Prep Elementary School

Monthly Cash Flow/Forecast FY26-27

Revised 5/11/25

ADA = 238.48

		Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Revenues																**ADA =**	**238.48**
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	143,388	143,388	258,099	258,099	258,099	258,099	258,099	258,099	258,099	258,099	258,099	258,099	**2,867,768**	2,732,473	135,295
8012	Education Protection Account	-	-	-	11,924	-	-	11,924	-	-	11,924	-	-	11,924	**47,696**	47,696	-
8019	State Aid - Prior Years	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8096	In Lieu of Property Taxes	-	59,522	119,044	79,362	79,362	79,362	79,362	79,362	138,884	69,442	69,442	69,442	69,442	**992,031**	992,031	-
		-	202,910	262,432	349,386	337,462	337,462	349,386	337,462	396,983	339,465	327,541	327,541	339,465	**3,907,495**	**3,772,200**	**135,295**
Federal Revenue																	
8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	124,460	**124,460**	124,460	-
8182	Special Education - Discretionary	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8220	Federal Child Nutrition	-	-	9,029	9,029	18,057	18,057	18,057	18,057	18,057	18,057	18,057	18,057	18,057	**180,574**	180,574	-
8290	Title I, Part A - Basic Low Income	-	-	26,356	-	-	26,356	-	-	26,356	-	-	-	26,356	**105,425**	105,425	-
8291	Title II, Part A - Teacher Quality	-	-	2,643	-	-	2,643	-	-	2,643	-	-	-	2,643	**10,573**	10,573	-
8293	Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8294	Title V, Part B - PCSG	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8295	Charter Facility Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8296	Other Federal Revenue	-	-	-	2,500	-	-	2,500	-	-	2,500	-	-	2,500	**10,000**	10,000	-
8299	Prior Year Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
		-	-	38,028	11,529	18,057	47,057	20,557	18,057	47,057	20,557	18,057	18,057	174,017	**431,032**	**431,032**	**-**
Other State Revenue																	
8311	State Special Education	-	12,566	12,566	22,619	22,619	22,619	22,619	22,619	22,619	22,619	22,619	22,619	22,619	**251,318**	242,773	8,546
8520	Child Nutrition	-	-	885	885	1,769	1,769	1,769	1,769	1,769	1,769	1,769	1,769	1,769	**17,693**	17,092	602
8545	School Facilities (SB740)	-	-	-	-	-	-	167,730	-	-	-	83,865	-	83,865	**335,459**	324,053	
8550	Mandated Cost	-	-	-	-	-	5,073	-	-	-	-	-	-	-	**5,073**	4,825	249
8560	State Lottery	-	-	-	-	-	-	16,276	-	-	16,276	-	-	32,553	**65,105**	65,105	-
8598	Prior Year Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8599	Other State Revenue	-	-	-	-	526,243	-	-	-	-	202,401	-	-	80,960	**809,604**	1,129,158	(319,554)
		-	12,566	13,451	23,503	550,631	29,461	208,394	24,388	24,388	243,065	108,253	24,388	221,766	**1,484,253**	1,783,005	(310,158)
Other Local Revenue																	
8634	Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8650	Lease and Rental Income	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8660	Interest Revenue	10,417	10,417	10,417	10,417	10,417	10,417	10,417	10,417	10,417	10,417	10,417	10,417	-	**125,000**	125,000	-
8689	Other Fees and Contracts	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8690	Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8698	ASB Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8699	School Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
		10,417	10,417	10,417	10,417	10,417	10,417	10,417	10,417	10,417	10,417	10,417	10,417	-	**125,000**	**125,000**	**-**
Total Revenue		**10,417**	**225,893**	**324,328**	**394,834**	**916,566**	**424,396**	**588,754**	**390,324**	**478,845**	**613,505**	**464,268**	**380,403**	**735,248**	**5,947,781**	**6,111,237**	**(163,457)**
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	-	86,566	86,566	86,566	86,566	86,566	86,566	86,566	86,566	86,566	86,566	86,566	-	**952,227**	927,193	(25,034)
1170	Teachers' Substitute Hours	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
1175	Teachers' Extra Duty/Stipends	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
1200	Pupil Support Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	100,000	100,000
1300	Administrators' Salaries	21,305	21,305	21,305	21,305	21,305	21,305	21,305	21,305	21,305	21,305	21,305	21,305	-	**255,657**	248,936	(6,721)
1900	Other Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
		21,305	107,871	107,871	107,871	107,871	107,871	107,871	107,871	107,871	107,871	107,871	107,871	-	**1,207,884**	**1,276,129**	**68,245**
Classified Salaries																	
2100	Instructional Salaries	-	26,729	26,729	26,729	26,729	26,729	26,729	26,729	26,729	26,729	26,729	26,729	-	**294,023**	286,293	(7,730)
2200	Support Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
2300	Classified Administrators' Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
2400	Clerical and Office Staff Salaries	10,593	10,593	10,593	10,593	10,593	10,593	10,593	10,593	10,593	10,593	10,593	10,593	-	**127,116**	123,774	(3,342)
2900	Other Classified Salaries	12,110	12,110	12,110	12,110	12,110	12,110	12,110	12,110	12,110	12,110	12,110	12,110	-	**145,319**	71,701	(73,618)
		22,703	49,432	49,432	49,432	49,432	49,432	49,432	49,432	49,432	49,432	49,432	49,432	-	**566,459**	**481,769**	**(84,690)**
Benefits																	
3101	STRS	5,257	20,495	20,495	20,495	20,495	20,495	20,495	20,495	20,495	20,495	20,495	20,495	-	**230,706**	243,741	13,035
3202	PERS	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
3301	OASDI	1,187	3,085	3,085	3,085	3,085	3,085	3,085	3,085	3,085	3,085	3,085	3,085	-	**35,120**	34,197	(923)
3311	Medicare	664	2,279	2,279	2,279	2,279	2,279	2,279	2,279	2,279	2,279	2,279	2,279	-	**25,728**	26,502	774
3401	Health and Welfare	15,747	15,747	15,747	15,747	15,747	15,747	15,747	15,747	15,747	15,747	15,747	15,747	-	**188,968**	192,000	3,032
3501	State Unemployment	735	735	735	735	735	735	3,675	2,940	1,470	735	735	735	-	**14,700**	15,190	490
3601	Workers' Compensation	641	2,200	2,200	2,200	2,200	2,200	2,200	2,200	2,200	2,200	2,200	2,200	-	**24,841**	25,588	747
3901	Other Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
		24,232	44,541	44,541	44,541	44,541	44,541	47,481	46,746	45,276	44,541	44,541	44,541	-	**520,063**	**537,217**	**17,154**

TEACH Prep Elementary School

Monthly Cash Flow/Forecast FY26-27

Revised 5/11/25

ADA = 238.48

		Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Books and Supplies																	
4100	Textbooks and Core Curricula	-	14,377	14,377	14,377	14,377	-	-	-	-	-	-	-	-	**57,506**	70,600	13,094
4200	Books and Other Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
4302	School Supplies	2,114	2,114	2,114	2,114	2,114	2,114	2,114	2,114	2,114	2,114	2,114	2,114	-	**25,367**	24,700	(667)
4305	Software	8,478	8,478	8,478	8,478	8,478	8,478	8,478	8,478	8,478	8,478	8,478	8,478	-	**101,732**	123,400	21,668
4310	Office Expense	6,530	6,530	6,530	6,530	6,530	6,530	6,530	6,530	6,530	6,530	6,530	6,530	-	**78,360**	76,300	(2,060)
4311	Business Meals	128	128	128	128	128	128	128	128	128	128	128	128	-	**1,541**	1,500	(40)
4312	School Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
4400	Noncapitalized Equipment	-	4,765	4,765	4,765	4,765	4,765	-	-	-	-	-	-	-	**23,826**	23,200	(626)
4700	Food Services	-	18,455	18,455	18,455	18,455	18,455	18,455	18,455	18,455	18,455	18,455	18,455	-	**203,003**	197,666	(5,337)
		17,250	54,847	54,847	54,847	54,847	40,470	35,705	35,705	35,705	35,705	35,705	35,705	-	**491,335**	**517,366**	**26,031**
Subagreement Services																	
5101	Nursing	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5102	Special Education	-	32,809	32,809	32,809	32,809	32,809	32,809	32,809	32,809	32,809	32,809	32,809	-	**360,903**	400,100	39,197
5103	Substitute Teacher	-	6,358	6,358	6,358	6,358	6,358	6,358	6,358	6,358	6,358	6,358	6,358	-	**69,939**	68,100	(1,839)
5104	Transportation	-	18,281	18,281	18,281	18,281	18,281	18,281	18,281	18,281	18,281	18,281	18,281	-	**201,087**	195,800	(5,287)
5105	Security	-	4,080	4,080	4,080	4,080	4,080	4,080	4,080	4,080	4,080	4,080	4,080	-	**44,880**	43,700	(1,180)
5106	Other Educational Consultants	-	-	46,340	46,340	46,340	46,340	46,340	46,340	46,340	46,340	46,340	46,340	-	**463,396**	451,213	(12,183)
		-	61,528	107,868	107,868	107,868	107,868	107,868	107,868	107,868	107,868	107,868	107,868	-	**1,140,204**	**1,158,913**	**18,709**
Operations and Housekeeping																	
5201	Auto and Travel	-	56	56	56	56	56	56	56	56	56	56	56	-	**616**	600	(16)
5300	Dues & Memberships	847	847	847	847	847	847	847	847	847	847	847	847	-	**10,167**	9,900	(267)
5400	Insurance	5,058	5,058	5,058	5,058	5,058	5,058	5,058	5,058	5,058	5,058	5,058	5,058	-	**60,696**	59,100	(1,596)
5501	Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5502	Janitorial Services	7,223	7,223	7,223	7,223	7,223	7,223	7,223	7,223	7,223	7,223	7,223	7,223	-	**86,679**	84,400	(2,279)
5516	Miscellaneous Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5531	ASB Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5900	Communications	1,421	1,421	1,421	1,421	1,421	1,421	1,421	1,421	1,421	1,421	1,421	1,421	-	**17,048**	16,600	(448)
5901	Postage and Shipping	-	-	739	739	739	739	739	739	739	739	739	739	-	**7,394**	7,200	(194)
		14,549	14,605	15,345	15,345	15,345	15,345	15,345	15,345	15,345	15,345	15,345	15,345	-	**182,601**	**177,800**	**(4,801)**
Facilities, Repairs and Other Leases																	
5601	Rent	53,108	53,108	53,108	53,108	53,108	53,108	53,108	53,108	53,108	53,108	53,108	53,108	-	**637,300**	637,300	-
5602	Additional Rent	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5603	Equipment Leases	1,609	1,609	1,609	1,609	1,609	1,609	1,609	1,609	1,609	1,609	1,609	1,609	-	**19,308**	18,800	(508)
5604	Other Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5605	Real/Personal Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5610	Repairs and Maintenance	4,758	4,758	4,758	4,758	4,758	4,758	4,758	4,758	4,758	4,758	4,758	4,758	-	**57,101**	55,600	(1,501)
		59,476	59,476	59,476	59,476	59,476	59,476	59,476	59,476	59,476	59,476	59,476	59,476	-	**713,709**	**711,700**	**(2,009)**
Professional/Consulting Services																	
5801	IT	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5802	Audit & Taxes	-	-	-	5,238	5,238	5,238	-	-	-	-	-	-	-	**15,713**	15,300	(413)
5803	Legal	334	334	334	334	334	334	334	334	334	334	334	334	-	**4,005**	3,900	(105)
5804	Professional Development	-	-	1,551	1,551	1,551	1,551	1,551	1,551	1,551	1,551	1,551	1,551	-	**15,508**	15,100	(408)
5805	General Consulting	-	-	2,393	2,393	2,393	2,393	2,393	2,393	2,393	2,393	2,393	2,393	-	**23,929**	23,300	(629)
5806	Special Activities/Field Trips	-	-	-	-	-	-	-	3,800	3,800	3,800	-	-	-	**11,400**	11,100	(300)
5807	Bank Charges	-	-	134	134	134	134	134	134	134	134	134	134	-	**1,335**	1,300	(35)
5808	Printing	-	-	2,523	2,523	2,523	2,523	2,523	2,523	2,523	2,523	2,523	2,523	-	**25,231**	38,200	12,969
5809	Other taxes and fees	-	-	904	904	904	904	904	904	904	904	904	904	-	**9,038**	8,800	(238)
5810	Payroll Service Fee	659	659	659	659	659	659	659	659	659	659	659	659	-	**7,908**	7,700	(208)
5811	Management Fee	59,554	59,554	59,554	59,554	59,554	59,554	59,554	59,554	59,554	59,554	59,554	59,554	-	**714,649**	695,861	(18,788)
5812	District Oversight Fee	-	2,029	2,624	3,494	3,375	3,375	3,494	3,375	3,970	3,395	3,275	3,275	3,395	**39,075**	37,722	(1,353)
5813	County Fees	-	-	-	1,104	-	-	1,104	-	-	1,104	-	-	1,104	**4,416**	4,300	(116)
5814	SPED Encroachment	-	8,456	8,456	15,220	15,220	15,220	15,220	8,219	18,264	18,264	18,264	18,264	10,045	**169,113**	169,113	-
5815	Public Relations/Recruitment	-	-	1,212	1,212	1,212	1,212	1,212	1,212	1,212	1,212	1,212	1,212	-	**12,119**	11,800	(319)
		60,547	71,032	80,343	94,319	93,095	93,095	89,081	84,656	95,297	95,826	90,802	90,802	14,544	**1,053,439**	**1,043,496**	**(9,943)**
Depreciation																	
6900	Depreciation Expense	4,493	4,493	4,493	4,493	4,493	4,493	4,493	4,493	4,493	4,493	4,493	4,493	-	**53,918**	52,500	(1,417)
		4,493	4,493	4,493	4,493	4,493	4,493	4,493	4,493	4,493	4,493	4,493	4,493	-	**53,918**	**52,500**	**(1,417)**
Interest																	
7438	Interest Expense	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	-	**15,456**	15,456	-
		1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	-	**15,456**	**15,456**	**-**
Total Expenses		**225,842**	**469,113**	**525,503**	**539,478**	**538,255**	**523,879**	**518,039**	**512,879**	**522,050**	**521,844**	**516,821**	**516,821**	**14,544**	**5,945,067**	**5,972,346**	**27,279**
Monthly Surplus (Deficit)		**(215,426)**	**(243,220)**	**(201,175)**	**(144,644)**	**378,311**	**(99,482)**	**70,715**	**(122,556)**	**(43,205)**	**91,661**	**(52,552)**	**(136,417)**	**720,704**	**2,714**	**138,891**	**(136,178)**

TEACH Prep Elementary School

Monthly Cash Flow/Forecast FY26-27

Revised 5/11/25

ADA = 238.48

	Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(215,426)	(243,220)	(201,175)	(144,644)	378,311	(99,482)	70,715	(122,556)	(43,205)	91,661	(52,552)	(136,417)	720,704	**2,714**		
Cash flows from operating activities																
Depreciation/Amortization	4,493	4,493	4,493	4,493	4,493	4,493	4,493	4,493	4,493	4,493	4,493	4,493	-	**53,918**		
Public Funding Receivables	370,996	-	279,809	-	81,013	33,058	149,224	-	-	-	-	-	(735,248)	**178,852**		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Accounts Payable	(14,455)	-	-	-	-	-	-	-	-	-	-	-	14,544	**89**		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Total Change in Cash	145,609	(238,727)	83,127	(140,151)	463,817	(61,932)	224,432	(118,063)	(38,712)	96,154	(48,059)	(131,924)				
Cash, Beginning of Month	5,040,973	5,186,582	4,947,855	5,030,983	4,890,832	5,354,649	5,292,717	5,517,149	5,399,087	5,360,375	5,456,529	5,408,470				
Cash, End of Month	**5,186,582**	**4,947,855**	**5,030,983**	**4,890,832**	**5,354,649**	**5,292,717**	**5,517,149**	**5,399,087**	**5,360,375**	**5,456,529**	**5,408,470**	**5,276,546**				

TEACH Prep Elementary School

Monthly Cash Flow/Forecast FY27-28

Revised 5/11/25

ADA = 238.48

		Jul-27	Aug-27	Sep-27	Oct-27	Nov-27	Dec-27	Jan-28	Feb-28	Mar-28	Apr-28	May-28	Jun-28	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Revenues																ADA = 238.48	
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	150,474	150,474	270,852	270,852	270,852	270,852	270,852	270,852	270,852	270,852	270,852	270,852	**3,009,470**	2,867,768	141,702
8012	Education Protection Account	-	-	-	11,924	-	-	11,924	-	-	11,924	-	-	11,924	**47,696**	47,696	-
8019	State Aid - Prior Years	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8096	In Lieu of Property Taxes	-	59,522	119,044	79,362	79,362	79,362	79,362	79,362	138,884	69,442	69,442	69,442	69,442	**992,031**	992,031	-
		-	209,995	269,517	362,139	350,215	350,215	362,139	350,215	409,737	352,218	340,294	340,294	352,218	**4,049,197**	**3,907,495**	**141,702**
Federal Revenue																	
8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	124,460	**124,460**	124,460	-
8182	Special Education - Discretionary	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8220	Federal Child Nutrition	-	-	9,029	9,029	18,057	18,057	18,057	18,057	18,057	18,057	18,057	18,057	18,057	**180,574**	180,574	-
8290	Title I, Part A - Basic Low Income	-	-	26,356	-	-	26,356	-	-	26,356	-	-	-	26,356	**105,425**	105,425	-
8291	Title II, Part A - Teacher Quality	-	-	2,643	-	-	2,643	-	-	2,643	-	-	-	2,643	**10,573**	10,573	-
8293	Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8294	Title V, Part B - PCSG	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8295	Charter Facility Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8296	Other Federal Revenue	-	-	-	2,500	-	-	2,500	-	-	2,500	-	-	2,500	**10,000**	10,000	-
8299	Prior Year Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
		-	-	38,028	11,529	18,057	47,057	20,557	18,057	47,057	20,557	18,057	18,057	174,017	**431,032**	**431,032**	**-**
Other State Revenue																	
8311	State Special Education	-	13,022	13,022	23,440	23,440	23,440	23,440	23,440	23,440	23,440	23,440	23,440	23,440	**260,441**	251,318	9,123
8520	Child Nutrition	-	-	917	917	1,834	1,834	1,834	1,834	1,834	1,834	1,834	1,834	1,834	**18,336**	17,693	642
8545	School Facilities (SB740)	-	-	-	-	-	-	167,908	-	-	-	83,954	-	83,954	**335,816**	335,459	
8550	Mandated Cost	-	-	-	-	-	5,073	-	-	-	-	-	-	184	**5,257**	5,073	184
8560	State Lottery	-	-	-	-	-	-	16,276	-	-	16,276	-	-	32,553	**65,105**	65,105	-
8598	Prior Year Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8599	Other State Revenue	-	-	-	-	518,332	-	-	-	-	199,359	-	-	79,743	**797,434**	809,604	(12,170)
		-	13,022	13,939	24,356	543,606	30,347	209,457	25,273	25,273	240,908	109,227	25,273	221,707	**1,482,389**	1,484,253	(2,221)
Other Local Revenue																	
8634	Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8650	Lease and Rental Income	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8660	Interest Revenue	10,417	10,417	10,417	10,417	10,417	10,417	10,417	10,417	10,417	10,417	10,417	10,417	-	**125,000**	125,000	-
8689	Other Fees and Contracts	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8690	Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8698	ASB Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8699	School Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
		10,417	10,417	10,417	10,417	10,417	10,417	10,417	10,417	10,417	10,417	10,417	10,417	-	**125,000**	**125,000**	**-**
Total Revenue		**10,417**	**233,434**	**331,901**	**408,441**	**922,294**	**438,035**	**602,570**	**403,962**	**492,483**	**624,101**	**477,996**	**394,042**	**747,943**	**6,087,618**	**5,947,781**	**139,838**
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	-	88,955	88,955	88,955	88,955	88,955	88,955	88,955	88,955	88,955	88,955	88,955	-	**978,508**	952,227	(26,281)
1170	Teachers' Substitute Hours	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
1175	Teachers' Extra Duty/Stipends	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
1200	Pupil Support Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
1300	Administrators' Salaries	21,893	21,893	21,893	21,893	21,893	21,893	21,893	21,893	21,893	21,893	21,893	21,893	-	**262,713**	255,657	(7,056)
1900	Other Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
		21,893	110,848	110,848	110,848	110,848	110,848	110,848	110,848	110,848	110,848	110,848	110,848	-	**1,241,222**	**1,207,884**	**(33,338)**
Classified Salaries																	
2100	Instructional Salaries	-	27,467	27,467	27,467	27,467	27,467	27,467	27,467	27,467	27,467	27,467	27,467	-	**302,138**	294,023	(8,115)
2200	Support Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
2300	Classified Administrators' Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
2400	Clerical and Office Staff Salaries	10,885	10,885	10,885	10,885	10,885	10,885	10,885	10,885	10,885	10,885	10,885	10,885	-	**130,625**	127,116	(3,508)
2900	Other Classified Salaries	12,444	12,444	12,444	12,444	12,444	12,444	12,444	12,444	12,444	12,444	12,444	12,444	-	**149,330**	145,319	(4,011)
		23,330	50,797	50,797	50,797	50,797	50,797	50,797	50,797	50,797	50,797	50,797	50,797	-	**582,093**	**566,459**	**(15,634)**
Benefits																	
3101	STRS	5,402	21,061	21,061	21,061	21,061	21,061	21,061	21,061	21,061	21,061	21,061	21,061	-	**237,073**	230,706	(6,367)
3202	PERS	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
3301	OASDI	1,220	3,170	3,170	3,170	3,170	3,170	3,170	3,170	3,170	3,170	3,170	3,170	-	**36,090**	35,120	(969)
3311	Medicare	682	2,341	2,341	2,341	2,341	2,341	2,341	2,341	2,341	2,341	2,341	2,341	-	**26,438**	25,728	(710)
3401	Health and Welfare	16,182	16,182	16,182	16,182	16,182	16,182	16,182	16,182	16,182	16,182	16,182	16,182	-	**194,184**	188,968	(5,216)
3501	State Unemployment	735	735	735	735	735	735	3,675	2,940	1,470	735	735	735	-	**14,700**	14,700	0
3601	Workers' Compensation	659	2,261	2,261	2,261	2,261	2,261	2,261	2,261	2,261	2,261	2,261	2,261	-	**25,526**	24,841	(686)
3901	Other Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
		24,880	45,750	45,750	45,750	45,750	45,750	48,690	47,955	46,485	45,750	45,750	45,750	-	**534,011**	**520,063**	**(13,948)**

TEACH Prep Elementary School

Monthly Cash Flow/Forecast FY27-28

Revised 5/11/25

ADA = 238.48

		Jul-27	Aug-27	Sep-27	Oct-27	Nov-27	Dec-27	Jan-28	Feb-28	Mar-28	Apr-28	May-28	Jun-28	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Books and Supplies																	
4100	Textbooks and Core Curricula	-	14,773	14,773	14,773	14,773	-	-	-	-	-	-	-	-	**59,093**	57,506	(1,587)
4200	Books and Other Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
4302	School Supplies	2,172	2,172	2,172	2,172	2,172	2,172	2,172	2,172	2,172	2,172	2,172	2,172	-	**26,067**	25,367	(700)
4305	Software	8,712	8,712	8,712	8,712	8,712	8,712	8,712	8,712	8,712	8,712	8,712	8,712	-	**104,540**	101,732	(2,808)
4310	Office Expense	6,710	6,710	6,710	6,710	6,710	6,710	6,710	6,710	6,710	6,710	6,710	6,710	-	**80,523**	78,360	(2,163)
4311	Business Meals	132	132	132	132	132	132	132	132	132	132	132	132	-	**1,583**	1,541	(43)
4312	School Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
4400	Noncapitalized Equipment	-	4,897	4,897	4,897	4,897	4,897	-	-	-	-	-	-	-	**24,484**	23,826	(658)
4700	Food Services	-	18,964	18,964	18,964	18,964	18,964	18,964	18,964	18,964	18,964	18,964	18,964	-	**208,606**	203,003	(5,603)
		17,726	56,360	56,360	56,360	56,360	41,587	36,690	36,690	36,690	36,690	36,690	36,690	-	**504,896**	**491,335**	**(13,561)**
Subagreement Services																	
5101	Nursing	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5102	Special Education	-	33,715	33,715	33,715	33,715	33,715	33,715	33,715	33,715	33,715	33,715	33,715	-	**370,864**	360,903	(9,961)
5103	Substitute Teacher	-	6,534	6,534	6,534	6,534	6,534	6,534	6,534	6,534	6,534	6,534	6,534	-	**71,869**	69,939	(1,930)
5104	Transportation	-	18,785	18,785	18,785	18,785	18,785	18,785	18,785	18,785	18,785	18,785	18,785	-	**206,637**	201,087	(5,550)
5105	Security	-	4,193	4,193	4,193	4,193	4,193	4,193	4,193	4,193	4,193	4,193	4,193	-	**46,119**	44,880	(1,239)
5106	Other Educational Consultants	-	-	47,619	47,619	47,619	47,619	47,619	47,619	47,619	47,619	47,619	47,619	-	**476,185**	463,396	(12,790)
		-	63,226	110,845	110,845	110,845	110,845	110,845	110,845	110,845	110,845	110,845	110,845	-	**1,171,673**	**1,140,204**	**(31,470)**
Operations and Housekeeping																	
5201	Auto and Travel	-	58	58	58	58	58	58	58	58	58	58	58	-	**633**	616	(17)
5300	Dues & Memberships	871	871	871	871	871	871	871	871	871	871	871	871	-	**10,448**	10,167	(281)
5400	Insurance	5,198	5,198	5,198	5,198	5,198	5,198	5,198	5,198	5,198	5,198	5,198	5,198	-	**62,371**	60,696	(1,675)
5501	Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5502	Janitorial Services	7,423	7,423	7,423	7,423	7,423	7,423	7,423	7,423	7,423	7,423	7,423	7,423	-	**89,071**	86,679	(2,392)
5516	Miscellaneous Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5531	ASB Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5900	Communications	1,460	1,460	1,460	1,460	1,460	1,460	1,460	1,460	1,460	1,460	1,460	1,460	-	**17,519**	17,048	(471)
5901	Postage and Shipping	-	-	760	760	760	760	760	760	760	760	760	760	-	**7,598**	7,394	(204)
		14,951	15,008	15,768	15,768	15,768	15,768	15,768	15,768	15,768	15,768	15,768	15,768	-	**187,640**	**182,601**	**(5,040)**
Facilities, Repairs and Other Leases																	
5601	Rent	53,108	53,108	53,108	53,108	53,108	53,108	53,108	53,108	53,108	53,108	53,108	53,108	-	**637,300**	637,300	-
5602	Additional Rent	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5603	Equipment Leases	1,653	1,653	1,653	1,653	1,653	1,653	1,653	1,653	1,653	1,653	1,653	1,653	-	**19,840**	19,308	(533)
5604	Other Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5605	Real/Personal Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5610	Repairs and Maintenance	4,890	4,890	4,890	4,890	4,890	4,890	4,890	4,890	4,890	4,890	4,890	4,890	-	**58,677**	57,101	(1,576)
		59,651	59,651	59,651	59,651	59,651	59,651	59,651	59,651	59,651	59,651	59,651	59,651	-	**715,818**	**713,709**	**(2,109)**
Professional/Consulting Services																	
5801	IT	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5802	Audit & Taxes	-	-	-	5,382	5,382	5,382	-	-	-	-	-	-	-	**16,147**	15,713	(434)
5803	Legal	343	343	343	343	343	343	343	343	343	343	343	343	-	**4,116**	4,005	(111)
5804	Professional Development	-	-	1,594	1,594	1,594	1,594	1,594	1,594	1,594	1,594	1,594	1,594	-	**15,936**	15,508	(428)
5805	General Consulting	-	-	2,459	2,459	2,459	2,459	2,459	2,459	2,459	2,459	2,459	2,459	-	**24,590**	23,929	(660)
5806	Special Activities/Field Trips	-	-	-	-	-	-	-	3,905	3,905	3,905	-	-	-	**11,714**	11,400	(315)
5807	Bank Charges	-	-	137	137	137	137	137	137	137	137	137	137	-	**1,372**	1,335	(37)
5808	Printing	-	-	2,593	2,593	2,593	2,593	2,593	2,593	2,593	2,593	2,593	2,593	-	**25,928**	25,231	(696)
5809	Other taxes and fees	-	-	929	929	929	929	929	929	929	929	929	929	-	**9,287**	9,038	(249)
5810	Payroll Service Fee	677	677	677	677	677	677	677	677	677	677	677	677	-	**8,126**	7,908	(218)
5811	Management Fee	61,198	61,198	61,198	61,198	61,198	61,198	61,198	61,198	61,198	61,198	61,198	61,198	-	**734,374**	714,649	(19,724)
5812	District Oversight Fee	-	2,100	2,695	3,621	3,502	3,502	3,621	3,502	4,097	3,522	3,403	3,403	3,522	**40,492**	39,075	(1,417)
5813	County Fees	-	-	-	1,134	-	-	1,134	-	-	1,134	-	-	1,134	**4,538**	4,416	(122)
5814	SPED Encroachment	-	8,456	8,456	15,220	15,220	15,220	15,220	8,219	18,264	18,264	18,264	18,264	10,045	**169,113**	169,113	-
5815	Public Relations/Recruitment	-	-	1,245	1,245	1,245	1,245	1,245	1,245	1,245	1,245	1,245	1,245	-	**12,453**	12,119	(334)
		62,218	72,774	82,325	96,533	95,279	95,279	91,151	86,800	97,441	98,000	92,842	92,842	14,702	**1,078,185**	**1,053,439**	**(24,746)**
Depreciation																	
6900	Depreciation Expense	4,617	4,617	4,617	4,617	4,617	4,617	4,617	4,617	4,617	4,617	4,617	4,617	-	**55,406**	53,918	(1,488)
		4,617	4,617	4,617	4,617	4,617	4,617	4,617	4,617	4,617	4,617	4,617	4,617	-	**55,406**	**53,918**	**(1,488)**
Interest																	
7438	Interest Expense	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	-	**15,456**	15,456	-
		1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	-	**15,456**	**15,456**	**-**
Total Expenses		**230,554**	**480,320**	**538,250**	**552,457**	**551,204**	**536,430**	**530,345**	**525,260**	**534,430**	**534,255**	**529,096**	**529,096**	**14,702**	**6,086,400**	**5,945,067**	**(141,333)**
Monthly Surplus (Deficit)		**(220,137)**	**(246,886)**	**(206,349)**	**(144,017)**	**371,091**	**(98,396)**	**72,225**	**(121,298)**	**(41,947)**	**89,846**	**(51,100)**	**(135,054)**	**733,241**	**1,218**	**2,714**	**(1,495)**

TEACH Prep Elementary School

Monthly Cash Flow/Forecast FY27-28

Revised 5/11/25

ADA = 238.48

	Jul-27	Aug-27	Sep-27	Oct-27	Nov-27	Dec-27	Jan-28	Feb-28	Mar-28	Apr-28	May-28	Jun-28	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(220,137)	(246,886)	(206,349)	(144,017)	371,091	(98,396)	72,225	(121,298)	(41,947)	89,846	(51,100)	(135,054)	733,241	**1,218**		
Cash flows from operating activities																
Depreciation/Amortization	4,617	4,617	4,617	4,617	4,617	4,617	4,617	4,617	4,617	4,617	4,617	4,617	-	**55,406**		
Public Funding Receivables	359,292	83,865	32,553	-	-	-	259,539	-	-	-	-	-	(747,943)	**(12,695)**		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Accounts Payable	(14,544)	-	-	-	-	-	-	-	-	-	-	-	14,702	**158**		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Total Change in Cash	129,228	(158,404)	(169,179)	(139,400)	375,708	(93,778)	336,381	(116,681)	(37,330)	94,463	(46,483)	(130,437)				
Cash, Beginning of Month	5,276,546	5,405,774	5,247,370	5,078,190	4,938,791	5,314,498	5,220,720	5,557,101	5,440,420	5,403,091	5,497,554	5,451,070				
Cash, End of Month	**5,405,774**	**5,247,370**	**5,078,190**	**4,938,791**	**5,314,498**	**5,220,720**	**5,557,101**	**5,440,420**	**5,403,091**	**5,497,554**	**5,451,070**	**5,320,633**				

Coversheet

Consideration of the Education Protection Accounts for TEACH Prep Elementary, TEACH Academy of Technologies, and TEACH Tech Charter High School

Section: III. Items for Potential Action
Item: D. Consideration of the Education Protection Accounts for TEACH Prep Elementary, TEACH Academy of Technologies, and TEACH Tech Charter High School
Purpose: Vote
Submitted by:
Related Material: EPA Spending Resolution FY25-26 TTHS.pdf
EPA Spending Resolution FY25-26 TPES.pdf
EPA Spending Resolution FY25-26 TAT.pdf

TEACH Tech Charter High

RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT

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

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

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

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

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

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

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

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

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

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

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

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

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

NOW, THEREFORE, IT IS HEREBY RESOLVED:

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

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

DATED: June 10, 2025.

_____
Board Member

_____
Board Member

_____
Board Member

_____
Board Member

_____
Board Member

TEACH Tech Charter High

Budgeted expenditures through: June 30, 2026

Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Local Control Funding Formula Sources	8010-8099	70,400.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
TOTAL AVAILABLE		70,400.00
EXPENDITURES AND OTHER FINANCING USES		
Certificated Salaries	1000-1999	45,760.00
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	24,640.00
Books and Supplies	4000-4999	0.00
Services, Other Operating Expenses	5000-5999	0.00
Capital Outlay	6000-6599	0.00
Other Outgo (excluding Direct Support/Indirect Costs)	7100-7299 7400-7499	0.00
Direct Support/Indirect Costs	7300-7399	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		70,400.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

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

RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT

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

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

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

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

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

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

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

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

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

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

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

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

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

NOW, THEREFORE, IT IS HEREBY RESOLVED:

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

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

DATED: June 10, 2025.

_____
Board Member

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Board Member

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Board Member

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Board Member

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Board Member

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

Budgeted expenditures through: June 30, 2026

Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Local Control Funding Formula Sources	8010-8099	47,696.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
TOTAL AVAILABLE		47,696.00
EXPENDITURES AND OTHER FINANCING USES		
Certificated Salaries	1000-1999	31,002.00
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	16,694.00
Books and Supplies	4000-4999	0.00
Services, Other Operating Expenses	5000-5999	0.00
Capital Outlay	6000-6599	0.00
Other Outgo (excluding Direct Support/Indirect Costs)	7100-7299 7400-7499	0.00
Direct Support/Indirect Costs	7300-7399	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		47,696.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

TEACH Academy of Technologies

RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT

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

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

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

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

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

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

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

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

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

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

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

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

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

NOW, THEREFORE, IT IS HEREBY RESOLVED:

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

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

DATED: June 10, 2025.

_____
Board Member

_____
Board Member

_____
Board Member

_____
Board Member

_____
Board Member

TEACH Academy of Technologies

Budgeted expenditures through: June 30, 2026

Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Local Control Funding Formula Sources	8010-8099	846,570.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
TOTAL AVAILABLE		846,570.00
EXPENDITURES AND OTHER FINANCING USES		
Certificated Salaries	1000-1999	550,270.00
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	296,300.00
Books and Supplies	4000-4999	0.00
Services, Other Operating Expenses	5000-5999	0.00
Capital Outlay	6000-6599	0.00
Other Outgo (excluding Direct Support/Indirect Costs)	7100-7299 7400-7499	0.00
Direct Support/Indirect Costs	7300-7399	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		846,570.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

Coversheet

Consideration of the Expenditure Report for the Prop 28 Arts and Music Grant

Section: III. Items for Potential Action
Item: E. Consideration of the Expenditure Report for the Prop 28 Arts and Music Grant
Purpose: Vote
Submitted by:
Related Material: Prop 28 FY24-25 Annual Report-TTHS.pdf
Prop 28 FY24-25 Annual Report-TPES.pdf
Prop 28 FY24-25 Annual Report-TAT.pdf

Proposition 28: Arts and Music in School Funding

Annual Report

Fiscal Year: 2024-25

School Name: TEACH Tech Charter High

1. Narrative Description of the Prop 28 arts education program (s) funded

Funds are to be used to provide performing arts instruction.

2. Number of full-time equivalent teachers (certifificated).	1.0
3. Number of full-time equivalent personnel (classified).	0.0
4. Number of full-time equivalent teaching aides.	0.0
5. Number of students served.	180
6. Number of school sites providing arts education.	1.0
Date of Approval by Governing Board/Body	6/10/2025

Annual Report Data URL:
TEACH Tech Charter High School | Now Enrolling 9-12th grade

Proposition 28: Arts and Music in School Funding

Annual Report

Fiscal Year: 2024-25

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

1. Narrative Description of the Prop 28 arts education program (s) funded

Funds are to be used to provide instructional aide for visual arts and computer coding instructional support.

2. Number of full-time equivalent teachers (certifificated).	0.00
3. Number of full-time equivalent personnel (classified).	0.50
4. Number of full-time equivalent teaching aides.	0.20
5. Number of students served.	104
6. Number of school sites providing arts education.	1.00
Date of Approval by Governing Board/Body	6/10/2025

Annual Report Data URL:
TEACH Preparatory Elementary School | TEACH Public Schools

Proposition 28: Arts and Music in School Funding

Annual Report

Fiscal Year: 2024-25

School Name: TEACH Academy of Technologies

1. Narrative Description of the Prop 28 arts education program (s) funded

Funds are to be used to provide computer science coding and computer art design instruction.

2. Number of full-time equivalent teachers (certifificated).	1.0
3. Number of full-time equivalent personnel (classified).	0.0
4. Number of full-time equivalent teaching aides.	0.0
5. Number of students served.	120
6. Number of school sites providing arts education.	1.0
Date of Approval by Governing Board/Body	6/10/2025

Annual Report Data URL:
TEACH Academy of Technologies | TEACH Public Schools

Coversheet

Consider the Local Control and Accountability Plan for TEACH Prep Elementary, TEACH Academy of Technologies, and TEACH Tech Charter High School for the 2025-2026 School Year

Section: III. Items for Potential Action
Item: F. Consider the Local Control and Accountability Plan for TEACH Prep Elementary, TEACH Academy of Technologies, and TEACH Tech Charter High School for the 2025-2026 School Year
Purpose: Vote
Submitted by:
Related Material:
2025_Local_Control_and_Accountability_Plan_TEACH_Preparatory_Mildred_S._Cunningham_&_Edith_H._Morris_ES_20250605.pdf
2025_Local_Control_and_Accountability_Plan_TEACH_Academy_of_Technologies_20250605.pdf
2025_Local_Control_and_Accountability_Plan_TEACH_Tech_Charter_High_School_20250605.pdf

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School

CDS Code: 19647330138305

School Year: 2025-26

LEA contact information:

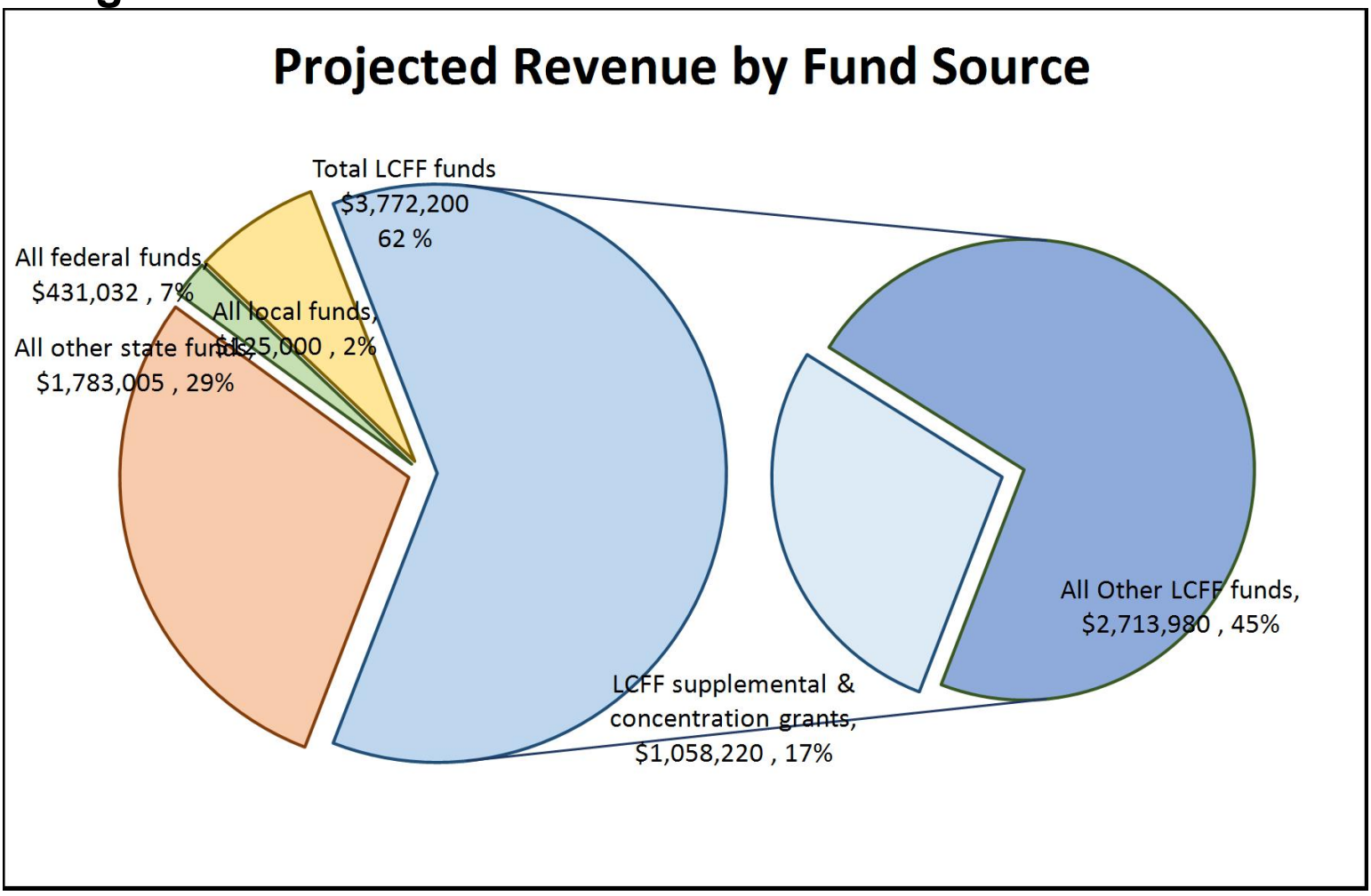
Sharon Rhee

Principal

323-872-0708

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2025-26 School Year

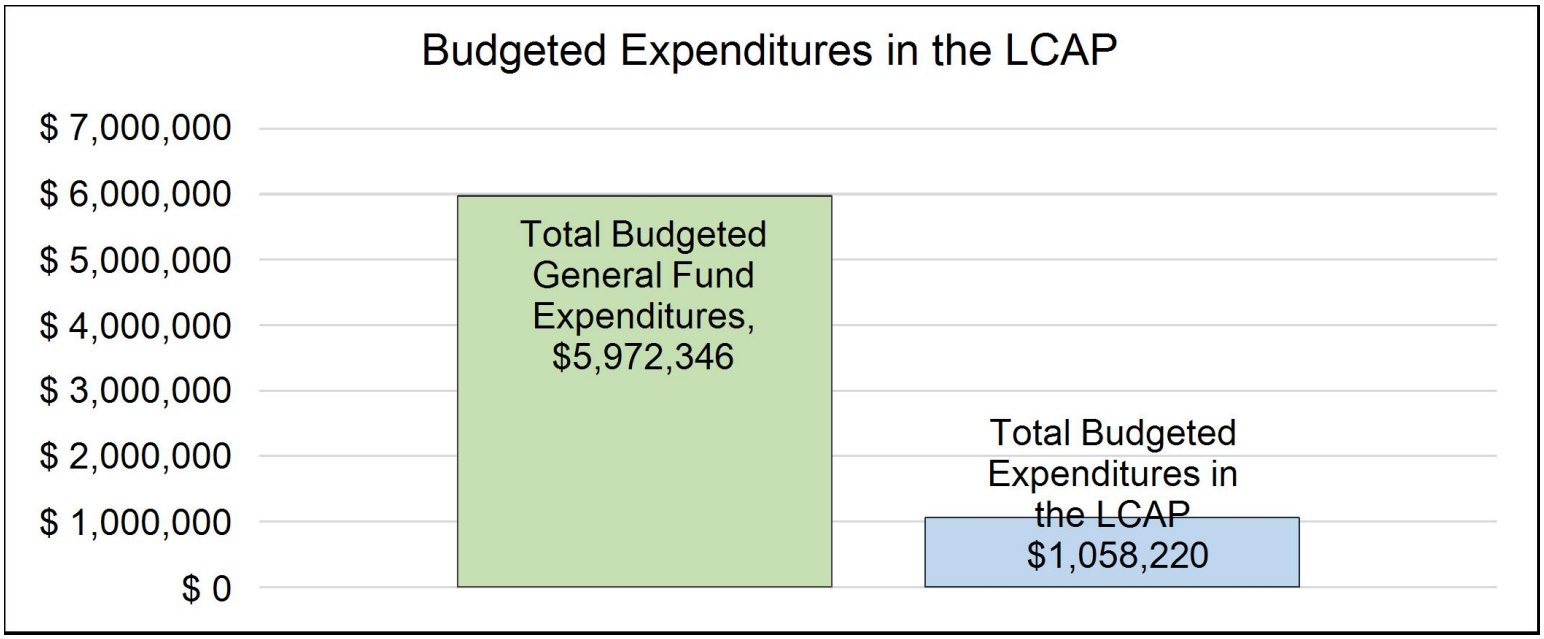


This chart shows the total general purpose revenue TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School is $6,111,237, of which $3,772,200 is Local Control Funding Formula (LCFF), $1,783,005 is other state funds, $125,000 is local funds, and $431,032 is federal funds. Of the $3,772,200 in LCFF Funds, $1,058,220 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School plans to spend $5,972,346 for the 2025-26 school year. Of that amount, $1,058,220 is tied to actions/services in the LCAP and $4,914,126 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

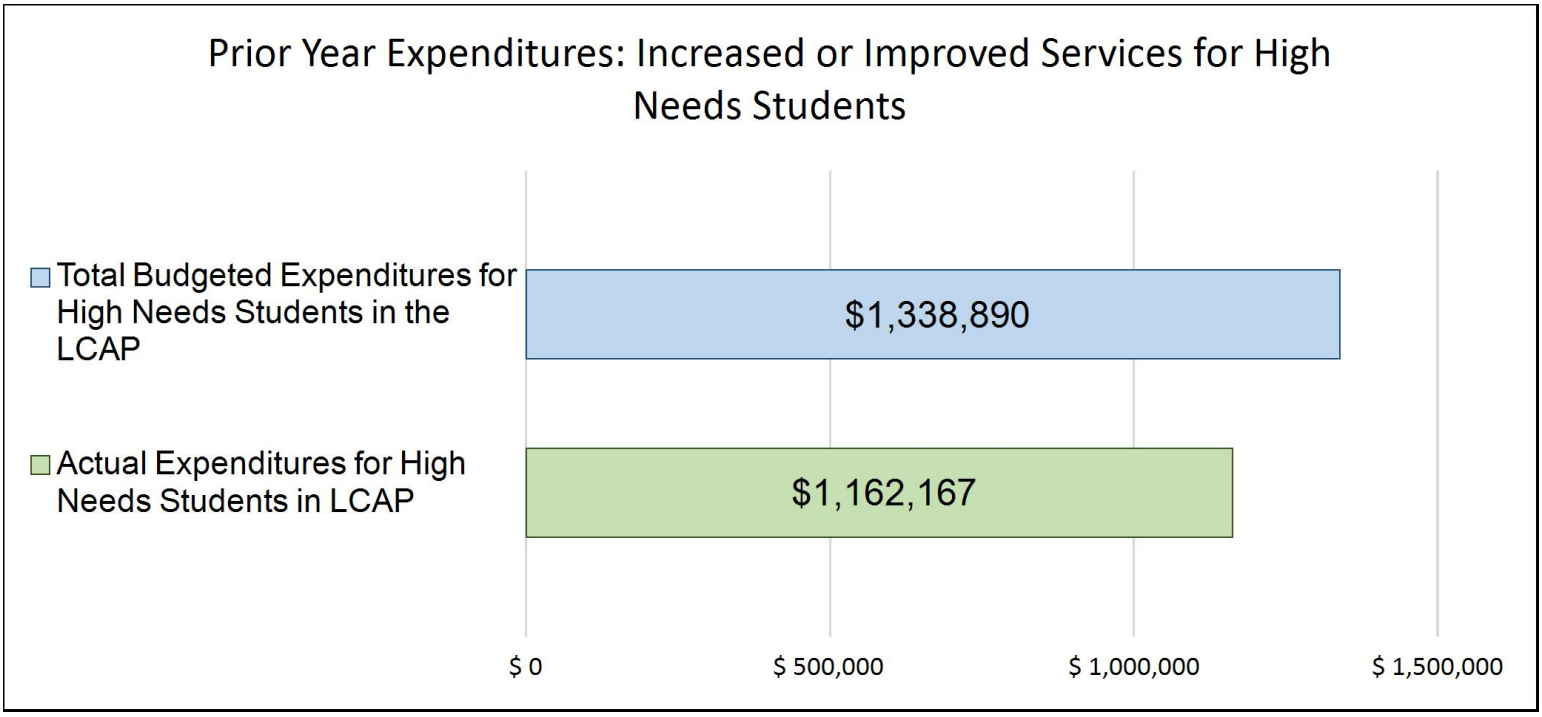
Expenses not budgeted in the Local Control Accountability Plan include facility costs, utilities, contracted services, equipment costs, certificated salaries, classified salaries, benefits, depreciation expenses and interest expenses.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School is projecting it will receive $1,058,220 based on the enrollment of foster youth, English learner, and low-income students. TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School must describe how it intends to increase or improve services for high needs students in the LCAP. TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School plans to spend $1,058,220 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School's LCAP budgeted $1,338,890 for planned actions to increase or improve services for high needs students. TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School actually spent $1,162,167 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $176,723 had the following impact on TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School’s ability to increase or improve services for high needs students:

The Counselor position was not able to be filled; this impacted the plan to lower chronic absenteeism as this position was intended to help focus on this area of need.

Local Control and Accountability Plan

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

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

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School (TEACH Prep) is an independent public charter school located in South Los Angeles, California, at 10616 S. Western Ave. The school is nestled in a neighborhood surrounded by residential homes, small businesses, and is close to Los Angeles Southwest College. TEACH Prep serves approximately 272 students in grades K-5. The student demographics include: 7% Students with Special Needs, 34.56% English Language Learners, 1% Foster Youth, and 97.06% Socioeconomically Disadvantaged.

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

Founded by longtime Los Angeles educators Mildred Cunningham and Edith Morris, TEACH Public Schools were created to address the needs of the whole child, build character, and integrate advanced technology into instruction. The staff at TEACH focus on forging deep, lasting connections with students. The founders' goal was to provide quality education for students in the historically disenfranchised community of South Los Angeles, preparing them to enter college and the workforce by creating an environment that nurtures both the hearts

and minds of students. Teachers are encouraged to build positive relationships with students to foster a sense of safety and security, promoting individual growth and flourishing.

Reflections: Annual Performance

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

Dashboard Indicators:
On the 2023 Dashboard, the TEACH Prep scored red (lowest rating) for chronic absenteeism, and English Language Arts performance. The school scored orange (second lowest rating) for English Learner progress, and math performance. The suspension rate earned the school a rating of blue (highest rating).

The local indicators for 2023 include Metrics: TEACH annually measures its progress in meeting the Williams settlement requirements at 100% with all students having access to standards-aligned instructional materials and zero instances where facilities did not meet the “good repair” standard.

Specifically:
100% of students at TEACH Tech Charter High, TEACH Academy of Technologies, and TEACH Prep Elementary have access to standards-aligned instructional materials.
There were zero instances where facilities did not meet the “good repair” standard.

Two-year trend data for student performance in English Language Arts (ELA): In the 2021-2022 school year, 19% of students were proficient in ELA, which slightly decreased to 17% in the 2022-2023 school year. The graph visualizes this change in proficiency levels across the two years.

In 22-23, 98.1% of students were tested.

The rate of proficiency was slighter higher for male students (17.54%) compared to females (15.22%).

Hispanic/Latino proficiency rates (18.54%) outpaced Black or African American rates (14.63%).

7.5% if English Learners were proficient.

Math proficiency:a decrease from 9% proficiency in the 2021-2022 school year to 7% proficiency in the 2022-2023 school year. In 2022-2023 100% of the students were tested.

Chronic absenteeism: 56% of students missed 13 or more days of school in 22-23.

Reflections: Technical Assistance

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

NA

Comprehensive Support and Improvement

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

Schools Identified

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

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents, students, teachers, admin, Principal and other staff	Participation in a data analysis, determination of priorities and strategies for implementation.
Parent groups and individual parents	Input and comments on LCAP goals and priorities through regular meetings (ELAC, SSC, Coffee with Principal); overview of school data
Community groups and public at large	Input at Public hearing

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

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

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

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

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Reduce the rate of chronic absenteeism.	

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Reduce the rate of chronic absenteeism. In 22-23, 56% of students were chronically absent (missing 13 or more days per year). Having a common K-12 policy and set of interventions for student absences offers numerous benefits:
Consistency Across Grades: A unified policy ensures that students and parents understand the expectations and consequences of absences from the early years through high school. This consistency helps in establishing routines and habits that support regular attendance.
Clear Communication: With a common policy, communication about attendance expectations and interventions is straightforward and clear for all stakeholders, including students, parents, teachers, and administrators. Everyone knows what to expect, which can reduce confusion and misunderstandings.
Early Identification and Intervention: A consistent approach allows for early identification of attendance issues. Interventions can be applied uniformly and promptly, preventing minor attendance problems from escalating into chronic absenteeism.
Equity and Fairness: A common policy ensures that all students are held to the same standards and receive the same support and consequences, regardless of their school or grade level. This promotes fairness and equity within the education system.
Streamlined Data Collection and Analysis: Uniform policies make it easier to collect and analyze attendance data across all schools and grade levels. This data can be used to identify trends, evaluate the effectiveness of interventions, and make data-driven decisions to improve student attendance.
Effective Resource Allocation: Schools can better allocate resources, such as attendance officers, counselors, and support programs, knowing that interventions are standardized. This can lead to more efficient use of time and funding.
Improved Student Outcomes: Regular attendance is closely linked to academic success. By having a common policy and effective interventions, schools can help ensure that students are in class more consistently, which can lead to better educational outcomes.
Parental Engagement: A standardized approach to attendance can help engage parents more effectively. Clear expectations and consistent communication can encourage parents to prioritize attendance and collaborate with schools to address any barriers.
Support for At-Risk Students: Consistent interventions can be particularly beneficial for at-risk students, who may face challenges that impact their attendance. Uniform policies ensure that these students receive the support they need promptly and consistently.
Building a Culture of Attendance: A common K-12 policy helps in building a school culture that values and promotes regular attendance. This culture can influence students' attitudes toward school and reinforce the importance of being present.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Chronic Absenteeism	56%			30% or lower	

Goal Analysis [2024-25]

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

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

Although originally budgeted for an Assistant Principal, funds were reallocated to support a Data Director and expanded bus services. The Data Director developed real-time attendance dashboards and intervention tracking tools to help identify and support chronically absent students. Additional transportation was provided to remove access barriers, particularly for students facing instability, further supporting our goal of reducing absenteeism.Although originally budgeted for an Assistant Principal, funds were used for a Data Director with expertise in IT and data systems. This role was critical in developing real-time attendance dashboards, tracking interventions, and disaggregating data by student group, enabling site teams to identify and support chronically absent students more effectively. This shift supported systemic, data-driven approaches to reducing absenteeism across the LEA.

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

N/A

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

Once the adjustments to the specific actions were made (described in the first prompt:Although originally budgeted for an Assistant Principal, funds were reallocated to support a Data Director and expanded bus services. The Data Director developed real-time attendance dashboards and intervention tracking tools to help identify and support chronically absent students. Additional transportation was provided to remove access barriers, particularly for students facing instability, further supporting our goal of reducing absenteeism.Although originally budgeted for an Assistant Principal, funds were used for a Data Director with expertise in IT and data systems. This role was critical in developing real-time attendance dashboards, tracking interventions, and disaggregating data by student group, enabling site teams to identify and support chronically absent students more effectively. This shift supported systemic, data-driven approaches to reducing absenteeism across the LEA.. These specific actions have been supported the reduction of absences but not as drastically as anticipated.

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

As a reflection on prior practice as well as parent input, TEACH will continue with the modifications made in year one- funding transportation for students who face barriers getting to school, and support from the Data Director to support the dashboard and data-driven interventions. No changes will be made to the goal, metrics or target outcomes.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	CMO resources	CMO will provide support to develop and implement a policy and interventions for when students are absent. The CMO will conduct a comprehensive analysis to determine core reasons students miss school and evidence-based solutions.	$158,688.00	No Yes
1.2	Office Staff	Office Staff will communicate with parents when students are absent.	$238,636.00	No Yes
1.3	Assistant Principal Position	The AP will ensure implementation of policy and interventions to address chronic absenteeism. The position will support teachers, students and families to address the core reasons for students missing school.	$137,151.00	No Yes
1.4	Transportation Services	Provide transportation for students to reduce chronic absenteeism. This provided one bus ***	$200,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Improve academic performance in math.	Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

SY 22-23 93% of TEACH Prep 3rd and fourth graders scored below grade level in math. REASONS: students and parents various; teacher inconsistency, lack of familiarity for teachers of curriculum materials

What worked last year: implementation of iready and smarty ants programs

Strategy: Continue IReady and Smarty Ants curriculum, offer teacher training specific to curriculum

Strategy: Teacher Looping- Teacher looping, where teachers serve the same cohort of students for two years in a row, offers several advantages:
Stronger Teacher-Student Relationships: Teachers and students have more time to build trust and rapport, leading to stronger relationships. This can create a more supportive and positive classroom environment, which can enhance student engagement and motivation.
Deeper Understanding of Student Needs: Teachers gain a better understanding of each student's strengths, weaknesses, and learning styles. This allows for more personalized and effective instruction, as teachers can tailor their approach to meet individual student needs.
Improved Continuity and Consistency: With looping, there is less disruption at the start of the second year since teachers already know their students. This continuity allows for a smoother transition and more consistent learning experiences, reducing the time spent on establishing routines and getting to know each other.
Enhanced Academic Progress: Teachers can build on the knowledge and skills students have acquired in the first year without needing to review as much material. This can lead to more continuous academic progress and deeper learning.
Better Classroom Management: Familiarity with students allows teachers to manage the classroom more effectively. They are more aware of potential behavior issues and can address them proactively, leading to a more orderly and focused learning environment.
Stronger Parental Involvement: Parents and teachers have more time to develop a relationship, which can improve communication and collaboration. This partnership can support student learning and address any concerns more effectively.
Reduced Anxiety for Students: Knowing their teacher and classmates for a second year can reduce anxiety and stress for students. This familiarity can create a more comfortable and safe learning environment, which can enhance student well-being and academic performance.
Opportunities for Long-Term Projects: Teachers can plan and implement long-term projects and activities that span two years. This allows for more in-depth exploration of subjects and can lead to more meaningful and comprehensive learning experiences.

Professional Growth for Teachers: Looping provides teachers with the opportunity to see the long-term impact of their teaching strategies and adjust their approaches based on students' progress over two years. This experience can contribute to professional growth and development.
Higher Student Retention and Attendance: Positive relationships and a supportive classroom environment can lead to higher student retention and attendance rates, as students are more likely to feel connected to their teacher and peers.
Strategy: Parent data nights- sharing diagnostic data with parents, explaining goals and ways to support student learning.

Measuring and Reporting Results

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

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Overall Implementation and Key Insights
In 2022–23, 93% of TEACH Prep 3rd and 4th grade students scored below grade level in math. This concerning outcome was attributed to a variety of factors, including:

Limited curriculum familiarity among teachers

Inconsistent teacher assignments

Variability in home support and student readiness

To address these gaps, the LEA implemented several strategic actions in 2023–24, most notably:

Adoption of i-Ready Math and Smarty Ants digital programs

Introduction of teacher looping

Launch of Parent Data Nights to build home-school math partnerships

Implementation Successes and Challenges

Successes:

The i-Ready and Smarty Ants programs provided consistent, differentiated math instruction and diagnostics. Student engagement increased, and teachers had actionable data to guide instruction.

Teacher looping significantly improved classroom culture, student-teacher relationships, and instructional continuity. Teachers better understood individual student needs and tailored instruction more effectively.

Parent Data Nights helped families understand student progress and strategies to support learning at home. Increased parent participation and understanding were noted.

Challenges:

Teacher training on new curricular tools needed more depth; some teachers struggled to fully integrate the platforms into daily instruction.

Inconsistent instructional pacing and rigor still affected some classrooms.

Effectiveness of Specific Actions
Digital Curriculum Implementation (i-Ready, Smarty Ants): Highly effective. Provided data-informed instruction, supported differentiated learning, and created a foundation for measuring growth.

Teacher Looping: Highly effective. Fostered deeper relationships and reduced instructional disruption, leading to more responsive teaching and better classroom management.

Parent Engagement (Data Nights): Effective. Helped bridge school-home communication and fostered a collaborative learning environment.

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

There were no significant material differences between budgeted and actual expenditures for this goal:

Budgeted Expenditures: Teacher salaries, professional development (for peer mentoring), and AP coaching support.

Actual Expenditures: Aligned with expectations, as no additional resources beyond what was planned were required.

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

Effectiveness:

Interim assessment data shows that the school is on track to meet its goal of improving math performance, indicating that the strategies are working well.

Teacher feedback suggests that looping and peer mentoring are particularly helpful in promoting consistency and improving instruction.

Instructional coaching from the AP helped teachers identify and address student learning gaps more effectively.

Ineffectiveness:

While overall progress is positive, there are still some students who need additional support. Differentiation for these students remains a focus area for next year.

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

No changes to the planned goal, metric, target outcomes, or actions for the coming year, TEACH will continue to implement these strategies.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Curriculum	Continue use of iReady, Smarty Ants and other curriculum to support Tier one and Tier 2 and 3 interventions.	$70,827.00	No Yes
2.2	Teacher looping and peer-to-peer mentoring	Teacher looping and peer-to-peer mentoring pairs new teachers with more experienced teachers for support and capacity building. Looping teachers provides multiple benefits described above .	$252,918.00	No Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Assistant Principal	Supports teacher development, provides PD for teachers to maximize use of selected curriculum.	$0.00	No Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Improve the English Language Arts proficiency rates of Emerging Bilinguals	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

In 22-23, 7.5% of emerging bilinguals scored proficient in English Language Arts. Target: Improve proficiency rates of Emerging Bilinguals to 15% in 24-25, 20% in 25-26 and 25% in 26-27.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	SBAC (CAASP) Proficiency rates	7.5%			25% Proficient or higher	

Goal Analysis [2024-25]

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

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

1. Analysis of How the Goal Was Carried Out Last Year
To improve the ELA performance of Emerging Bilingual Students, the elementary school focused on:

Assistant Principal (AP) Support: The AP played a central role in this goal by coaching teachers to incorporate language development strategies into their ELA instruction. This included lesson modeling, feedback, and ensuring instructional alignment with the needs of Emerging Bilingual Students.

This focused effort ensured that language acquisition was embedded in daily ELA lessons and provided teachers with the support and resources to address student needs.

2. Overall Implementation, Including Differences, Challenges, and Successes

Planned vs. Actual Implementation:

The school successfully implemented the planned action of AP support without any major changes. The AP provided consistent coaching and support throughout the year.

Challenges Experienced:

Some teachers needed more targeted professional development on scaffolding strategies specific to Emerging Bilingual Students.

Balancing the demands of supporting all teachers while prioritizing Emerging Bilingual Student needs required careful scheduling and planning.

Successes Experienced:

Teachers reported increased confidence and capacity to support Emerging Bilingual Students in ELA classes.

Classroom observations showed a growing use of language supports and scaffolding strategies.

Students demonstrated increased engagement and participation in ELA activities.

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

No material differences

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

Effectiveness:

The goal of improving ELA performance for Emerging Bilingual Students is on track, as interim data and classroom observations show gains in student engagement and literacy skills.

Teachers appreciated the AP’s targeted feedback and lesson modeling, which helped them incorporate more effective language development practices.

Ineffectiveness:

Some teachers expressed a need for additional examples of differentiated strategies for students at different English proficiency levels. While AP support was valuable, there may be room to expand the scope of training next year.

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

Reflections and Adjustments:

The AP support strategy has been effective, so the school plans to continue with this action in the coming year.

Building on reflections, the school may add more targeted professional development sessions for teachers on supporting Emerging Bilingual Students, beyond the AP's coaching.

Metrics and Target Outcomes:

No major changes are planned to the metrics or target outcomes, as the current approach has shown promising results.

The school may explore additional classroom-level data (e.g., student work samples or language acquisition data) to further refine instruction.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Assistant Principal	The AP will build teacher capacity, provide coaching and PD on supporting Emerging Bilingual students in all grade levels.		No Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2024-25]

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

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

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

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

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

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2024-25]

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

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

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

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

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

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,058,220.00	$

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
43.141%	0.000%	$0.00	43.141%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** CMO resources **Need:** **Scope:** Schoolwide	CMO will provide resources to develop and imlement school-wide systems and structures to support student well-being and academic achievement.	Improved academic performance, decreased chronic absenteeism, implementation of interventions.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Office Staff **Need:** **Scope:** Schoolwide	Office staff support family engagement by outreach and interventions to students who are absent.	Reduced chronic absenteeism.
1.3	**Action:** Assistant Principal Position **Need:** **Scope:** Schoolwide	Counselors and AP positions provide strategies for teachers and students to improve academic performance, overall student well-being and improved attendance and engagement.	Reduced chronic absenteeism; improved academic performance.
1.4	**Action:** Transportation Services **Need:** **Scope:** Schoolwide		
2.1	**Action:** Curriculum **Need:** **Scope:**	Materials for learning provide the base for instruction.	Improved academic performance in ELA and math.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
2.2	**Action:** Teacher looping and peer-to-peer mentoring **Need:** **Scope:** Schoolwide	Looping provides continuity, reduces academic deficienies or gaps and promotes mastery of standards and student well-being.	Improved academic performance, increased engagement, improved attendance.
2.3	**Action:** Assistant Principal **Need:** **Scope:** Schoolwide	Counselors and AP positions provide strategies for teachers and students to improve academic performance, overall student well-being and improved attendance and engagement.	Reduced chronic absenteeism; improved academic performance.
3.1	**Action:** Assistant Principal **Need:** **Scope:** Schoolwide		

Limited Actions

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

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

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

Additional Concentration Grant Funding

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

The above concentration grant funding will be used to fund 2.0 FTE's that will be able to provide direct services to students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		1:36
Staff-to-student ratio of certificated staff providing direct services to students		1:19

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	2,452,944.00	1,058,220.00	43.141%	0.000%	43.141%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,058,220.00	$0.00	$0.00	$0.00	$1,058,220.00	$491,554.00	$566,666.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	CMO resources	All	No Yes	School wide				$0.00	$158,688.00	$158,688.00				$158,688.00	
1	1.2	Office Staff	All	No Yes	School wide				$238,636.00	$0.00	$238,636.00				$238,636.00	
1	1.3	Assistant Principal Position	All	No Yes	School wide				$0.00	$137,151.00	$137,151.00				$137,151.00	
1	1.4	Transportation Services		Yes	School wide				$0.00	$200,000.00	$200,000.00				$200,000.00	
2	2.1	Curriculum	All	No Yes	School wide				$0.00	$70,827.00	$70,827.00				$70,827.00	
2	2.2	Teacher looping and peer-to-peer mentoring	All	No Yes	School wide				$252,918.00	$0.00	$252,918.00				$252,918.00	
2	2.3	Assistant Principal	All	No Yes	School wide				$0.00	$0.00	$0.00				$0.00	
3	3.1	Assistant Principal	All	No Yes	School wide											

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
2,452,944.00	1,058,220.00	43.141%	0.000%	43.141%	$1,058,220.00	0.000%	43.141 %	**Total:**	$1,058,220.00
								LEA-wide Total:	$0.00
								Limited Total:	$0.00
								Schoolwide Total:	$1,058,220.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	CMO resources	Yes	Schoolwide			$158,688.00	
1	1.2	Office Staff	Yes	Schoolwide			$238,636.00	
1	1.3	Assistant Principal Position	Yes	Schoolwide			$137,151.00	
1	1.4	Transportation Services	Yes	Schoolwide			$200,000.00	
2	2.1	Curriculum	Yes	Schoolwide			$70,827.00	
2	2.2	Teacher looping and peer-to-peer mentoring	Yes	Schoolwide			$252,918.00	
2	2.3	Assistant Principal	Yes	Schoolwide			$0.00	
3	3.1	Assistant Principal	Yes	Schoolwide				

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,038,890.00	$1,162,167.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	CMO resources	No Yes	$250,000.00	$250,000
1	**1.2**	Office Staff	No Yes	$143,896.00	$148,896
1	**1.3**	Counselor and Assistant Principal Position	No Yes	$323,673.00	$141,777
1	**1.4**	Transportation Services	No Yes		$300,000
2	**2.1**	Curriculum	No Yes	$70,827.00	$71,000
2	**2.2**	Teacher looping and peer-to-peer mentoring	No Yes	$250,494.00	$250,494
2	**2.3**	Assistant Principal	No Yes	$0.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.1**		No Yes		

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$1,011,181.00	$1,338,890.00	$1,162,167.00	$176,723.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	CMO resources	Yes	$250,000.00	$250,000.00		
1	1.2	Office Staff	Yes	$143,896.00	$148,896.00		
1	1.3	Counselor and Assistant Principal Position	Yes	$323,673.00	$141,777.00		
1	1.4	Transportation Services	Yes	$300,000.00	$300,000.00		
2	2.1	Curriculum	Yes	$70,827.00	$71,000.00		
2	2.2	Teacher looping and peer-to-peer mentoring	Yes	$250,494.00	$250,494.00		
2	2.3	Assistant Principal	Yes	$0.00	$0.00		
3	3.1		Yes				

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$2,658,576	$1,011,181.00	0.00	38.035%	$1,162,167.00	0.000%	43.714%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

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

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

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

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

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

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

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

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

California Department of Education
November 2024

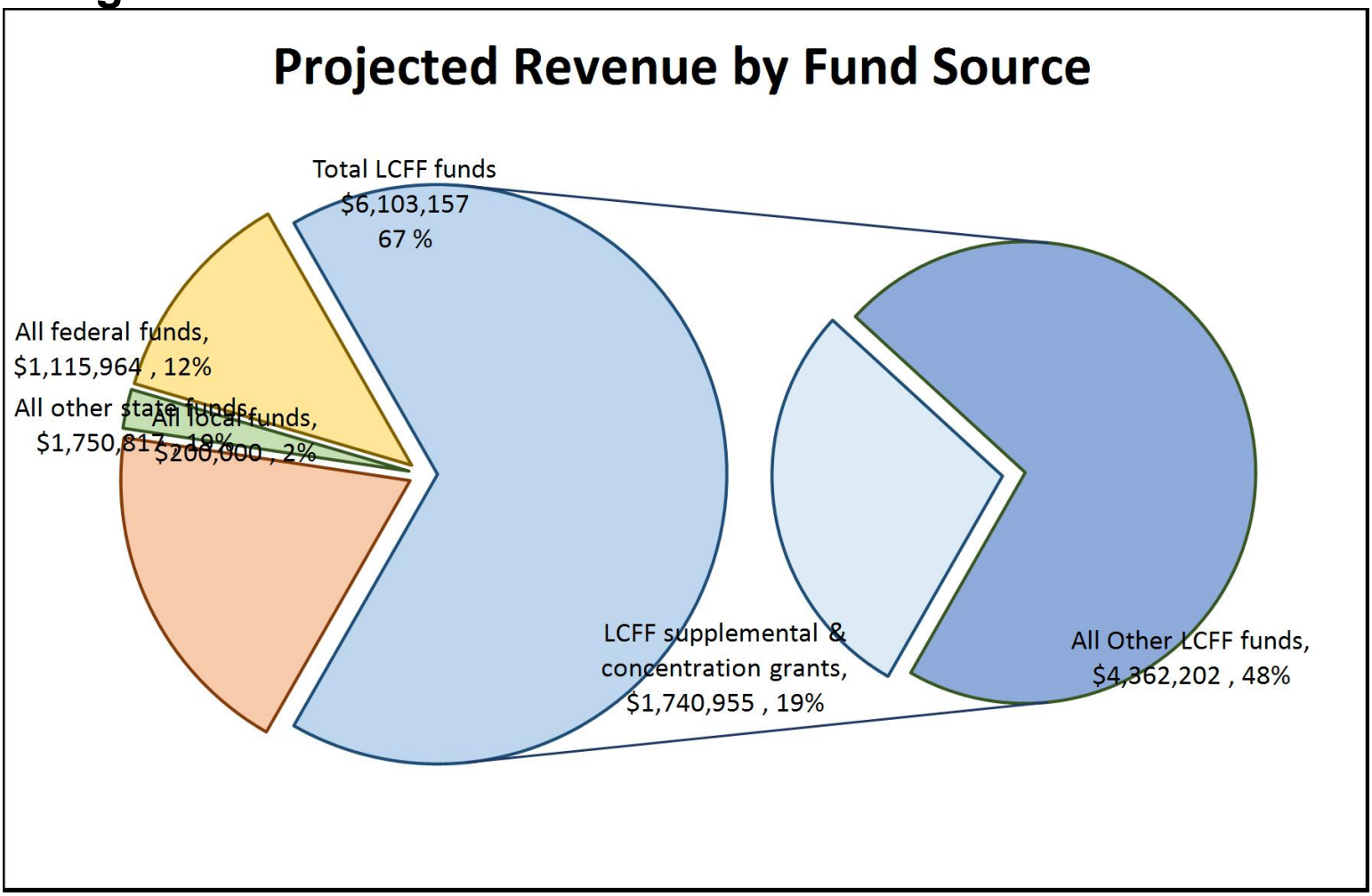
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: TEACH Academy of Technologies
CDS Code: 19647330122242
School Year: 2025-26
LEA contact information:
Bridgette Brown
Principal

323-872-0809

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2025-26 School Year

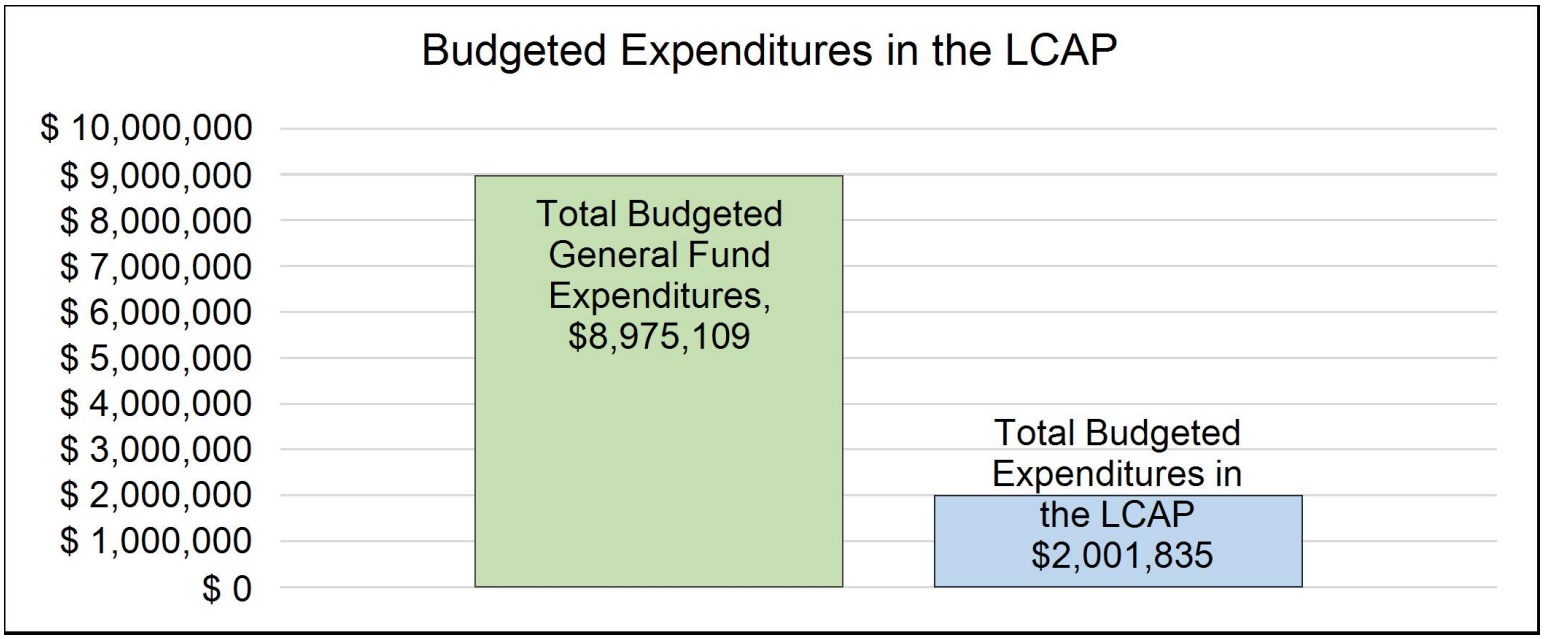


This chart shows the total general purpose revenue TEACH Academy of Technologies expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for TEACH Academy of Technologies is $9,169,938, of which $6,103,157 is Local Control Funding Formula (LCFF), $1,750,817 is other state funds, $200,000 is local funds, and $1,115,964 is federal funds. Of the $6,103,157 in LCFF Funds, $1,740,955 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much TEACH Academy of Technologies plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: TEACH Academy of Technologies plans to spend $8,975,109 for the 2025-26 school year. Of that amount, $2,001,835 is tied to actions/services in the LCAP and $6,973,274 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

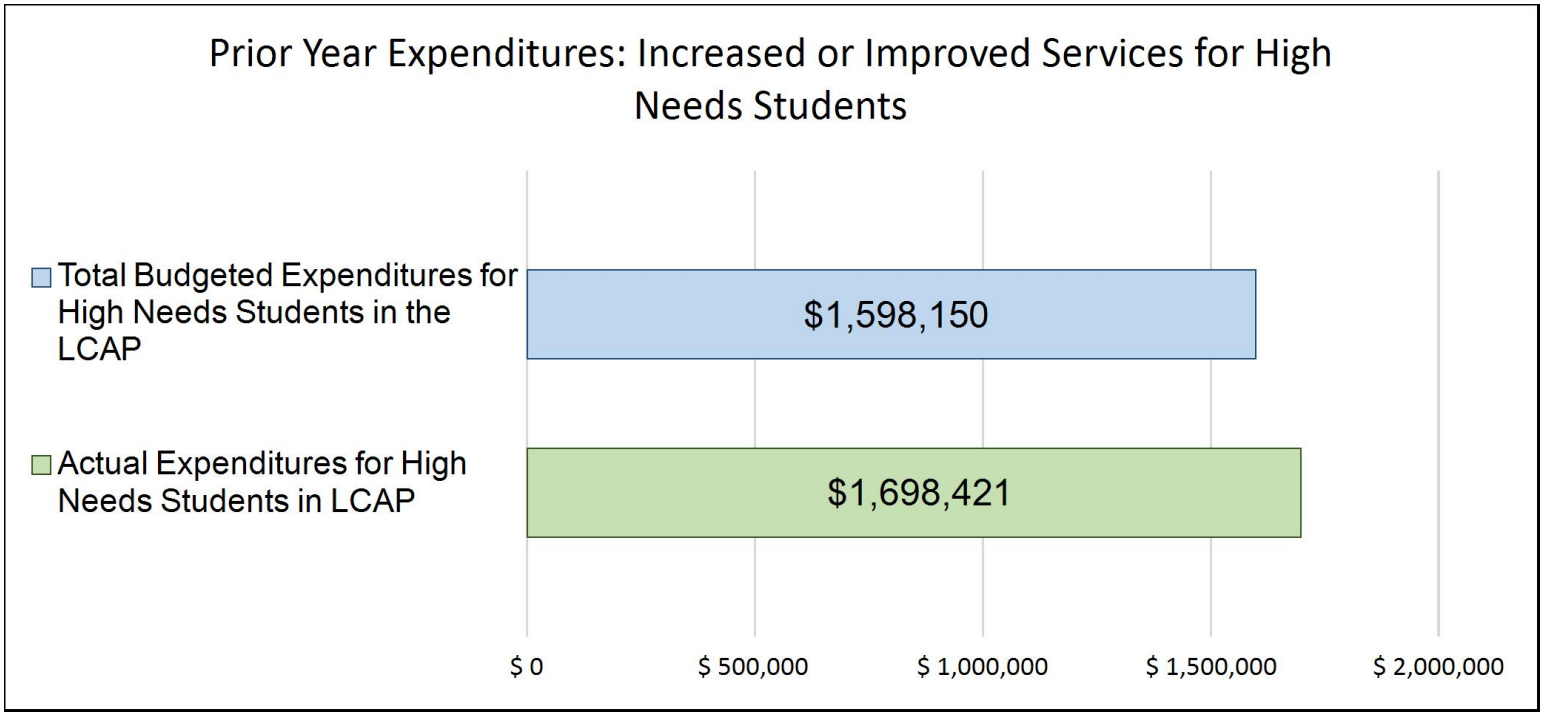
Expenses not budgeted in the Local Control Accountability Plan include facility costs, utilities, contracted services, equipment costs, certificated salaries, classified salaries, benefits, depreciation expenses and interest expenses.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, TEACH Academy of Technologies is projecting it will receive $1,740,955 based on the enrollment of foster youth, English learner, and low-income students. TEACH Academy of Technologies must describe how it intends to increase or improve services for high needs students in the LCAP. TEACH Academy of Technologies plans to spend $1,740,955 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



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

The text description of the above chart is as follows: In 2024-25, TEACH Academy of Technologies's LCAP budgeted $1,598,150 for planned actions to increase or improve services for high needs students. TEACH Academy of Technologies actually spent $1,698,421 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

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

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

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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

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

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

Reflections: Annual Performance

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

Dashboard Data:

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

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

Reflections: Technical Assistance

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

NA

Comprehensive Support and Improvement

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

Schools Identified

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

TEACH Academy of Technologies has been identified as CSI

Support for Identified Schools

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

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

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

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

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

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

The LEA worked closely with the school to identify resource inequities through a detailed analysis of budget allocations, staffing levels, access to technology, and instructional materials. Key inequities included insufficient staffing ratios for specialized student support (e.g., counselors and interventionists) and limited access to high-quality instructional materials for English learners. To address these inequities, the CSI plan includes provisions for reallocating resources to high-need areas. Additionally, the school will monitor the equitable distribution of funding and materials across student subgroups to ensure all students have access to the necessary supports for academic success.

Monitoring and Evaluating Effectiveness

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

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

The LEA has established a structured system for monitoring the implementation of the CSI plan at TEACH Academy of Technologies. This includes regular progress checks led by a CSI coordinator who meets with the school leadership team monthly. These meetings focus on reviewing the fidelity of implementation of evidence-based interventions, tracking key performance indicators (such as student assessment

data and attendance records), and adjusting strategies as needed. The LEA will provide additional support by conducting quarterly site visits to observe program implementation and ensure alignment with the school's identified goals.

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

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

Engaging Educational Partners

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Having a common K-12 policy and set of interventions for student absences offers numerous benefits:
Consistency Across Grades: A unified policy ensures that students and parents understand the expectations and consequences of absences from the early years through high school. This consistency helps in establishing routines and habits that support regular attendance.
Clear Communication: With a common policy, communication about attendance expectations and interventions is straightforward and clear for all stakeholders, including students, parents, teachers, and administrators. Everyone knows what to expect, which can reduce confusion and misunderstandings.
Early Identification and Intervention: A consistent approach allows for early identification of attendance issues. Interventions can be applied uniformly and promptly, preventing minor attendance problems from escalating into chronic absenteeism.
Equity and Fairness: A common policy ensures that all students are held to the same standards and receive the same support and consequences, regardless of their school or grade level. This promotes fairness and equity within the education system.
Streamlined Data Collection and Analysis: Uniform policies make it easier to collect and analyze attendance data across all schools and grade levels. This data can be used to identify trends, evaluate the effectiveness of interventions, and make data-driven decisions to improve student attendance.
Effective Resource Allocation: Schools can better allocate resources, such as attendance officers, counselors, and support programs, knowing that interventions are standardized. This can lead to more efficient use of time and funding.
Improved Student Outcomes: Regular attendance is closely linked to academic success. By having a common policy and effective interventions, schools can help ensure that students are in class more consistently, which can lead to better educational outcomes.
Parental Engagement: A standardized approach to attendance can help engage parents more effectively. Clear expectations and consistent communication can encourage parents to prioritize attendance and collaborate with schools to address any barriers.
Support for At-Risk Students: Consistent interventions can be particularly beneficial for at-risk students, who may face challenges that impact their attendance. Uniform policies ensure that these students receive the support they need promptly and consistently.

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

Measuring and Reporting Results

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

Goal Analysis [2024-25]

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

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

The school's goal of reducing chronic absenteeism was implemented using a coordinated approach that included support from counselors, office staff, coaches, and CMO personnel. These stakeholders collaborated to monitor attendance data, identify students with high absenteeism, and provide individualized outreach and support. They regularly reviewed attendance data, contacted families, and implemented strategies to re-engage students with the school environment. Their efforts were supported by periodic data reviews and action plans tailored to student needs. Planned vs. Actual Implementation:
The planned actions—leveraging counselor support, office staff involvement, coaching support, and CMO-level oversight—were largely implemented as intended. There were no major substantive changes in the strategies employed compared to what was originally planned.

Challenges Experienced:

Some families were difficult to reach or had complex home situations, limiting the effectiveness of outreach efforts.

Coordinating across multiple roles (counselors, office staff, coaches) required additional training and communication.

Successes Experienced:

Improved relationships between families and the school, leading to more frequent and productive communication.

Increased student engagement and awareness of the importance of attendance.

Data monitoring allowed staff to target support more effectively and adjust strategies for individual students.

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

There were no major differences between budgeted and actual expenditures because the core activities (staff time, outreach materials, and data tracking efforts) were integrated into existing roles. Similarly, the percentage of improved services offered to students remained consistent with the original plan. If minor differences existed, they may have related to reallocating small amounts of funding within operational budgets to support outreach efforts (e.g., additional printing costs for family outreach materials or transportation costs for home visits).

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

Effectiveness:
The strategies were generally effective. Data trends show that the school is close to meeting its chronic absenteeism reduction goal. Key drivers of success included:

Consistent, personal outreach from multiple staff members (counselors, office staff, coaches).

Early identification of students with emerging absenteeism issues.

Frequent check-ins and tailored support plans for high-risk students.

Ineffectiveness:

Some students faced external factors (e.g., housing instability, health issues) beyond the school's direct control, which limited the impact of these strategies on their attendance.

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

Reflections on Prior Practice:

The team recognized that the core strategies (counselor, office, coach, and CMO support) were foundational and effective, so they plan to maintain these actions in the coming year.

One adjustment under consideration is to strengthen family engagement strategies further by partnering with external agencies (e.g., social services or mental health providers) to address barriers to attendance that the school cannot resolve alone.

Metrics and Target Outcomes:

There are no plans to change the core metrics (e.g., chronic absenteeism rate) or target outcomes.

However, the school may track additional data on the reasons for absenteeism to better tailor future interventions.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Counselor	Counselor will support communication to families and support students with strategies that improve attendance.	$122,242.00	No Yes
1.2	Office Personnel	Support communication and notification to parents when students are absent.	$419,466.00	No Yes
1.3	Coaching Position	By focusing on developing teacher capacity for classroom management and to provide engaging lessons, the coaching positions improves the school culture and climate and reduces barriers that keep students from coming to school.	$260,880.00	No Yes
1.4	CMO support	CMO resources to develop and implement a policy and set of interventions for students who are chronically absent.	$305,776.00	No Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

Engagement and Motivation: Students are more likely to engage with texts and writing assignments that reflect their cultural experiences and perspectives. This increased engagement leads to a deeper interest in ELA activities.
Comprehension and Connection: When students see their cultures reflected in the curriculum, they are better able to relate to and understand the material, enhancing their comprehension skills.
Critical Thinking: Exposure to diverse perspectives helps students develop critical thinking and analytical skills, which are crucial for interpreting and analyzing texts.
2. Teacher Coaching - Planning and Delivering Instruction
Explanation:

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

Improved Instructional Quality: Teachers receive guidance on effective ELA teaching strategies, which improves the overall quality of instruction.
Targeted Support: Coaches can help teachers identify and address specific areas where students are struggling, leading to more targeted and effective interventions.
Confidence and Skill Development: Continuous coaching helps teachers develop confidence and refine their skills, leading to more effective and innovative teaching practices.

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

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

Consistency and Alignment: Principals ensure that ELA instruction aligns with school-wide goals and standards, promoting consistency across classrooms.
Professional Growth: Regular feedback and PD opportunities help teachers continuously improve their instructional techniques, stay updated with best practices, and incorporate new strategies into their teaching.
Supportive Environment: Principals who actively engage in instructional leadership create a culture of continuous improvement and support, fostering a positive environment for both teachers and students.
Combined Impact
When these strategies are implemented together, they create a comprehensive support system that enhances teaching and learning in ELA. Culturally relevant teaching practices engage and motivate students, teacher coaching improves instructional quality, and strong instructional leadership ensures alignment and continuous professional growth. This holistic approach leads to increased student achievement in ELA by making learning more relevant, instruction more effective, and professional development more meaningful.

Measuring and Reporting Results

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

Goal Analysis [2024-25]

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

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

The goal of improving ELA scores was addressed through a multipronged approach:

Teachers implemented relevant, standards-aligned curriculum and engaged students with instructional strategies aimed at boosting comprehension and literacy skills.

The Assistant Principal (AP) provided coaching support to teachers, focusing on lesson planning, instructional delivery, and data-driven decision-making.

The Principal reinforced these efforts by modeling instructional leadership—conducting classroom observations, giving feedback, and fostering a culture of continuous improvement.

The collaboration between instructional leaders and teachers ensured that the initiatives were aligned with the broader school goals.

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

Planned vs. Actual Implementation:
The planned actions were implemented with fidelity:

Curriculum updates and instructional planning were executed as intended.

The AP's coaching cycles were consistent and targeted specific instructional practices.

The Principal maintained regular observation and feedback routines, creating a supportive environment for instructional growth.

There were no significant deviations from the original plan.

Challenges Experienced:

Variability in teachers' comfort levels with new curriculum materials or pedagogical approaches, requiring differentiated coaching support.

Balancing the demands of daily operations with intensive coaching and instructional leadership tasks for the AP and Principal.

Successes Experienced:

Increased teacher confidence and skill in using ELA resources and instructional strategies.

More consistent instructional practices across classrooms.

Positive feedback from teachers about the usefulness of coaching and leadership support.

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

There were no significant material differences between budgeted and actual expenditures. Most actions relied on staff time (the AP and Principal's roles) and existing curriculum resources. Minor adjustments may have occurred if additional instructional materials were purchased or if professional development costs shifted (e.g., a workshop or vendor session was rescheduled or canceled). Overall, any differences were likely minor reallocations rather than major deviations from the budget.

Likewise, the percentage of improved services offered to students remained consistent with original expectations, with no notable differences between the planned and actual percentages of improved services. Effectiveness:

Data indicates the school is close to meeting its ELA improvement goal, demonstrating the effectiveness of the coaching and leadership approach.

Teachers reported higher confidence and demonstrated improved instructional practices during classroom observations.

Student performance data showed growth trends aligned with the goal of improving ELA outcomes.

Ineffectiveness:

Some students with specific learning needs may not have shown as much growth, suggesting a potential need to tailor instructional approaches further for certain subgroups.

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

Reflections and Adjustments:
The school plans to continue the same actions next year: curriculum-based instruction, AP coaching, and Principal instructional leadership and has added the action of implementing teacher looping and peer to peer observation in order to accelerate the improvement of instructional quality.
While the core actions remain the same, the team will explore ways to refine coaching cycles to address teachers' differentiated needs even more precisely—perhaps by introducing peer observations or focusing on subgroup achievement gaps.

Metrics and Target Outcomes:

The metrics (ELA assessment data) and target outcomes will remain the same because they are seen as appropriate and effective measures of progress.

The team may add a focus on subgroup data to ensure that all student groups benefit equitably from the implemented strategies.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Culturally relevant curriculum and instructional practices	Provide teachers with curriculum, PD, resources to provide engaging lessons.	$243,300.00	No Yes
2.2	Assistant Principal Position	Assistant Principal will provide coaching, observations, feedback, and support to develop teacher capacity.	$157,299.00	No Yes
2.3	Principal	Principal to provide instructional leadership school-wide, support teachers with lesson-planning and the development of assessments.	$193,309.00	No Yes
2.4		Counselors support a healthy school culture, provide students with coping skills and focus on student social-emotional well-being. Improved school culture alllows for more productive learning time and improved student outcomes.		No
2.5	Teacher looping and peer-to-peer mentoring	Teacher looping and peer-to-peer mentoring pairs new teachers with more experienced teachers for support and capacity building. Looping teachers provides multiple benefits described above .	$299,563.00	No Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2024-25]

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

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

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

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

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

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
4		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2024-25]

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

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

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

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

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

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2024-25]

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

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

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

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

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

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$1,740,955.00	$

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
39.910%	0.000%	$0.00	39.910%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

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

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

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

Limited Actions

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

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

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

Additional Concentration Grant Funding

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

The above concentration grant funding will be used to fund 3.0 FTE's that will be able to provide direct services to students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		1:52
Staff-to-student ratio of certificated staff providing direct services to students		1:19

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$4,362,202.00	$1,740,955.00	39.910%	0.000%	39.910%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,740,955.00	$0.00	$0.00	$260,880.00	$2,001,835.00	$1,452,759.00	$549,076.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Counselor	All	No Yes	School wide				$122,242.00	$0.00	$122,242.00				$122,242.00	
1	1.2	Office Personnel	All	No Yes	School wide				$419,466.00	$0.00	$419,466.00				$419,466.00	
1	1.3	Coaching Position	All	No Yes	School wide				$260,880.00	$0.00				$260,880.00	$260,880.00	
1	1.4	CMO support	All	No Yes	School wide				$0.00	$305,776.00	$305,776.00				$305,776.00	
2	2.1	Culturally relevant curriculum and instructional practices	All	No Yes	School wide				$0.00	$243,300.00	$243,300.00				$243,300.00	
2	2.2	Assistant Principal Position	All	No Yes	School wide				$157,299.00	$0.00	$157,299.00				$157,299.00	
2	2.3	Principal	All	No Yes	School wide				$193,309.00	$0.00	$193,309.00				$193,309.00	
2	2.4		All	No												

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	**2.5**	Teacher looping and peer-to-peer mentoring	All	No Yes	School wide				$299,563.00	$0.00	$299,563.00				$299,563.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$4,362,202.00	$1,740,955.00	39.910%	0.000%	39.910%	$1,740,955.00	0.000%	39.910 %	**Total:**	$1,740,955.00
								LEA-wide Total:	$0.00
								Limited Total:	$0.00
								Schoolwide Total:	$1,740,955.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Counselor	Yes	Schoolwide			$122,242.00	
1	1.2	Office Personnel	Yes	Schoolwide			$419,466.00	
1	1.3	Coaching Position	Yes	Schoolwide				
1	1.4	CMO support	Yes	Schoolwide			$305,776.00	
2	2.1	Culturally relevant curriculum and instructional practices	Yes	Schoolwide			$243,300.00	
2	2.2	Assistant Principal Position	Yes	Schoolwide			$157,299.00	
2	2.3	Principal	Yes	Schoolwide			$193,309.00	
2	2.5	Teacher looping and peer-to-peer mentoring	Yes	Schoolwide			$299,563.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$3,004,504.00	$3,004,504.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Counselors	No Yes	$239,088.00	$233,243.00
1	**1.2**	Office Personnel	No Yes	$339,206.00	$345,475.00
1	**1.3**	Assistant Principal- was Instructional Coach- Title change pending updated LCAP approval	No Yes	$112,148.00	$153,769.00
1	**1.4**	CMO support	No Yes	$233,133.00	$233,133.00
2	**2.1**	Culturally relevant curriculum and instructional practices	No Yes	$1,669,657.00	$1,553,790.00
2	**2.2**	Assistant Principal Position	No Yes	$136,538.00	$161,919.00
2	**2.3**	Principal	No Yes	$148,875.00	$161,415.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.4**	IT Coordinators	No Yes	$85,859.00	$100,180.00
2	**2.5**	Instructional Aides	No	$40,000.00	$61,580.00

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$1,698,421	$1,598,150.00	$1,698,421.00	($100,271.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Counselors	Yes	$239,088.00	$233,243.00		
1	1.2	Office Personnel	Yes	$339,206.00	$345,475.00		
1	1.3	Assistant Principal- was Instructional Coach- Title change pending updated LCAP approval	Yes	$112,148.00	$153,769.00		
1	1.4	CMO support	Yes	$233,133.00	$233,133.00		
2	2.1	Culturally relevant curriculum and instructional practices	Yes	$525,700.00	$525,700.00		
2	2.2	Assistant Principal Position	Yes	$0.00	$45,686.00		
2	2.3	Principal	Yes	$148,875.00	$161,415.00		
2	2.4	IT Coordinators	Yes		$0.00		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$4,261,394.00	$1,698,421	0.00	39.856%	$1,698,421.00	0.000%	39.856%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

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

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

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

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

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

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

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

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

California Department of Education
November 2024

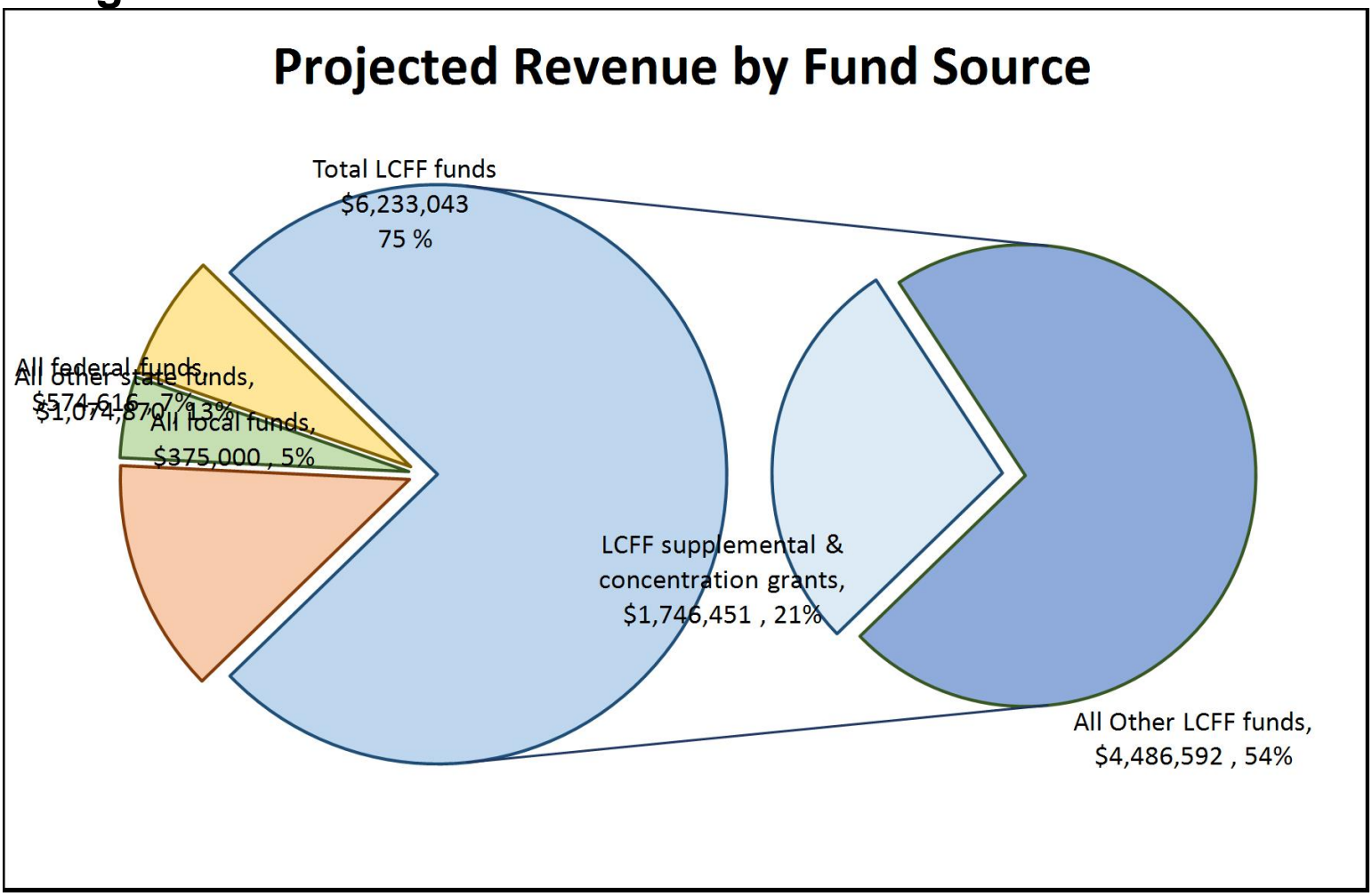
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: TEACH Tech Charter High School
CDS Code: 19647330129627
School Year: 2025-26
LEA contact information:
Mr. Sione Thompson
Principal

323-872-0707

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2025-26 School Year

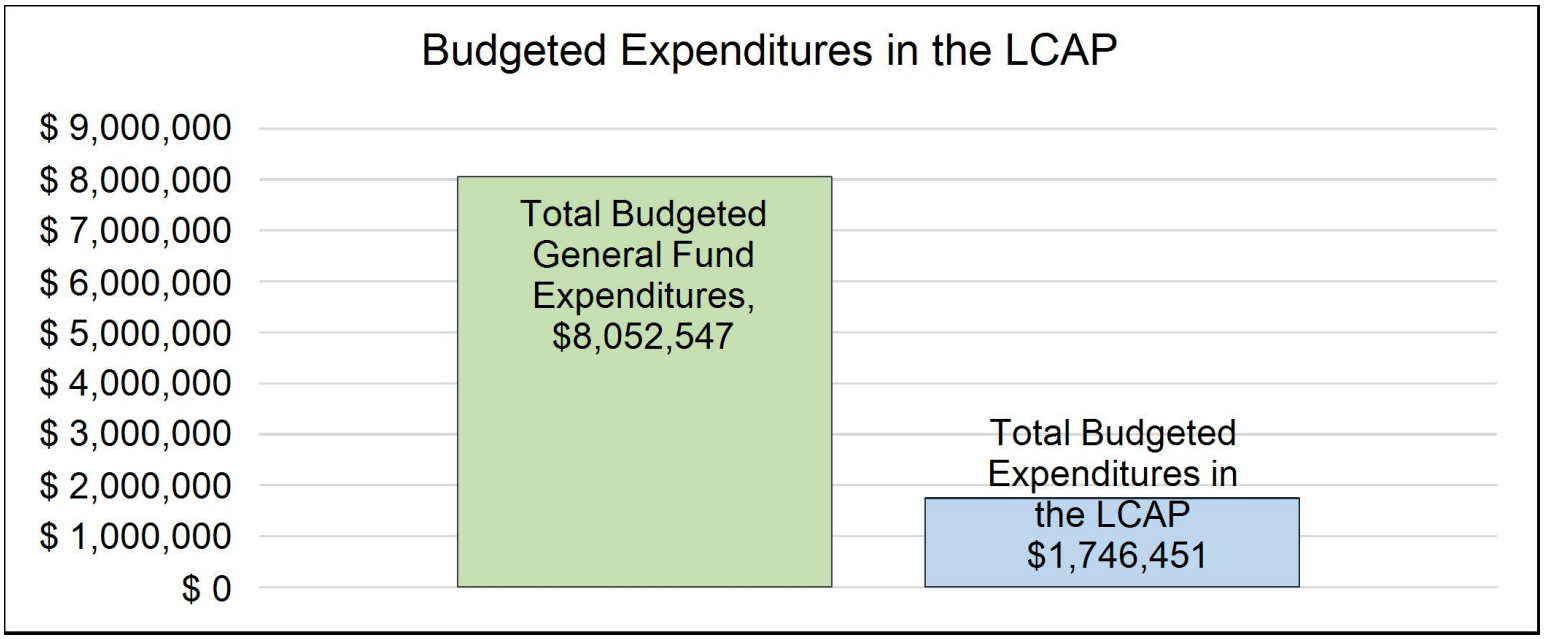


This chart shows the total general purpose revenue TEACH Tech Charter High School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for TEACH Tech Charter High School is $8,257,529, of which $6,233,043 is Local Control Funding Formula (LCFF), $1,074,870 is other state funds, $375,000 is local funds, and $574,616 is federal funds. Of the $6,233,043 in LCFF Funds, $1,746,451 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much TEACH Tech Charter High School plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: TEACH Tech Charter High School plans to spend $8,052,547 for the 2025-26 school year. Of that amount, $1,746,451 is tied to actions/services in the LCAP and $6,306,096 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

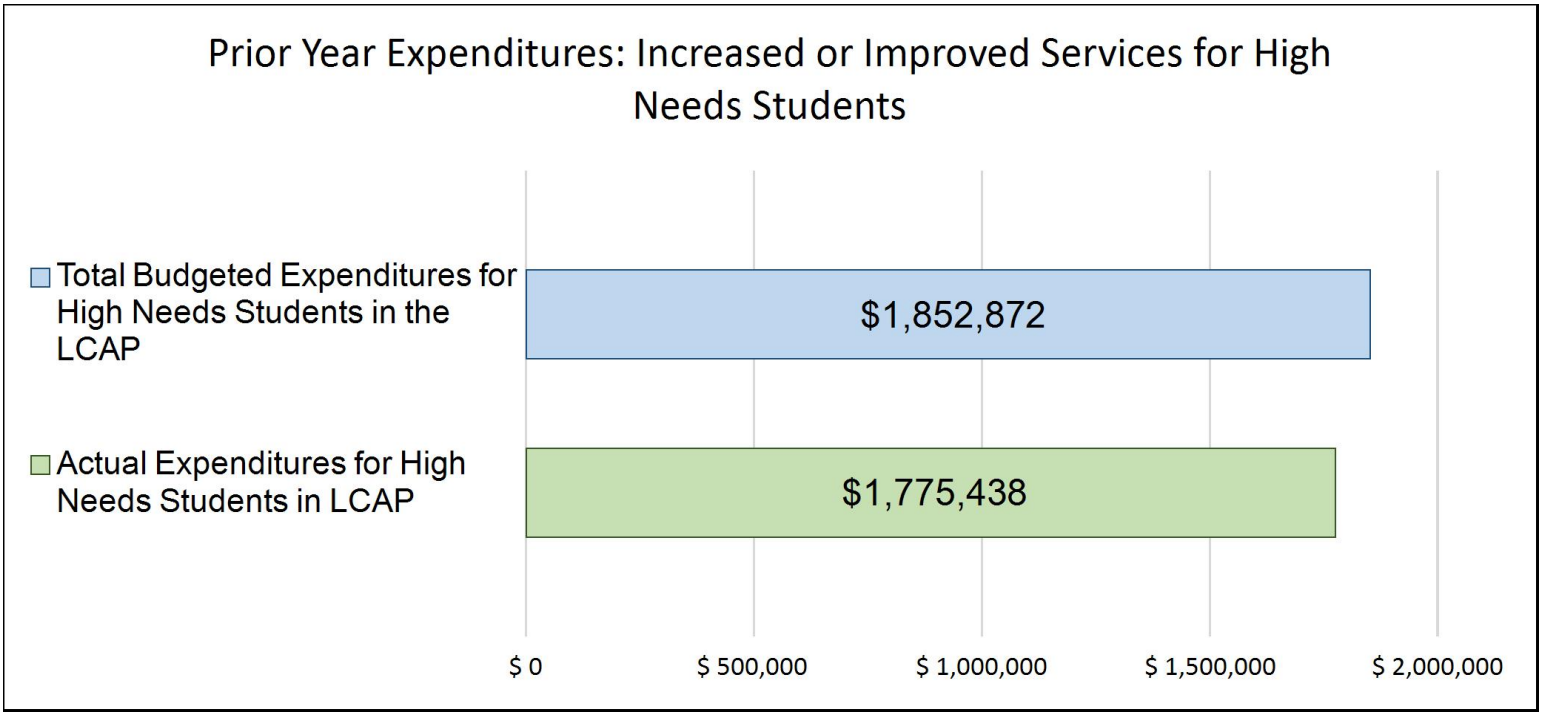
Expenses not budgeted in the Local Control Accountability Plan include facility costs, utilities, contracted services, equipment costs, certificated salaries, classified salaries, benefits, depreciation expenses and interest expenses.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, TEACH Tech Charter High School is projecting it will receive $1,746,451 based on the enrollment of foster youth, English learner, and low-income students. TEACH Tech Charter High School must describe how it intends to increase or improve services for high needs students in the LCAP. TEACH Tech Charter High School plans to spend $1,746,451 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



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

The text description of the above chart is as follows: In 2024-25, TEACH Tech Charter High School's LCAP budgeted $1,852,872 for planned actions to increase or improve services for high needs students. TEACH Tech Charter High School actually spent $1,775,438 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $77,434 had the following impact on TEACH Tech Charter High School’s ability to increase or improve services for high needs students:

Enrollment was down from the budget which created a decrease in funding. The cost for the Community Liaison position in Goal 1.1 was picked up at the Central office, so although the expenses at the site were down, there was no negative impact to the school.

Local Control and Accountability Plan

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

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

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

TEACH Tech Charter High School (TEACH Tech) is an independent public charter school located in South Los Angeles, California, at 10616 S. Western Ave. The school is nestled in a neighborhood surrounded by residential homes, small businesses, and is close to Los Angeles Southwest College. TEACH Tech serves approximately 406 students in grades 9-12. The student demographics include: 13.30% Students with Special Needs, 23.65% English Language Learners, 1% Foster Youth, and 94.63% Socioeconomically Disadvantaged.

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

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

Reflections: Annual Performance

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

Dashboard data:
In 2023, TEACH Tech Charter High performed well on the majority of the California Dashboard Indicators: Blue (highest) for suspension rate, green (second highest rating) for graduation rate, English Language Arts performance was yellow (middle). Areas for improvement include math scores (orange, second to lowest rating) and college and career was low (two out of five bars).

The local indicators for 2023 include Metrics: TEACH annually measures its progress in meeting the Williams settlement requirements at 100% with all students having access to standards-aligned instructional materials and zero instances where facilities did not meet the “good repair” standard.
Results:
100% of students at TEACH Tech Charter High, TEACH Academy of Technologies, and TEACH Prep Elementary have access to standards-aligned instructional materials.
There were zero instances where facilities did not meet the “good repair” standard.

In English Language Arts, 46% of students were proficient in SY2021-2022 and 56% of the students were proficient in 2022-2023. The achievement for 2022-2023 significantly outpaced both the district and the state.

Notable subgroup data:

- Girls outperformed boys in ELA proficiency with 70.73% of girls scoring proficient or higher and 43.18% of boys scoring proficient or higher.

- English Language learners scored significantly lower with 18.75% of the subgroup reaching proficiency.In the area of math achievement, in 2021-2022, the proficiency rate was 16% and this decreased slightly in 2022-2023 to 13%. These results are below both the district and the state performance levels.

Breaking the results down by student subgroups, girls outperformed boys with 17% of girls reaching proficiency and 9% of boys scoring proficient. English Language Learners as a subgroup reached 12.5% proficient, on pace with the school's average achievement level.

In Science, the high school did not meet the minimum testing threshold, only 93.67% of students were tested, and this has a negative impact on results.

- 1.45% of all students scored proficient in science.
- Boys outperformed girls and English Language learner subgroups slightly.
- The 2022-2023 performance marks a decline from 2021-2022's rate of 9.64% and is below the state rates of 29% for 2021-2022 and 30% for 2022-2013.

One of the most significant statistics that we track is the dropout rate. In 2021-2022, the school's dropout rate was 16.7% compared to the district rate of 8.1 and the state rate of 9.4.

The school's rate improved slightly in 2022-2023 with an 8.8% drop out rate, the district was slightly lower at 8.5% and the state rate was 8.2%.

Graduation rate: TEACH Tech matched the district and state rate in 2020-2021 at an 83% graduation rate and achieved a notable increase to 90% in 2021-2022. This trend highlights the school's improvement and success in increasing its graduation rate.

Chronic Absenteeism tracks students who have missed 13 or more days of school in a given year. In the 2022-2023 school year, 45% of the students, or 203 out of the 450 enrolled, were absent from school for 13 or more days.

13% of high school students were enrolled in an AP course, with the remainder not enrolled in AP. This highlights the level of access to rigorous coursework at the school, alongside the fact that four AP courses were offered.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/a

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents, students, teachers and other personnel and community partners	Participation in a comprehensive data analysis, identifying priority areas for school improvement and identifying key strategies to increase student achievement. Additional individuals reviewed a discussion draft of the LCAP and provided feedback and comments.
Community groups, educational partners and the public at large	A public hearing was held prior to the adoption of the LCAP that was opened to the public.
Parents, Parent groups (ELAC and SSC)	At regular meetings, (ELAC, SSC, Coffee with the Principal) parent groups reviewed dashboard data and provided input on what should be prioritized.

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

TEACH understands that family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.). TEACH involved parents, students, educators, and other educational partners in a significant and purposeful way at various stages of the development of the LCAP. Specifically, TEACH included those representing each of the applicable student subgroups identified by the LCFF.

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

These results were shared with a larger pool of parents during School Site Council, and Coffee with the Principal meetings. School Leadership incorporated input and feedback and shared a revised version with staff and other stakeholders. Updates were given at monthly governing board meetings and finally the school held a Public Hearing for final input and feedback. Feedback and authentic participation at each stage of developing the LCAP influenced the final product. Specifically, parent groups stressed the importance of improving the performance of Emerging Bilinguals.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

Attendance to school is critical to student achievement.In SY 23-24 TEACH Tech reduced the rate of chronic absenteeism by 10%. This was accomplished by improving school engagement on several fronts: improving the culture and climate of the school by integrating community peace circles that resulted in increased feelings of psychological safety and overall well-being and engagement; improved instructional strategies that impacted student learning and ability to access the curriculum. In addition, TEACH Tech improved outreach to families when students were absent.TEACH Tech plans to continue these efforts and implement a common policy for tardiness and absences among all three divisions with uniform interventions. In addition, all three divisions will conduct parent education sessions to emphasize the importance of school attendance.

Having a common K-12 policy and set of interventions for student absences offers numerous benefits:
Consistency Across Grades: A unified policy ensures that students and parents understand the expectations and consequences of absences from the early years through high school. This consistency helps in establishing routines and habits that support regular attendance.
Clear Communication: With a common policy, communication about attendance expectations and interventions is straightforward and clear for all stakeholders, including students, parents, teachers, and administrators. Everyone knows what to expect, which can reduce confusion and misunderstandings.
Early Identification and Intervention: A consistent approach allows for early identification of attendance issues. Interventions can be applied uniformly and promptly, preventing minor attendance problems from escalating into chronic absenteeism.
Equity and Fairness: A common policy ensures that all students are held to the same standards and receive the same support and consequences, regardless of their school or grade level. This promotes fairness and equity within the education system.
Streamlined Data Collection and Analysis: Uniform policies make it easier to collect and analyze attendance data across all schools and grade levels. This data can be used to identify trends, evaluate the effectiveness of interventions, and make data-driven decisions to improve student attendance.
Effective Resource Allocation: Schools can better allocate resources, such as attendance officers, counselors, and support programs, knowing that interventions are standardized. This can lead to more efficient use of time and funding.
Improved Student Outcomes: Regular attendance is closely linked to academic success. By having a common policy and effective interventions, schools can help ensure that students are in class more consistently, which can lead to better educational outcomes.

Parental Engagement: A standardized approach to attendance can help engage parents more effectively. Clear expectations and consistent communication can encourage parents to prioritize attendance and collaborate with schools to address any barriers.
Support for At-Risk Students: Consistent interventions can be particularly beneficial for at-risk students, who may face challenges that impact their attendance. Uniform policies ensure that these students receive the support they need promptly and consistently.
Building a Culture of Attendance: A common K-12 policy helps in building a school culture that values and promotes regular attendance. This culture can influence students' attitudes toward school and reinforce the importance of being present.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Chronic Absenteeism Rates	45% chronic absenteeism rate			20% or lower	

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The high school’s approach to reducing chronic absenteeism relied on a combination of staff roles and coordinated strategies:

Community Liaison Position: A dedicated staff member engaged with families, built trust, and addressed barriers to attendance by connecting families to resources and support.

CMO Support: Central office staff provided data analysis, shared best practices, and monitored progress to ensure the school was on track.

Office Staff Support: The front office team monitored daily attendance, contacted families, and tracked data to identify trends and target interventions.

Counselor Support: Counselors worked directly with students at risk of chronic absenteeism to address social-emotional and academic barriers.

All these actions contributed to a comprehensive approach that combined outreach, data monitoring, and direct student support.Planned vs. Actual Implementation:
The school implemented all planned strategies without any major deviations. The community liaison, counselors, office staff, and CMO personnel collaborated as intended.

Challenges Experienced:

Some families were difficult to engage, especially those facing housing instability or health issues.

Ensuring consistent communication between roles (community liaison, counselors, office staff) required ongoing coordination.

External factors, like transportation issues or family crises, sometimes limited the school's impact.

Successes Experienced:

Improved communication between families and the school led to better understanding of attendance barriers.

Early identification and outreach allowed staff to intervene before absenteeism became a larger issue.

School climate improved as staff demonstrated commitment to student success and family engagement.

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

There were no significant material differences between budgeted and actual expenditures because the main costs—salaries for the community liaison and other staff—were in line with projections.

Minor Variances:
Any minor differences may have come from:

Variations in overtime or extra hours for staff doing outreach.

Small shifts in how resources were allocated to support the community liaison's work (e.g., outreach materials or transportation for home visits).

Improved Services:
The percentage of improved services offered to students matched what was planned, with no substantive difference in the actual versus planned impact.

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

Effectiveness:

The coordinated support system (community liaison, counselors, office staff) was effective in addressing barriers to attendance and supporting students.

Data indicates the school is on track to meet its chronic absenteeism reduction goal.

Strong relationships with families helped build trust and accountability, making families more likely to prioritize attendance.

Ineffectiveness:

Some external barriers, like unstable housing or mental health challenges, were beyond the school's immediate control, limiting the impact of these strategies for certain students.

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

Reflections and Adjustments:

The school found that the community liaison and coordinated staff approach worked well, so no major changes to the goal or actions are planned for the coming year.

Staff will explore additional partnerships with community agencies to better support families facing housing or mental health challenges—an area identified as a limitation this past year.

Metrics and Target Outcomes:

The metrics and target outcomes will remain the same since they continue to be effective and relevant.

The school may consider adding data on the specific reasons for absenteeism to better tailor interventions and refine family outreach strategies.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Community Liaison Position	The Community Liaison position (shared among the three divisions) supports attendance by providing direct outreach to families, implementing interventions and conducting home visits.	$122,255.00	No Yes
1.2	CMO support to develop and implement an intervention policy to improve attendance	The CMO will support a system-wide policy and set of interventions to support increased attendance.	$325,843.00	No Yes
1.3	Office Staff	The office staff will support family involvement and the implementation of interventions when students are absent or chronically absent.	$381,227.00	No Yes
1.4	Counselor Support	The Counselors will also support improved attendance by providing interventions and family outreach when students are absent or chronically absent.	$135,788.00	No Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

In SY23-24 TEACH tech adopted CPM math curriculum and delivered teacher training on effective use of the curriculum. Interim assessments throughout the year indicate positive growth in math and the use of this curriculum will be continued.
Strategy: TEACH Tech will continue to use the CPM math curriculum and will provide teacher professional development on how to improve instructional strategies in math that are aligned to the curriculum.
Using the same instructional materials for several years can benefit teachers and reduce gaps in student knowledge in several ways:
Curriculum Familiarity: Teachers become more familiar with the instructional materials over time, which allows them to plan and deliver lessons more effectively. This familiarity enables teachers to anticipate common student difficulties and develop strategies to address them.
Consistency and Continuity: Consistent use of instructional materials ensures that all students receive the same foundational knowledge year after year. This helps to build a solid base of understanding and reduces the likelihood of gaps in knowledge as students progress through grades.
Improved Lesson Planning: Teachers can refine and improve their lesson plans each year, based on what worked well and what didn't. This continuous improvement process leads to more effective instruction and better learning outcomes.
Professional Development: Teachers can focus their professional development efforts on mastering the specific instructional materials they will use year after year. This targeted approach can enhance their teaching effectiveness and confidence in delivering the curriculum.
Collaborative Teaching: When all teachers use the same materials, they can collaborate more easily, sharing best practices and resources. This collaboration can lead to more consistent and high-quality instruction across different classrooms and grade levels.
Student Confidence: Students benefit from a predictable and coherent learning experience. Familiarity with the structure and format of instructional materials can make learning less intimidating and more accessible, helping to build student confidence.

Resource Optimization: Reusing instructional materials can be cost-effective, freeing up resources that can be used for other educational needs, such as additional support for struggling students or enrichment programs.
Data-Driven Instruction: Consistent use of the same materials allows for better tracking of student performance over time. Teachers can use this data to identify patterns, address areas of weakness, and tailor instruction to meet the needs of all students.
Alignment with Standards: When instructional materials are carefully chosen to align with educational standards, consistent use ensures that students are meeting the required benchmarks at each grade level, reducing the likelihood of knowledge gaps.

Strategy: Finding qualified math teachers has been challenging. To improve teacher retention, TEACH Tech will continue to offer bonuses for hard to fill positions such as math. Offering teacher bonuses for hard-to-fill positions can support student academic achievement in several ways:
Attracting Qualified Teachers: Higher bonuses can attract more qualified and experienced teachers to positions that are typically hard to fill, such as in STEM subjects, special education, or schools in underprivileged areas. Qualified teachers are more likely to deliver effective instruction, leading to better student outcomes.
Retaining Talent: Bonuses can help retain skilled teachers in challenging positions. Consistency in teaching staff can lead to a more stable learning environment, fostering better relationships between teachers and students, and improving academic achievement.
Encouraging Professional Development: Financial incentives can motivate teachers to pursue further training and certifications in their subject areas, improving their teaching skills and the quality of education they provide to students.
Addressing Teacher Shortages: By filling vacancies in critical areas, schools can ensure that all students have access to the full curriculum. This prevents disruptions in learning and ensures that students receive instruction from teachers who are experts in their subjects.
Enhancing Teacher Morale: Financial recognition for taking on difficult positions can boost teacher morale. Motivated and satisfied teachers are generally more effective in the classroom, positively impacting student engagement and achievement.
Reducing Class Sizes: Filling hard-to-staff positions can help reduce class sizes, allowing for more individualized attention and support for each student, which can improve academic performance.
Promoting Equity: Offering bonuses for positions in under-resourced schools can help ensure that students in these areas receive a quality education comparable to their peers in more advantaged schools, thereby promoting educational equity and improving overall student achievement.

Strategy: Improve access to capstone level math courses by grouping high school students by ability in math, to offer the following benefits:

Tailored Instruction: Teachers can adjust their teaching pace and style to match the abilities of the students in each group. Advanced students can be challenged with more complex problems, while those who need more help can receive additional support.
Enhanced Learning Environment: Students are less likely to feel left behind or bored. Those who struggle with math can build confidence in a supportive environment, and advanced students can avoid the frustration of a slower-paced class.
Efficient Use of Resources: Teachers can focus their resources more effectively. Remedial groups can spend more time on foundational skills, while advanced groups can explore topics in greater depth.
Improved Student Engagement: Students may be more engaged and motivated when the material is appropriate for their skill level. This can lead to better attendance, participation, and overall enthusiasm for the subject.

Higher Achievement: Research has shown that ability grouping can lead to higher academic achievement for students at all levels, as it allows for more targeted and effective instruction.
Positive Peer Interaction: Students can benefit from working with peers at a similar ability level, fostering collaboration and mutual support.
Preparation for Future Challenges: Advanced students can be better prepared for college-level math and STEM careers, while those needing more help can build a stronger foundation for future coursework.

Measuring and Reporting Results

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

Goal Analysis [2024-25]

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

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

The high school focused on three key actions to support the goal of improving math scores:

Curriculum Implementation: The CPM (College Preparatory Mathematics) curriculum was used in math classes. Teachers consistently used CPM's collaborative, problem-based learning approach, which emphasizes conceptual understanding and student-centered learning.

Staff Retention: The school prioritized retaining high-quality math teachers by offering competitive salaries and performance-based bonuses. This helped ensure stability and continuity in math instruction.

Ability Grouping: Students were grouped based on their math proficiency levels, enabling teachers to tailor instruction more precisely and meet students' varied learning needs.

These strategies were implemented consistently throughout the year, with teachers receiving ongoing support and feedback.Planned vs. Actual Implementation:

The planned actions were carried out as intended. CPM curriculum was fully adopted in math classes, quality math teachers were retained, and ability grouping was implemented without major deviations.

Challenges Experienced:

Teachers needed support to fully implement the CPM approach, as it differs from more traditional math instruction. Some professional development and collaborative planning time were necessary to address this.

Ability grouping required careful scheduling and flexible grouping structures, which sometimes stretched staffing and resource capacity.

Successes Experienced:

Teachers reported feeling supported and motivated by the competitive compensation and bonus structures, contributing to higher job satisfaction and reduced turnover.

CPM's collaborative approach helped students develop deeper conceptual understanding and math reasoning skills.

Ability grouping allowed for more targeted instruction, helping students close learning gaps and build confidence.

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

There were no significant material differences between budgeted and actual expenditures. Budgeted expenditures included teacher salaries, retention bonuses, and CPM curriculum materials, all of which were implemented as planned.

Minor Variances: If there were any minor differences, they may have related to adjustments in teacher retention bonuses or incidental costs (like additional training materials or teacher planning time) but these did not significantly impact the overall budget or percentage of improved services provided to students.

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

Effectiveness or Ineffectiveness of Actions in Making Progress Toward the Goal
Effectiveness:

Data indicates that the high school is on track to meet its math improvement goal, demonstrating that the combined strategies of CPM curriculum, teacher retention, and ability grouping are effective.

Teacher stability contributed to more consistent and high-quality instruction.

Students in different ability groups were able to access math instruction that met their specific needs, contributing to improved math performance across the board.

Ineffectiveness:

A small number of students who moved between ability groups mid-year required additional support to adjust to new group expectations, though overall progress was positive.

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

Reflections and Adjustments:

Given the success of the CPM curriculum and the importance of teacher stability, the high school plans to maintain these strategies.

No changes are planned for the core goal, metrics, or target outcomes.

Possible Refinements:

Based on teacher feedback, there may be an increased focus on differentiated professional development around CPM instructional strategies to further strengthen math instruction.

School leaders may also consider refining the ability grouping process to ensure smoother transitions for students who move between groups during the year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	CPM math curriculum	TEACH Tech will continue to implement the CPM math curriculum and provide professional development to teachers to increase capacity and instructional strategies specific to the curriculum.	$72,000.00	No Yes
2.2	Retain qualified math teachers through competitive salaries/bonuses	TEACH Tech will offer competitive salaries and or bonus structures for teacher retention in hard to fill positions such as math.	$413,046.00	No Yes
2.3	Ability grouping	Students will be placed according to diagnostic assessments.	$158,675.00	No Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Increase English Language Proficiency of Emerging Bilinguals	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

In SY 22-23, 18.75% of TEACH Tech's Emerging Bilingual population scored proficient in ELA, well below the achievement of the school population as a whole. Goal is to increase Emerging Bilingual student population academic achievement in ELA to 25% proficient in 24-25; 30% proficient in 25-26; 35% proficient in 26-27. Two strategies will be implemented to support this goal:
Strategy: Add a new position that is designated to serving ELD students and to supporting teachers in serving ELD student.

Strategy: provide professional development and training to all teachers to support language development among emerging bilingual students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	ELA Proficiency rates of students identified as Emerging Bilinguals as measured by the SBAC (CAAASP)	18.75% of students identified as Emerging Bilinguals scored proficient in ELA on the SBAC			35% of students identified as Emerging Bilinguals score proficient in ELA on the SBAC	

Goal Analysis [2024-25]

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

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

The high school implemented two main strategies to improve ELA performance for Emerging Bilingual Students:

Hiring a Bilingual Coordinator: This role was dedicated to supporting the ELA needs of Emerging Bilingual Students. The coordinator worked closely with teachers to ensure instructional strategies and resources were aligned to support language acquisition and literacy development.

Professional Development: Teachers received training on best practices for supporting Emerging Bilingual Students, including instructional strategies, cultural competency, and scaffolding techniques to make ELA content more accessible.

These actions created a strong foundation for tailored support and professional growth, aligning with the goal of boosting ELA outcomes for this group of students.
Planned vs. Actual Implementation:

The bilingual coordinator was hired and took on the role as planned.

Professional development sessions were implemented as intended, focusing on strategies for integrating language development with ELA instruction.

Challenges Experienced:

Teachers had varying levels of familiarity with language acquisition strategies, requiring differentiated professional development and ongoing support.

Limited resources for specific language supports in some classrooms initially posed a challenge, but these gaps were addressed through coaching and resource sharing.

Successes Experienced:

The bilingual coordinator helped build teacher capacity and provided direct support to Emerging Bilingual Students.

Professional development sessions were well-received, leading to more effective instructional strategies in ELA classes.

Increased student engagement and confidence among Emerging Bilingual Students as teachers adjusted instructional practices to better meet their needs.

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

There were no significant material differences between budgeted and actual expenditures because the main expenses (salary for the bilingual coordinator and professional development activities) were in line with what was projected.

Minor Variances:

Small adjustments may have occurred if professional development resources (like training materials or external facilitators) cost slightly more or less than anticipated.

Any minor variances did not significantly affect the planned percentage of improved services provided to Emerging Bilingual Students.

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

Effectiveness:

Evidence indicates that the school is on track to meet its goal of improving ELA performance for Emerging Bilingual Students.

Teachers demonstrated growth in using effective strategies, such as scaffolding and language supports, to boost comprehension and literacy skills.

The bilingual coordinator’s targeted support ensured that instructional practices were responsive to student needs, leading to better student outcomes.

Ineffectiveness:

Some students continued to need more intensive support, especially those new to the country or with very limited English proficiency. While the strategies were effective overall, there may be room for additional targeted supports for these subgroups.

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

Reflections and Adjustments:

Given the success of the bilingual coordinator’s role and the professional development for teachers, the school plans to continue these core actions next year.

The school may expand professional development opportunities to dive deeper into differentiated strategies for specific language proficiency levels.

Leaders may also explore leveraging the bilingual coordinator's expertise to facilitate peer collaboration or to co-teach lessons in some classrooms.

Metrics and Target Outcomes:

The goal, metrics, and target outcomes will remain unchanged, as they continue to effectively measure progress.

The school may consider adding qualitative data (e.g., student surveys, teacher reflections) to track the impact of instructional shifts more holistically.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Emerging Bilingual Coordinator position	the position of Emerging Bilingual Coordinator dedicated to serving ELD students and to supporting teachers in serving ELD studen	$117,617.00	No Yes
3.2	Professional Development	Professional development for all teachers to support English Language acquisition across disciplines	$20,000.00	No Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2024-25]

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

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

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

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

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

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2024-25]

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

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

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

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

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

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,746,451.00	$

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
38.121%	0.000%	$0.00	38.121%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Community Liaison Position **Need:** **Scope:** Schoolwide	Community Liaison will connect families to the school, improve family and student engagement and build community relations.	reduced chronic absenteeism, improved academic outcomes

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** CMO support to develop and implement an intervention policy to improve attendance **Need:** **Scope:** LEA-wide Schoolwide	The CMO will support the school to develop school-wide systems and structures that support academic success.	Improved academic outcomes, reduced chronic absenteeism
1.3	**Action:** Office Staff **Need:** **Scope:** Schoolwide	Office staff supports family engagement efforts and outreach for students who are absent.	Reduced chronic absenteeism, improved academic outcomes, implementation of interventions.
1.4	**Action:** Counselor Support **Need:** **Scope:** Schoolwide	Counselors support family engagement efforts, provide strategies for academic success to students.	Improved academic performance and reduced chronic absenteeism.
2.1	**Action:** CPM math curriculum **Need:**	Provides standards-based, rigorous and engaging curriculum for students.	Improved academic performance in math.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
2.2	**Action:** Retain qualified math teachers through competitive salaries/bonuses **Need:** **Scope:** Schoolwide	Retaining experienced teachers provides continuity and increases overall staff capacity to deliver effective instruction and increase student mastery of standards and overall student well-being.	Improved academic achievement; improved engagement.
2.3	**Action:** Ability grouping **Need:** **Scope:** Schoolwide	Ability grouping allows acceleration and allows more students to access higher level math courses	Enrollment in advanced math courses, improved academic performance in math.
3.1	**Action:** Emerging Bilingual Coordinator position **Need:** **Scope:** Schoolwide	Supports teachers to improve instructional strategies for Emerging Bilinguals; supports individual students to make academic gains.	ELA proficiency rates of Emerging bilinguals; increased teacher capacity to serve Emerging Bilinguals.
3.2	**Action:** Professional Development	Develop teacher capacity and effectiveness.	Improve student academic performance.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: **Scope:** Schoolwide		

Limited Actions

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

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

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

Additional Concentration Grant Funding

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

The additional concentration grant funding will allow for the retention of 8.0 high-quality FTE's that will provide direct services to students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		1:67
Staff-to-student ratio of certificated staff providing direct services to students		1:16

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	4,581,324.00	1,746,451.00	38.121%	0.000%	38.121%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,746,451.00	$0.00	$0.00	$0.00	$1,746,451.00	$1,328,608.00	$417,843.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Community Liaison Position	All	No Yes	School wide				$122,255.00	$0.00	$122,255.00				$122,255.00	
1	1.2	CMO support to develop and implement an intervention policy to improve attendance	All	No Yes	LEA-wide School wide		All Schools		$0.00	$325,843.00	$325,843.00				$325,843.00	
1	1.3	Office Staff	All	No Yes	School wide				$381,227.00	$0.00	$381,227.00				$381,227.00	
1	1.4	Counselor Support	All	No Yes	School wide				$135,788.00	$0.00	$135,788.00				$135,788.00	
2	2.1	CPM math curriculum	All	No Yes	School wide				$0.00	$72,000.00	$72,000.00				$72,000.00	
2	2.2	Retain qualified math teachers through competitive salaries/bonuses	All	No Yes	School wide				$413,046.00	$0.00	$413,046.00				$413,046.00	
2	2.3	Ability grouping	All	No Yes	School wide				$158,675.00	$0.00	$158,675.00				$158,675.00	
3	3.1	Emerging Bilingual Coordinator position	Emerging Bilinguals	No Yes	School wide				$117,617.00	$0.00	$117,617.00				$117,617.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	**3.2**	Professional Development	All	No Yes	School wide				$0.00	$20,000.00	$20,000.00				$20,000.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
4,581,324.00	1,746,451.00	38.121%	0.000%	38.121%	$1,746,451.00	0.000%	38.121 %	**Total:**	$1,746,451.00
								LEA-wide Total:	$325,843.00
								Limited Total:	$0.00
								Schoolwide Total:	$1,746,451.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Community Liaison Position	Yes	Schoolwide			$122,255.00	
1	1.2	CMO support to develop and implement an intervention policy to improve attendance	Yes	LEA-wide Schoolwide			$325,843.00	
1	1.3	Office Staff	Yes	Schoolwide			$381,227.00	
1	1.4	Counselor Support	Yes	Schoolwide			$135,788.00	
2	2.1	CPM math curriculum	Yes	Schoolwide			$72,000.00	
2	2.2	Retain qualified math teachers through competitive salaries/bonuses	Yes	Schoolwide			$413,046.00	
2	2.3	Ability grouping	Yes	Schoolwide			$158,675.00	
3	3.1	Emerging Bilingual Coordinator position	Yes	Schoolwide			$117,617.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.2	Professional Development	Yes	Schoolwide			$20,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,852,872.00	$1,775,438.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Community Liaison Position	No Yes	$120,575.00	$0.00
1	**1.2**	CMO support to develop and implement an intervention policy to improve attendance	No Yes	$394,418.00	$394,418.00
1	**1.3**	Office Staff	No Yes	$235,935.00	$250,804.00
1	**1.4**	Counselor Support	No Yes	$249,390.00	$260,249.00
2	**2.1**	CPM math curriculum	No Yes	$72,000.00	$69,000.00
2	**2.2**	Retain qualified math teachers through competitive salaries/bonuses	No Yes	$398,060.00	$413,163.00
2	**2.3**	Ability grouping	No Yes	$237,466.00	$237,466.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Emerging Bilingual Coordinator position	No Yes	$115,028.00	$120,338.00
3	3.2	Professional Development	No Yes	$30,000.00	$30,000.00

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$1,584,943.00	$1,852,872.00	$1,775,438.00	$77,434.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Community Liaison Position	Yes	$120,575.00	$0.00		
1	1.2	CMO support to develop and implement an intervention policy to improve attendance	Yes	$394,418.00	$394,418.00		
1	1.3	Office Staff	Yes	$235,935.00	$250,804.00		
1	1.4	Counselor Support	Yes	$249,390.00	$260,249.00		
2	2.1	CPM math curriculum	Yes	$72,000.00	$69,000.00		
2	2.2	Retain qualified math teachers through competitive salaries/bonuses	Yes	$398,060.00	$413,163.00		
2	2.3	Ability grouping	Yes	$237,466.00	$237,466.00		
3	3.1	Emerging Bilingual Coordinator position	Yes	$115,028.00	$120,338.00		
3	3.2	Professional Development	Yes	$30,000.00	$30,000.00		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$3,939,878.00	$1,584,943.00	0.00	40.228%	$1,775,438.00	0.000%	45.063%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

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

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

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

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

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- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

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

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

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

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

California Department of Education
November 2024

Coversheet

Consideration of the TEACH Bonus Resolution 2025-2026

Section: III. Items for Potential Action
Item: G. Consideration of the TEACH Bonus Resolution 2025-2026
Purpose: Vote
Submitted by:
Related Material: TEACH Bonus Resolution 25:26.pdf

TEACH Inc.

Board Resolution Regarding FY2024–25 SCS Bonuses and FY2025–26 Retention Bonuses

Date: June 10, 2025

Subject: Authorization of Performance-Based SCS Bonuses and FY2025–26 Retention Bonuses

WHEREAS, TEACH Inc. seeks to recognize and reward staff contributions to organizational success, including both the generation of external consulting revenue through Strategic Charter Solutions (SCS) and continued service to TEACH Inc. and its managed schools;

WHEREAS, the Board acknowledges that performance-based and retention bonuses are useful tools to support motivation, retention, and alignment with organizational goals, when implemented in a fiscally responsible manner;

WHEREAS, the Strategic Charter Solutions (SCS) Revenue Sharing and Compensation Policy, effective May 27, 2025, authorizes the allocation of 75% of net SCS revenue toward compensation for eligible staff contributors;

NOW, THEREFORE, BE IT RESOLVED that the Board of Directors of TEACH Inc. authorizes the issuance of the following:

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1. FY2024–25 SCS Revenue-Based Bonuses

- **Bonus Pool:** $13,000 in net revenue was generated by SCS in FY2024–25.
  - In accordance with the policy, **75% ($9,750)** is allocated for staff bonuses.
- **Contributors and Allocation:**
  - **Matt Brown** – 50% contribution → $4,875
  - **Beth Bulgeron** – 50% contribution → $4,875
- **Payment Timing:** These one-time bonuses shall be issued in **June 2025**, prior to the close of the FY2024–25 fiscal year.

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2. FY2025–26 Retention Bonuses

- **Eligibility:** All full-time employees of TEACH Inc. or its managed schools who have completed at least one year of continuous service and remain employed at the time of each installment.

- **Award Criteria:** May be granted if any of the following conditions are met:
  - The employee's site meets or exceeds its budgeted enrollment for FY2025–26;
  - The site or department ends the fiscal year with a positive cash balance;
  - Employee has been continuously employed for at least 10 months with TEACH;
- **Bonus Amount:** Up to 5% of the employee's base salary.
- **Payment Schedule:**
  - **2.5% in July 2025** for **12-month employees**
  - **2.5% in December 2025** for **all eligible employees** (both 12- and 11-month employees)

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3. Oversight and Implementation

- The Executive Director shall implement the bonus distributions in accordance with TEACH Inc.'s financial policies and nonprofit compliance requirements.
- Documentation of eligibility, allocation rationale, and time contributions will be maintained.
- All bonus payments are discretionary and contingent upon available resources and Board approval.

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4. At-Will Employment

- Nothing in this resolution modifies the at-will nature of employment.

BE IT FURTHER RESOLVED that this resolution shall take effect immediately upon adoption and be implemented by the Executive Director in collaboration with the Finance and HR teams.

Adopted by the Board of Directors of TEACH Inc. on June 10, 2025.

	[vote]
Cecilia Sandoval	
Austin Dragon	
James Lobdell	
Marc Maye	

Coversheet

Consider the 2024-2025 Local Indicator Reports for TEACH Prep Elementary, TEACH Academy of Technologies, and TEACH Tech Charter High School

Section: III. Items for Potential Action
Item: H. Consider the 2024-2025 Local Indicator Reports for TEACH Prep Elementary, TEACH Academy of Technologies, and TEACH Tech Charter High School
Purpose: Vote
Submitted by:
Related Material:
2025_Local_Indicator_Self-Reflection_24-25_Indicators_TEACH_Tech_Charter_High_School_20250609.pdf
2025_Local_Indicator_Self-Reflection_24-25_Indicators_TEACH_Preparatory_Mildred_S._Cunningham_&_Edith_H._Morris_ES_20250609 (1).pdf
2025_Local_Indicator_Self-Reflection_24-25_Indicators_TEACH_Academy_of_Technologies_20250609 (2).pdf

2025-26 Local Performance Indicator Self-Reflection

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

Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2024-2025	23	17	1	3	0	2	0	0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)
In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

At TEACH Tech Charter High School, the implementation of California State Academic Standards is guided by a college- and career-readiness mission rooted in equity, rigor, and long-term academic preparation. Instruction is driven by carefully selected, standards-aligned curricular tools that were adopted through a collaborative process involving school leaders, teachers, and parents. The high school's course offerings are designed to support A–G alignment, advanced coursework, and a seamless transition from foundational learning in the middle grades.

Locally Selected Tools by Content Area:

- English Language Arts (ELA – Common Core):

The school uses McGraw-Hill's StudySync, a rigorous ELA curriculum aligned to Common Core standards. StudySync supports analysis of complex texts, academic writing, and critical discourse, with integrated supports for English Learners and students with IEPs.

- English Language Development (ELD):

Designated and integrated ELD instruction is supported by StudySync's ELD resources, with lessons scaffolded by language proficiency level. ELPAC data and classroom assessments are used to track growth in reading, writing, listening, and speaking.

- Mathematics (Common Core):

TEACH Tech uses CPM (College Preparatory Mathematics) across its math pathways, including Algebra I, Geometry, Algebra II, and Pre-Calculus. Efforts are underway to expand access to AP Statistics and AP Calculus, supported by ability-grouped math classes and aligned placement strategies.

- Next Generation Science Standards (NGSS):

The school implements NGSS through McGraw-Hill's science curriculum, focusing on inquiry-based labs, cross-disciplinary content, and science and engineering practices. Core science classes include Biology, Chemistry, and Environmental Science.

- History-Social Science:

McGraw-Hill's History-Social Science curriculum is used across World History, U.S. History, Government, and Economics. Lessons are aligned to the CA History-Social Science Framework and emphasize primary source analysis, civic engagement, and argumentative writing.

- Career Technical Education (CTE):

TEACH Tech is expanding CTE course offerings. While formal pathways are still in development, the school currently offers courses aligned to business and health science sectors, and is working toward integrating dual enrollment and industry certification opportunities.

- Health Education:

Health instruction is integrated into science and advisory programs and aligned with the California Health Education Standards. Topics include mental health, substance abuse prevention, and personal wellness.

- Physical Education (PE):

PE courses are aligned to the CA Physical Education Model Content Standards, with a focus on lifelong fitness and skill development.

- Visual and Performing Arts (VAPA):

VAPA offerings include visual arts and performance electives, supported by project-based learning and alignment to the CA Arts Standards. The school is exploring expansion of music and digital arts programming.

- World Language:

Students take Spanish using Vista Higher Learning's Encuentros (©2022). The curriculum supports reading, writing, listening, and oral proficiency aligned with California World Language Standards, including access to AP Spanish Language and Culture.

Rationale and Progress:

Curricular adoptions at TEACH Tech Charter High School are grounded in evidence-based research, vertical alignment across the TEACH network, and responsiveness to student needs. Over 85% of TEACH students advance from the K–8 academies, ensuring instructional continuity and strategic preparation for advanced coursework.

Student progress is tracked through NWEA MAP, CAASPP IABs, and internal benchmark assessments, which help teachers adjust instruction and support learning recovery or acceleration. Additionally, counselors use course enrollment and A–G tracking tools to monitor access and identify gaps in advanced course participation.

The school is committed to expanding equitable access to AP and CTE coursework, ensuring that all students—especially English Learners and students with disabilities—are supported in meeting high academic standards. With a strong focus on instructional alignment and college readiness, TEACH Tech Charter High School continues to make progress toward full implementation of California's adopted academic standards.

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

   Rating Scale (lowest to highest):
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards			3		
History-Social Science			3		

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					
ELD (Aligned to ELA Standards)					
Mathematics – Common Core State Standards for Mathematics					
Next Generation Science Standards					
History-Social Science					

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5	N/A
Career Technical Education			3			
Health Education Content Standards			3			
Physical Education Model Content Standards			3			
Visual and Performing Arts			3			
World Language				4		

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole			3		
Identifying the professional learning needs of individual teachers			3		
Providing support for teachers on the standards they have not yet mastered			3		

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

At TEACH Tech Charter High School, implementation of state academic standards is grounded in a college- and career-readiness model that emphasizes rigor, equity, and long-term academic planning. Core instruction in ELA, Math, Science, and History-Social Science is guided by McGraw-Hill and CPM curricula, all aligned to California State Standards. In Math, students are placed in ability-grouped pathways that progress toward advanced coursework such as AP Statistics and AP Calculus.

English Learners receive designated and integrated ELD support through StudySync, with progress tracked using ELPAC and local formative measures. Standards implementation is supported by regular use of NWEA MAP, CAASPP IABs, and teacher-developed assessments that guide instructional adjustments and targeted support.

High school students also have access to AP Spanish and college-prep electives, and the school is expanding offerings in Career Technical Education (CTE) to align with state frameworks. Schoolwide professional development supports lesson alignment, equity in grading, and culturally responsive instruction. TEACH High School's long-term focus on vertical alignment ensures students enter high school prepared for rigorous content and graduate with access to postsecondary pathways.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

   1 – Exploration and Research
   2 – Beginning Development
   3 – Initial Implementation
   4 – Full Implementation
   5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	4
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	4
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	4

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Based on the analysis of educational partner input and local data, TEACH continues to demonstrate strong performance in building relationships between school staff and families, achieving a Level 4 (Full Implementation) rating. Multiple strategies have been employed across school sites to ensure consistent, authentic engagement.

These include Coffee with the Principal, ELAC, School Site Council (SSC) meetings, and celebratory events that bring families into the school community.

A major highlight from this academic year is the parent-led educational workshops. Through a partnership with the Los Angeles County Department of Mental Health under the PALs Program, TEACH trained parents who then led workshops for other families, significantly deepening peer-to-peer engagement. Additionally, the Department of Mental Health offered Wellness classes in both English and Spanish, providing targeted parenting strategies that supported families throughout the year. These efforts reflect a model of shared leadership and culturally responsive engagement that strengthens trust and collaboration between home and school.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

While TEACH is fully implementing strong relationship-building practices, a key focus area is the deepening of family engagement in collaborative decision-making, especially in wellness and mental health initiatives. This year, TEACH launched a Leadership Committee that includes parents as active participants in shaping school priorities. This structure provides families with a formal avenue to contribute insights—particularly on wellness programming—and lays a foundation for growing this role in the upcoming academic year.

Additionally, TEACH aims to expand outreach to families less represented in school events through personalized engagement (e.g., home visits), and to build on existing success by enhancing leadership training and peer facilitation models for parent engagement.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

To improve engagement of underrepresented families, TEACH is taking intentional steps that include:

- Home Visits to reach families who may face barriers to attending school-based events.
- Parent-Led Workshops supported by external partners like the Los Angeles County Department of Mental Health, allowing families to receive support from peers in a culturally affirming and accessible setting.
- Ongoing Wellness Workshops delivered in English and Spanish, making mental health resources and parenting strategies more inclusive and practical.
- Growth of the TEACH Leadership Committee, ensuring underrepresented voices shape decisions—especially around school climate and student wellness.

These strategies ensure that family engagement is not only frequent but inclusive and equitable.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	3

Practices	Rating Scale Number
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	3
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	3
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	3

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

Based on educational partner input and local data, TEACH has made significant progress in building partnerships that support student outcomes and is currently rated at Level 3 (Initial Implementation) in this domain. Key strengths include the establishment of family-facing academic supports and the inclusion of families in grade-level planning and academic goal-setting.

One highlight this academic year is TEACH's partnership with the Los Angeles County Department of Mental Health, which, through the PALs Program, supported families not just in wellness but also in parenting strategies that positively influence student success. Additionally, workshops focused on mental health and wellness—delivered in English and Spanish—created an environment where families could better support students' emotional and academic development at home. These programs reflect TEACH's commitment to equipping families with practical tools and knowledge that influence positive student outcomes.

Moreover, TEACH has built a Leadership Committee that integrates family voice into broader conversations about student achievement and school priorities. These structures represent foundational progress in creating sustained, two-way partnerships between families and staff.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

While strong steps have been taken, TEACH recognizes the need to build educator capacity for family partnership and to further institutionalize systems that link family engagement directly to academic growth. A priority focus is to provide professional development for staff on best practices for partnering with families—especially in ways that are culturally affirming and strength-based.

TEACH also aims to strengthen family access to academic data and student performance insights, ensuring that parents and guardians can understand and act on key indicators of student success. In particular, the goal is to expand workshops and parent engagement activities beyond wellness topics to include literacy, math support, and college/career readiness, tailored to different grade spans.

Another important growth area is to embed family engagement into MTSS (Multi-Tiered Systems of Support) frameworks so that families are recognized as essential partners in both academic intervention and enrichment.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

To improve the engagement of underrepresented families specifically in support of student outcomes, TEACH will implement several strategies in 2024–2025:

- Targeted Outreach and Home Visits for families not currently participating in school-based academic events.
- Expansion of parent education workshops to include academic support topics (e.g., literacy development at home, navigating high school graduation requirements, college access).
- Continued development of the TEACH Leadership Committee to include families from underrepresented groups and ensure their input helps shape instructional and intervention strategies.
- Use of bilingual communication tools and translated materials to make academic data and guidance more accessible to families whose primary language is not English.

By integrating these strategies, TEACH aims to foster deeper partnerships that go beyond communication and extend into collaborative planning for student growth, particularly among families who have historically been less represented in academic conversations.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	2
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	2
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	2
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	2

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

Based on the analysis of educational partner input and local data, TEACH has demonstrated early but promising progress in seeking and integrating family input into school and district decision-making. Currently rated at Level 2 (Beginning Development) in this area, TEACH has shown strength in expanding participation in advisory structures such as ELAC (English Learner Advisory Committee) and the School Site Council (SSC). These groups have begun playing a more active role in shaping school priorities, reviewing budgets, and advising on instructional programs.

A notable step forward this year was the creation of the TEACH Leadership Committee, which has increased opportunities for families to contribute to decisions—particularly around school wellness initiatives. By creating structured spaces for dialogue, TEACH is beginning to shift from one-way communication to more collaborative planning with families.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

The primary focus area for growth lies in broadening and diversifying family participation in decision-making processes, especially for underrepresented and historically marginalized families. TEACH recognizes the need to move beyond formal advisory groups and explore less formal, more culturally responsive formats—such as community circles, focus groups, and facilitated dialogues—that allow a wider range of families to share feedback.

Another key area for improvement is to close the feedback loop. Families need to see clearly how their input has influenced policy, programming, or resource allocation. TEACH also aims to improve staff capacity to facilitate participatory processes through training in inclusive facilitation and shared leadership models.

Additionally, there is an opportunity to integrate parent input more directly into instructional decision-making and strategic planning, not just in compliance-oriented committees.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

To better engage underrepresented families in decision-making, TEACH is committed to implementing the following strategies in the upcoming academic year:

- Expanding outreach efforts (e.g., personalized invitations, language-accessible materials, and child care at meetings) to ensure broader parent representation in key decision-making bodies.
- Building out the TEACH Leadership Committee to serve as a more inclusive, representative platform for family voice, with intentional recruitment of families from underrepresented communities.
- Partnering with community-based organizations to host co-facilitated listening sessions and feedback forums in families' home languages, focusing on school climate, academic priorities, and student supports.
- Offering parent leadership development opportunities to empower underrepresented families with the tools and confidence to participate meaningfully in school governance and planning.

These approaches aim to embed equity in the decision-making process by ensuring that all families—not just the most involved—have a voice in shaping the educational experience at TEACH.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction
LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and

- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

TEACH administered its annual local climate survey in Spring 2025 to students across all grade spans (elementary, middle, and high school). The survey captured student perceptions of safety, connectedness, and support systems, with results disaggregated by student group, including English Learners (ELs).

Key survey findings include:
- High School:
- 59% of students reported feeling safe.
- Only 50% of English Learners expressed feeling safe, indicating a safety perception gap.
- Middle School:
- Low participation overall, but among those who responded, only 42% reported feeling safe.
- Among English Learners, this dropped further to 36%.
- Elementary School:
- 51% of students reported feeling safe, with no significant deviations by subgroup.

In addition to survey data, qualitative insights were gathered through ELAC, SSC, and Leadership Committee meetings, as well as feedback from behavioral health partners such as AADAP and the Los Angeles County Department of Mental Health.

These data points provide critical context for understanding areas of student need and identifying trends in school climate across grade levels and student groups.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Analysis of the 2024–2025 climate data revealed the following key takeaways:

Strengths:

- High School Progress: Student perceptions of safety at the high school level improved slightly over the prior year, and new student-led supports like Peace Circles have emerged as proactive, restorative approaches to managing bullying and social media-related conflicts.
- Elementary Stability: While overall safety perceptions were moderate (51%), there was no significant disparity among student subgroups, suggesting a more equitable student experience in the elementary grades.

Identified Needs:

- Middle School Concerns: Middle school data surfaced a critical need for improvement. Only 42% of students—and just 36% of English Learners—felt safe, indicating both a low sense of security and a concerning equity gap.
- English Learner Experiences: Across multiple grade levels, English Learners consistently reported lower perceptions of safety, indicating a need for more culturally and linguistically responsive safety supports.
- Behavioral Support Structures: Feedback from both students and staff highlighted a need for clearer behavior expectations and consistent implementation of positive behavior supports, particularly at the middle school level.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

In response to these findings, TEACH has initiated and will continue to implement the following targeted improvements for the 2025–2026 academic year:

1. High School:
   - Launch of Peace Circles, a student-driven restorative practice aimed at addressing bullying, conflict resolution, and online/social media issues.
   - Integration of SEL (Social-Emotional Learning) tools to strengthen student-staff trust and safety perceptions.

2. Middle and Elementary Schools:
   - Counselors are participating in professional development focused on implementing positive behavior support strategies that align with trauma-informed and equity-centered approaches.
   - Assistant Principals are coaching teachers to ensure clear, consistent, and inclusive behavioral expectations and classroom routines.

3. Systemwide:
   - Increased outreach to English Learner families through translated resources and participation in site-based decision-making committees (e.g., ELAC), ensuring their voices inform school safety and climate strategies.
   - Monitoring of climate metrics disaggregated by subgroup, with biannual check-ins to track progress and adjust strategies based on student feedback.
   - Continuation and expansion of community-based partnerships (e.g., AADAP) that provide behavioral supports and wellness resources, particularly at sites with identified needs.

These coordinated actions are designed not only to address disparities in perceptions of safety, but also to build a school climate rooted in belonging, structure, and restorative culture.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

TEACH uses a range of locally selected tools to monitor student access to and enrollment in a broad course of study across grade spans and subgroups. These include:

- Master schedule reviews and course enrollment data (disaggregated by subgroup, including English Learners and students with exceptional needs).
- Diagnostic and formative assessments (iReady, SmartyAnts, NWEA MAP, IAB) to identify academic gaps and ensure students are placed appropriately.
- Individualized Education Program (IEP) reviews to track course access for students with exceptional needs.
- Teacher and counselor input during grade-level team meetings.
- Tracking of A-G completion, AP course enrollment, and progress toward graduation.

These tools help ensure access is monitored not just for enrollment, but for quality and alignment with college and career readiness goals.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

TEACH provides students with access to a broad course of study across all grade spans. In elementary and middle school, core instruction is supplemented by formative assessments to guide interventions and enrichments. Use of tools like iReady and SmartyAnts supports individualized learning paths. At the elementary level, teacher “looping” provides continuity and targeted remediation, which helps address learning gaps over time.

At the high school level, AP Spanish remains a strong program, and efforts are underway to expand access to advanced math courses, including AP Statistics and AP Calculus, supported by ability-grouped math pathways.

Across sites, access to electives and enrichment is generally equitable, though smaller campuses may face more scheduling limitations. Still, TEACH’s longitudinal K–12 model—serving students continuously across grade spans (85%+ retention)—supports a long-term strategy for scaffolding students into more advanced coursework.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

Key barriers include:

- Foundational academic gaps in early and middle grades that limit student readiness for high school advanced coursework.
- Limited staff capacity at smaller campuses to offer a wide range of electives or specialty courses.
- Scheduling conflicts for students receiving ELD or SPED services, which can reduce access to enrichment and advanced options.
- Need for more targeted pathways in STEM and AP subjects, requiring long-term academic preparation beginning in lower grades.

These barriers are particularly relevant to students with exceptional needs and English Learners, who may be

overrepresented in intervention courses that compete with elective time.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

To ensure broader and more equitable access, TEACH is implementing the following actions:

- Expanding math placement pathways at the middle and high school levels to prepare more students—especially historically underserved ones—for AP coursework.
- Continuing use of diagnostic and formative assessments to identify and close learning gaps earlier in the academic pipeline.
- Scaling teacher "looping" in elementary to promote instructional continuity and student growth.
- Enhancing professional development on equitable placement and course access, particularly in STEM.
- Long-term: Strategic course alignment across K–12 to increase the number of students eligible for rigorous coursework by high school, supported by TEACH's stable K–12 enrollment model.

These steps position TEACH to gradually but effectively expand access to advanced academic opportunities while maintaining strong support for foundational learning.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					

Coordinating Instruction	1	2	3	4	5
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					

Coordinating Services	1	2	3	4	5
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					

Coordinating Services	1	2	3	4	5
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					

2025-26 Local Performance Indicator Self-Reflection

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

Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2024-2025	10	6	0	3	0	1	0	0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)
In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

At TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary, the implementation of California State Academic Standards is driven by a strategic focus on early literacy, numeracy, and equity-centered instruction. The school leverages comprehensive, standards-aligned tools that were selected collaboratively by school leaders, teachers, and families, with an emphasis on long-term readiness and academic coherence across the K–12 continuum.

Locally Selected Tools by Content Area:

- English Language Arts (ELA – Common Core):

TEACH Elementary uses McGraw-Hill Wonders, a robust, Common Core-aligned curriculum supporting foundational literacy, comprehension, writing, and language development. Wonders enables small-group instruction, differentiation, and integrated assessments.

- English Language Development (ELD):

English Learners receive both designated and integrated ELD instruction through Wonders' ELD resources, aligned to the ELA/ELD Framework. Instruction is scaffolded based on ELPAC proficiency levels and monitored via classroom assessments.

- Mathematics (Common Core):

McGraw-Hill Math is the core curriculum, emphasizing concept development and problem-solving aligned to the Common Core. Student progress is tracked using iReady Math diagnostics, providing teachers with individualized growth data.

- Next Generation Science Standards (NGSS):

Science instruction is supported by McGraw-Hill's NGSS-aligned curriculum, which emphasizes hands-on inquiry, cross-cutting concepts, and real-world application of scientific principles.

- History-Social Science:

The school uses McGraw-Hill's History-Social Science materials, designed around the CA History-Social Science Framework. Students explore community, civics, and historical narratives through age-appropriate content and primary sources.

- Health Education:

Health instruction follows the California Health Education Standards, integrated into science, physical education, and advisory activities with a focus on safety, wellness, and emotional regulation.

- Physical Education (PE):

Standards-based PE instruction is delivered weekly, aligned with the CA Physical Education Model Content Standards, promoting physical fitness, cooperation, and motor skill development.

- Visual and Performing Arts (VAPA):

Though a formal VAPA curriculum is not adopted, the school provides rotating enrichment blocks and project-based instruction aligned with the CA Arts Standards, especially in visual art and music.

- World Language:

World language is not currently a formal program at the elementary level, but the school incorporates cultural awareness and bilingual exposure through schoolwide events and classroom activities.

Rationale and Progress:

TEACH Preparatory selected these tools to ensure alignment with the California standards, support inclusive instructional practices, and provide continuity for students across the TEACH K–12 system. The adoption process involved meaningful input from educators and families, ensuring responsiveness to the school's unique context.

Student learning is monitored through iReady Reading and Math, SmartyAnts (TK–2 literacy), and teacher-developed formative assessments. Teachers use data from these tools to guide instructional planning, target interventions, and personalize learning for all students.

A key feature of the school's model is teacher "looping," where students have the same teacher for two consecutive years. This supports relationship-building, instructional consistency, and tailored academic support over time.

With over 85% of students continuing through the TEACH K–12 pathway, TEACH Preparatory plays a foundational role in equipping students with the skills, habits, and knowledge required to thrive academically in middle school and beyond—all firmly rooted in California's adopted academic standards.

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

   Rating Scale (lowest to highest):
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					
ELD (Aligned to ELA Standards)					
Mathematics – Common Core State Standards for Mathematics					
Next Generation Science Standards					
History-Social Science					

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5	N/A
Career Technical Education						N/A
Health Education Content Standards				4		
Physical Education Model Content Standards				4		
Visual and Performing Arts				4		
World Language						N/A

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				4	
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered			3		

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

At TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary, implementation of state-adopted academic standards is strengthened by intentional strategies that support instructional continuity, early intervention, and data-driven decision-making. A key feature is teacher "looping," which allows educators to remain with students for two consecutive years—deepening relationships and ensuring consistent application of standards-aligned instruction.

Progress monitoring is supported through iReady Reading and Math, SmartyAnts for early literacy, and classroom-based formative assessments. Teachers meet regularly in PLCs to review data and adjust instruction aligned with the Common Core, NGSS, and CA History-Social Science Frameworks.

Designated and integrated ELD instruction is delivered using McGraw-Hill's Wonders, with scaffolds aligned to the ELA/ELD Framework. Health and PE instruction follow California content standards and are embedded in weekly instruction and advisory blocks. Though formal VAPA and World Language curricula are in development, the school incorporates arts integration and cultural literacy through enrichment and community-based events, ensuring students experience a broad, standards-based education.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

   1 – Exploration and Research
   2 – Beginning Development
   3 – Initial Implementation
   4 – Full Implementation
   5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	4
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	4
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	4

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Based on the analysis of educational partner input and local data, TEACH continues to demonstrate strong performance in building relationships between school staff and families, achieving a Level 4 (Full Implementation) rating. Multiple strategies have been employed across school sites to ensure consistent, authentic engagement.

These include Coffee with the Principal, ELAC, School Site Council (SSC) meetings, and celebratory events that bring families into the school community.

A major highlight from this academic year is the parent-led educational workshops. Through a partnership with the Los Angeles County Department of Mental Health under the PALs Program, TEACH trained parents who then led workshops for other families, significantly deepening peer-to-peer engagement. Additionally, the Department of Mental Health offered Wellness classes in both English and Spanish, providing targeted parenting strategies that supported families throughout the year. These efforts reflect a model of shared leadership and culturally responsive engagement that strengthens trust and collaboration between home and school.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

While TEACH is fully implementing strong relationship-building practices, a key focus area is the deepening of family engagement in collaborative decision-making, especially in wellness and mental health initiatives. This year, TEACH launched a Leadership Committee that includes parents as active participants in shaping school priorities. This structure provides families with a formal avenue to contribute insights—particularly on wellness programming—and lays a foundation for growing this role in the upcoming academic year.

Additionally, TEACH aims to expand outreach to families less represented in school events through personalized engagement (e.g., home visits), and to build on existing success by enhancing leadership training and peer facilitation models for parent engagement.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

To improve engagement of underrepresented families, TEACH is taking intentional steps that include:

- Home Visits to reach families who may face barriers to attending school-based events.
- Parent-Led Workshops supported by external partners like the Los Angeles County Department of Mental Health, allowing families to receive support from peers in a culturally affirming and accessible setting.
- Ongoing Wellness Workshops delivered in English and Spanish, making mental health resources and parenting strategies more inclusive and practical.
- Growth of the TEACH Leadership Committee, ensuring underrepresented voices shape decisions—especially around school climate and student wellness.

These strategies ensure that family engagement is not only frequent but inclusive and equitable.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	4
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	4
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	4
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	3

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

Based on educational partner input and local data, TEACH has made significant progress in building partnerships that support student outcomes and is currently rated at Level 3 (Initial Implementation) in this domain. Key strengths include the establishment of family-facing academic supports and the inclusion of families in grade-level planning and academic goal-setting.

One highlight this academic year is TEACH's partnership with the Los Angeles County Department of Mental Health, which, through the PALs Program, supported families not just in wellness but also in parenting strategies that positively influence student success. Additionally, workshops focused on mental health and wellness—delivered in English and Spanish—created an environment where families could better support students' emotional and academic development at home. These programs reflect TEACH's commitment to equipping families with practical tools and knowledge that influence positive student outcomes.

Moreover, TEACH has built a Leadership Committee that integrates family voice into broader conversations about student achievement and school priorities. These structures represent foundational progress in creating sustained, two-way partnerships between families and staff.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

While strong steps have been taken, TEACH recognizes the need to build educator capacity for family partnership and to further institutionalize systems that link family engagement directly to academic growth. A priority focus is to provide professional development for staff on best practices for partnering with families—especially in ways that are culturally affirming and strength-based.

TEACH also aims to strengthen family access to academic data and student performance insights, ensuring that parents and guardians can understand and act on key indicators of student success. In particular, the goal is to expand workshops and parent engagement activities beyond wellness topics to include literacy, math support, and college/career readiness, tailored to different grade spans.

Another important growth area is to embed family engagement into MTSS (Multi-Tiered Systems of Support) frameworks so that families are recognized as essential partners in both academic intervention and enrichment.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

To improve the engagement of underrepresented families specifically in support of student outcomes, TEACH will implement several strategies in 2024–2025:

- Targeted Outreach and Home Visits for families not currently participating in school-based academic events.
- Expansion of parent education workshops to include academic support topics (e.g., literacy development at home, navigating high school graduation requirements, college access).
- Continued development of the TEACH Leadership Committee to include families from underrepresented groups and ensure their input helps shape instructional and intervention strategies.
- Use of bilingual communication tools and translated materials to make academic data and guidance more accessible to families whose primary language is not English.

By integrating these strategies, TEACH aims to foster deeper partnerships that go beyond communication and extend into collaborative planning for student growth, particularly among families who have historically been less represented in academic conversations.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	2
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	2
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	2
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	2

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

Based on the analysis of educational partner input and local data, TEACH has demonstrated early but promising progress in seeking and integrating family input into school and district decision-making. Currently rated at Level 2 (Beginning Development) in this area, TEACH has shown strength in expanding participation in advisory structures such as ELAC (English Learner Advisory Committee) and the School Site Council (SSC). These groups have begun playing a more active role in shaping school priorities, reviewing budgets, and advising on instructional programs.

A notable step forward this year was the creation of the TEACH Leadership Committee, which has increased opportunities for families to contribute to decisions—particularly around school wellness initiatives. By creating structured spaces for dialogue, TEACH is beginning to shift from one-way communication to more collaborative planning with families.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

The primary focus area for growth lies in broadening and diversifying family participation in decision-making processes, especially for underrepresented and historically marginalized families. TEACH recognizes the need to move beyond formal advisory groups and explore less formal, more culturally responsive formats—such as community circles, focus groups, and facilitated dialogues—that allow a wider range of families to share feedback.

Another key area for improvement is to close the feedback loop. Families need to see clearly how their input has influenced policy, programming, or resource allocation. TEACH also aims to improve staff capacity to facilitate participatory processes through training in inclusive facilitation and shared leadership models.

Additionally, there is an opportunity to integrate parent input more directly into instructional decision-making and strategic planning, not just in compliance-oriented committees.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

To better engage underrepresented families in decision-making, TEACH is committed to implementing the following strategies in the upcoming academic year:

- Expanding outreach efforts (e.g., personalized invitations, language-accessible materials, and child care at meetings) to ensure broader parent representation in key decision-making bodies.
- Building out the TEACH Leadership Committee to serve as a more inclusive, representative platform for family voice, with intentional recruitment of families from underrepresented communities.
- Partnering with community-based organizations to host co-facilitated listening sessions and feedback forums in families' home languages, focusing on school climate, academic priorities, and student supports.
- Offering parent leadership development opportunities to empower underrepresented families with the tools and confidence to participate meaningfully in school governance and planning.

These approaches aim to embed equity in the decision-making process by ensuring that all families—not just the most involved—have a voice in shaping the educational experience at TEACH.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction
LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and

- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

TEACH administered its annual local climate survey in Spring 2025 to students across all grade spans (elementary, middle, and high school). The survey captured student perceptions of safety, connectedness, and support systems, with results disaggregated by student group, including English Learners (ELs).

Key survey findings include:
- High School:
- 59% of students reported feeling safe.
- Only 50% of English Learners expressed feeling safe, indicating a safety perception gap.
- Middle School:
- Low participation overall, but among those who responded, only 42% reported feeling safe.
- Among English Learners, this dropped further to 36%.
- Elementary School:
- 51% of students reported feeling safe, with no significant deviations by subgroup.

In addition to survey data, qualitative insights were gathered through ELAC, SSC, and Leadership Committee meetings, as well as feedback from behavioral health partners such as AADAP and the Los Angeles County Department of Mental Health.

These data points provide critical context for understanding areas of student need and identifying trends in school climate across grade levels and student groups.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Analysis of the 2024–2025 climate data revealed the following key takeaways:

Strengths:

- High School Progress: Student perceptions of safety at the high school level improved slightly over the prior year, and new student-led supports like Peace Circles have emerged as proactive, restorative approaches to managing bullying and social media-related conflicts.
- Elementary Stability: While overall safety perceptions were moderate (51%), there was no significant disparity among student subgroups, suggesting a more equitable student experience in the elementary grades.

Identified Needs:

- Middle School Concerns: Middle school data surfaced a critical need for improvement. Only 42% of students—and just 36% of English Learners—felt safe, indicating both a low sense of security and a concerning equity gap.
- English Learner Experiences: Across multiple grade levels, English Learners consistently reported lower perceptions of safety, indicating a need for more culturally and linguistically responsive safety supports.
- Behavioral Support Structures: Feedback from both students and staff highlighted a need for clearer behavior expectations and consistent implementation of positive behavior supports, particularly at the middle school level.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

In response to these findings, TEACH has initiated and will continue to implement the following targeted improvements for the 2025–2026 academic year:

1. High School:
   - Launch of Peace Circles, a student-driven restorative practice aimed at addressing bullying, conflict resolution, and online/social media issues.
   - Integration of SEL (Social-Emotional Learning) tools to strengthen student-staff trust and safety perceptions.

2. Middle and Elementary Schools:
   - Counselors are participating in professional development focused on implementing positive behavior support strategies that align with trauma-informed and equity-centered approaches.
   - Assistant Principals are coaching teachers to ensure clear, consistent, and inclusive behavioral expectations and classroom routines.

3. Systemwide:
   - Increased outreach to English Learner families through translated resources and participation in site-based decision-making committees (e.g., ELAC), ensuring their voices inform school safety and climate strategies.
   - Monitoring of climate metrics disaggregated by subgroup, with biannual check-ins to track progress and adjust strategies based on student feedback.
   - Continuation and expansion of community-based partnerships (e.g., AADAP) that provide behavioral supports and wellness resources, particularly at sites with identified needs.

These coordinated actions are designed not only to address disparities in perceptions of safety, but also to build a school climate rooted in belonging, structure, and restorative culture.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

TEACH uses a range of locally selected tools to monitor student access to and enrollment in a broad course of study across grade spans and subgroups. These include:
- Master schedule reviews and course enrollment data (disaggregated by subgroup, including English Learners and students with exceptional needs).
- Diagnostic and formative assessments (iReady, SmartyAnts, NWEA MAP, IAB) to identify academic gaps and ensure students are placed appropriately.
- Individualized Education Program (IEP) reviews to track course access for students with exceptional needs.
- Teacher and counselor input during grade-level team meetings.
- Tracking of A-G completion, AP course enrollment, and progress toward graduation.

These tools help ensure access is monitored not just for enrollment, but for quality and alignment with college and career readiness goals.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

TEACH provides students with access to a broad course of study across all grade spans. In elementary and middle school, core instruction is supplemented by formative assessments to guide interventions and enrichments. Use of tools like iReady and SmartyAnts supports individualized learning paths. At the elementary level, teacher “looping” provides continuity and targeted remediation, which helps address learning gaps over time.

At the high school level, AP Spanish remains a strong program, and efforts are underway to expand access to advanced math courses, including AP Statistics and AP Calculus, supported by ability-grouped math pathways.

Across sites, access to electives and enrichment is generally equitable, though smaller campuses may face more scheduling limitations. Still, TEACH’s longitudinal K–12 model—serving students continuously across grade spans (85%+ retention)—supports a long-term strategy for scaffolding students into more advanced coursework.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

Key barriers include:

- Foundational academic gaps in early and middle grades that limit student readiness for high school advanced coursework.
- Limited staff capacity at smaller campuses to offer a wide range of electives or specialty courses.
- Scheduling conflicts for students receiving ELD or SPED services, which can reduce access to enrichment and advanced options.
- Need for more targeted pathways in STEM and AP subjects, requiring long-term academic preparation beginning in lower grades.

These barriers are particularly relevant to students with exceptional needs and English Learners, who may be overrepresented in intervention courses that compete with elective time.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

To ensure broader and more equitable access, TEACH is implementing the following actions:

- Expanding math placement pathways at the middle and high school levels to prepare more students—especially historically underserved ones—for AP coursework.
- Continuing use of diagnostic and formative assessments to identify and close learning gaps earlier in the academic pipeline.
- Scaling teacher “looping” in elementary to promote instructional continuity and student growth.
- Enhancing professional development on equitable placement and course access, particularly in STEM.
- Long-term: Strategic course alignment across K–12 to increase the number of students eligible for rigorous coursework by high school, supported by TEACH’s stable K–12 enrollment model.

These steps position TEACH to gradually but effectively expand access to advanced academic opportunities while maintaining strong support for foundational learning.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					

Coordinating Services	1	2	3	4	5
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					

2025-26 Local Performance Indicator Self-Reflection

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

Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.

- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and

- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2024-2025	22	14	1	6	0	2	0	0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)
In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

At TEACH Academy of Technologies, our middle school, the implementation of California State Academic Standards is guided by a focused commitment to academic rigor, instructional coherence, and equitable access for all student groups. Locally selected curriculum and assessment tools have been adopted based on educator, leader, and family input, with an emphasis on long-term student success and seamless transitions into high school.

Locally Selected Tools by Content Area:

- English Language Arts (ELA – Common Core):

TEACH uses McGraw-Hill StudySync, a digital and print hybrid curriculum that offers complex texts, writing tasks, and skill development aligned to the Common Core. StudySync also allows teachers to differentiate instruction and engage students in collaborative and independent learning.

- English Language Development (ELD):

For English Learners, StudySync's ELD modules support designated and integrated instruction. Teachers use ELPAC results and formative tasks to tailor instruction and accelerate language acquisition.

- Mathematics (Common Core):

Students receive instruction through a combination of McGraw-Hill Math and CPM (College Preparatory Mathematics). This dual approach supports conceptual understanding, mathematical discourse, and strategic problem solving. Students are placed in ability-grouped pathways to support readiness for Algebra I by grade 8.

- Next Generation Science Standards (NGSS):

The science program is built on McGraw-Hill's NGSS-aligned curriculum, which incorporates three-dimensional learning, inquiry labs, and real-world application of scientific practices. Teachers participate in ongoing professional learning to strengthen NGSS integration.

- History-Social Science:

Students engage with McGraw-Hill's History-Social Science materials aligned to the CA Framework. Instruction emphasizes historical thinking, source analysis, and integrated writing tasks that align with both content and ELA standards.

- World Language:

Middle school students study Spanish using Vista Higher Learning's Encuentros (©2022), which supports proficiency in reading, writing, speaking, and listening, aligned with California's World Language Standards.

- Health and Physical Education:

Health topics are addressed through advisory and integrated units focused on wellness, mental health, and nutrition. PE instruction is aligned with the CA Model Content Standards, ensuring students engage in physical fitness and skills development.

Rationale and Progress:

TEACH Academy of Technologies selected these tools for their proven effectiveness in schools serving similar student populations, and for their ability to support differentiation, skill scaffolding, and standards-aligned assessment. Instruction is monitored through lesson observations, collaborative planning, and student data analysis using iReady, NWEA MAP, and CAASPP Interim Assessment Blocks (IABs).

Teachers regularly use this data to adjust instruction and address learning gaps, particularly for English Learners, students with disabilities, and socioeconomically disadvantaged students. Instructional leaders support implementation through pacing guides, professional learning communities, and coaching cycles.

TEACH Academy's long-term goal is to build strong foundational knowledge in middle school that enables greater access to advanced coursework in high school. With over 85% of TEACH students continuing into the high school academy, this vertically aligned model ensures sustained academic progress anchored in the California State Standards.

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

   Rating Scale (lowest to highest):
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards			3		
History-Social Science			3		

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5	N/A
Career Technical Education						N/A
Health Education Content Standards			3			
Physical Education Model Content Standards			3			
Visual and Performing Arts			3			
World Language				4		

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole			3		
Identifying the professional learning needs of individual teachers			3		
Providing support for teachers on the standards they have not yet mastered			3		

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

   1 – Exploration and Research
   2 – Beginning Development
   3 – Initial Implementation
   4 – Full Implementation
   5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	4
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	4
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	4

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Based on the analysis of educational partner input and local data, TEACH continues to demonstrate strong performance in building relationships between school staff and families, achieving a Level 4 (Full Implementation) rating. Multiple strategies have been employed across school sites to ensure consistent, authentic engagement. These include Coffee with the Principal, ELAC, School Site Council (SSC) meetings, and celebratory events that bring families into the school community.

A major highlight from this academic year is the parent-led educational workshops. Through a partnership with the Los Angeles County Department of Mental Health under the PALs Program, TEACH trained parents who then led workshops for other families, significantly deepening peer-to-peer engagement. Additionally, the Department of Mental Health offered Wellness classes in both English and Spanish, providing targeted parenting strategies that supported families throughout the year. These efforts reflect a model of shared leadership and culturally responsive engagement that strengthens trust and collaboration between home and school.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

While TEACH is fully implementing strong relationship-building practices, a key focus area is the deepening of family engagement in collaborative decision-making, especially in wellness and mental health initiatives. This year, TEACH launched a Leadership Committee that includes parents as active participants in shaping school priorities. This structure provides families with a formal avenue to contribute insights—particularly on wellness programming—and lays a foundation for growing this role in the upcoming academic year.

Additionally, TEACH aims to expand outreach to families less represented in school events through personalized engagement (e.g., home visits), and to build on existing success by enhancing leadership training and peer facilitation models for parent engagement.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

To improve engagement of underrepresented families, TEACH is taking intentional steps that include:

- Home Visits to reach families who may face barriers to attending school-based events.
- Parent-Led Workshops supported by external partners like the Los Angeles County Department of Mental Health, allowing families to receive support from peers in a culturally affirming and accessible setting.
- Ongoing Wellness Workshops delivered in English and Spanish, making mental health resources and parenting strategies more inclusive and practical.
- Growth of the TEACH Leadership Committee, ensuring underrepresented voices shape decisions—especially around school climate and student wellness.

These strategies ensure that family engagement is not only frequent but inclusive and equitable.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	4
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	4
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	4
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	4

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

Based on educational partner input and local data, TEACH has made significant progress in building partnerships that support student outcomes and is currently rated at Level 3 (Initial Implementation) in this domain. Key strengths include the establishment of family-facing academic supports and the inclusion of families in grade-level planning and academic goal-setting.

One highlight this academic year is TEACH's partnership with the Los Angeles County Department of Mental Health, which, through the PALs Program, supported families not just in wellness but also in parenting strategies that positively influence student success. Additionally, workshops focused on mental health and wellness—delivered in English and Spanish—created an environment where families could better support students' emotional and academic development at home. These programs reflect TEACH's commitment to equipping families with practical tools and knowledge that influence positive student outcomes.

Moreover, TEACH has built a Leadership Committee that integrates family voice into broader conversations about student achievement and school priorities. These structures represent foundational progress in creating sustained, two-way partnerships between families and staff.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

While strong steps have been taken, TEACH recognizes the need to build educator capacity for family partnership and to further institutionalize systems that link family engagement directly to academic growth. A priority focus is to provide professional development for staff on best practices for partnering with families—especially in ways that are culturally affirming and strength-based.

TEACH also aims to strengthen family access to academic data and student performance insights, ensuring that parents and guardians can understand and act on key indicators of student success. In particular, the goal is to expand workshops and parent engagement activities beyond wellness topics to include literacy, math support, and college/career readiness, tailored to different grade spans.

Another important growth area is to embed family engagement into MTSS (Multi-Tiered Systems of Support) frameworks so that families are recognized as essential partners in both academic intervention and enrichment.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

To improve the engagement of underrepresented families specifically in support of student outcomes, TEACH will implement several strategies in 2024–2025:

- Targeted Outreach and Home Visits for families not currently participating in school-based academic events.
- Expansion of parent education workshops to include academic support topics (e.g., literacy development at home, navigating high school graduation requirements, college access).
- Continued development of the TEACH Leadership Committee to include families from underrepresented groups and ensure their input helps shape instructional and intervention strategies.
- Use of bilingual communication tools and translated materials to make academic data and guidance more accessible to families whose primary language is not English.

By integrating these strategies, TEACH aims to foster deeper partnerships that go beyond communication and extend into collaborative planning for student growth, particularly among families who have historically been less represented in academic conversations.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	2
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	2
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	2
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	2

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

Based on the analysis of educational partner input and local data, TEACH has demonstrated early but promising progress in seeking and integrating family input into school and district decision-making. Currently rated at Level 2 (Beginning Development) in this area, TEACH has shown strength in expanding participation in advisory structures such as ELAC (English Learner Advisory Committee) and the School Site Council (SSC). These groups have begun playing a more active role in shaping school priorities, reviewing budgets, and advising on instructional programs.

A notable step forward this year was the creation of the TEACH Leadership Committee, which has increased opportunities for families to contribute to decisions—particularly around school wellness initiatives. By creating structured spaces for dialogue, TEACH is beginning to shift from one-way communication to more collaborative planning with families.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

The primary focus area for growth lies in broadening and diversifying family participation in decision-making processes, especially for underrepresented and historically marginalized families. TEACH recognizes the need to move beyond formal advisory groups and explore less formal, more culturally responsive formats—such as community circles, focus groups, and facilitated dialogues—that allow a wider range of families to share feedback.

Another key area for improvement is to close the feedback loop. Families need to see clearly how their input has influenced policy, programming, or resource allocation. TEACH also aims to improve staff capacity to facilitate participatory processes through training in inclusive facilitation and shared leadership models.

Additionally, there is an opportunity to integrate parent input more directly into instructional decision-making and strategic planning, not just in compliance-oriented committees.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

To better engage underrepresented families in decision-making, TEACH is committed to implementing the following strategies in the upcoming academic year:

- Expanding outreach efforts (e.g., personalized invitations, language-accessible materials, and child care at meetings) to ensure broader parent representation in key decision-making bodies.
- Building out the TEACH Leadership Committee to serve as a more inclusive, representative platform for family voice, with intentional recruitment of families from underrepresented communities.
- Partnering with community-based organizations to host co-facilitated listening sessions and feedback forums in families' home languages, focusing on school climate, academic priorities, and student supports.
- Offering parent leadership development opportunities to empower underrepresented families with the tools and confidence to participate meaningfully in school governance and planning.

These approaches aim to embed equity in the decision-making process by ensuring that all families—not just the most involved—have a voice in shaping the educational experience at TEACH.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and

- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

TEACH administered its annual local climate survey in Spring 2025 to students across all grade spans (elementary, middle, and high school). The survey captured student perceptions of safety, connectedness, and support systems, with results disaggregated by student group, including English Learners (ELs).

Key survey findings include:

- High School:
- 59% of students reported feeling safe.
- Only 50% of English Learners expressed feeling safe, indicating a safety perception gap.
- Middle School:
- Low participation overall, but among those who responded, only 42% reported feeling safe.
- Among English Learners, this dropped further to 36%.
- Elementary School:
- 51% of students reported feeling safe, with no significant deviations by subgroup.

In addition to survey data, qualitative insights were gathered through ELAC, SSC, and Leadership Committee meetings, as well as feedback from behavioral health partners such as AADAP and the Los Angeles County Department of Mental Health.

These data points provide critical context for understanding areas of student need and identifying trends in school climate across grade levels and student groups.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Analysis of the 2024–2025 climate data revealed the following key takeaways:

Strengths:

- High School Progress: Student perceptions of safety at the high school level improved slightly over the prior year, and new student-led supports like Peace Circles have emerged as proactive, restorative approaches to managing bullying and social media-related conflicts.
- Elementary Stability: While overall safety perceptions were moderate (51%), there was no significant disparity among student subgroups, suggesting a more equitable student experience in the elementary grades.

Identified Needs:

- Middle School Concerns: Middle school data surfaced a critical need for improvement. Only 42% of students—and just 36% of English Learners—felt safe, indicating both a low sense of security and a concerning equity gap.
- English Learner Experiences: Across multiple grade levels, English Learners consistently reported lower perceptions of safety, indicating a need for more culturally and linguistically responsive safety supports.
- Behavioral Support Structures: Feedback from both students and staff highlighted a need for clearer behavior expectations and consistent implementation of positive behavior supports, particularly at the middle school level.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

In response to these findings, TEACH has initiated and will continue to implement the following targeted improvements for the 2025–2026 academic year:

1. High School:
   - Launch of Peace Circles, a student-driven restorative practice aimed at addressing bullying, conflict resolution, and online/social media issues.
   - Integration of SEL (Social-Emotional Learning) tools to strengthen student-staff trust and safety perceptions.

2. Middle and Elementary Schools:
   - Counselors are participating in professional development focused on implementing positive behavior support strategies that align with trauma-informed and equity-centered approaches.
   - Assistant Principals are coaching teachers to ensure clear, consistent, and inclusive behavioral expectations and classroom routines.

3. Systemwide:
   - Increased outreach to English Learner families through translated resources and participation in site-based decision-making committees (e.g., ELAC), ensuring their voices inform school safety and climate strategies.
   - Monitoring of climate metrics disaggregated by subgroup, with biannual check-ins to track progress and adjust strategies based on student feedback.
   - Continuation and expansion of community-based partnerships (e.g., AADAP) that provide behavioral supports and wellness resources, particularly at sites with identified needs.

These coordinated actions are designed not only to address disparities in perceptions of safety, but also to build a school climate rooted in belonging, structure, and restorative culture.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

TEACH uses a range of locally selected tools to monitor student access to and enrollment in a broad course of study across grade spans and subgroups. These include:
- Master schedule reviews and course enrollment data (disaggregated by subgroup, including English Learners and students with exceptional needs).
- Diagnostic and formative assessments (iReady, SmartyAnts, NWEA MAP, IAB) to identify academic gaps and ensure students are placed appropriately.
- Individualized Education Program (IEP) reviews to track course access for students with exceptional needs.
- Teacher and counselor input during grade-level team meetings.
- Tracking of A-G completion, AP course enrollment, and progress toward graduation.

These tools help ensure access is monitored not just for enrollment, but for quality and alignment with college and career readiness goals.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

TEACH provides students with access to a broad course of study across all grade spans. In elementary and middle school, core instruction is supplemented by formative assessments to guide interventions and enrichments. Use of tools like iReady and SmartyAnts supports individualized learning paths. At the elementary level, teacher “looping” provides continuity and targeted remediation, which helps address learning gaps over time.

At the high school level, AP Spanish remains a strong program, and efforts are underway to expand access to advanced math courses, including AP Statistics and AP Calculus, supported by ability-grouped math pathways.

Across sites, access to electives and enrichment is generally equitable, though smaller campuses may face more scheduling limitations. Still, TEACH’s longitudinal K–12 model—serving students continuously across grade spans (85%+ retention)—supports a long-term strategy for scaffolding students into more advanced coursework.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

Key barriers include:

- Foundational academic gaps in early and middle grades that limit student readiness for high school advanced coursework.
- Limited staff capacity at smaller campuses to offer a wide range of electives or specialty courses.
- Scheduling conflicts for students receiving ELD or SPED services, which can reduce access to enrichment and advanced options.
- Need for more targeted pathways in STEM and AP subjects, requiring long-term academic preparation beginning in lower grades.

These barriers are particularly relevant to students with exceptional needs and English Learners, who may be overrepresented in intervention courses that compete with elective time.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

To ensure broader and more equitable access, TEACH is implementing the following actions:

- Expanding math placement pathways at the middle and high school levels to prepare more students—especially historically underserved ones—for AP coursework.
- Continuing use of diagnostic and formative assessments to identify and close learning gaps earlier in the academic pipeline.
- Scaling teacher “looping” in elementary to promote instructional continuity and student growth.
- Enhancing professional development on equitable placement and course access, particularly in STEM.
- Long-term: Strategic course alignment across K–12 to increase the number of students eligible for rigorous coursework by high school, supported by TEACH’s stable K–12 enrollment model.

These steps position TEACH to gradually but effectively expand access to advanced academic opportunities while maintaining strong support for foundational learning.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					

Coordinating Services	1	2	3	4	5
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					

Coversheet

Consideration of 2025–2026 CharterSAFE Insurance Membership Renewal

Section:	III. Items for Potential Action
Item:	I. Consideration of 2025–2026 CharterSAFE Insurance Membership Renewal
Purpose:	Vote
Submitted by:	
Related Material:	2025 Executive Report.pdf Teach Inc..1141.CharterSAFEProposal2526.05-27-2025.pdf

Executive Report
May 2025

20th CharterSAFE ANNIVERSARY
est. 2004
BE SAFE • FEEL SAFE

THE CHALLENGES FACING CALIFORNIA'S CHARTER SCHOOLS ARE EVOLVING

and so is CharterSAFE. As your trusted partner, we are leading the way with innovative risk solutions, forward-thinking protection, and services designed to help keep your focus where it belongs: on your students.



A MESSAGE FROM OUR CEO



Thuy Wong, MPH ARM-P
President & CEO

Each year, as I reflect on our work at CharterSAFE, I return to one foundational truth: protecting schools is about steward-guardianship. Stewardship of trust, partnership, and our desired impact to help our member schools have a safe and secure environment that promotes a focus on teaching, learning, and student outcomes.

And we continue to deliver on our promise of steward-guardianship. As risks grow more complex, the insurance market tightens, and legislation restricts, our focus remains clear: anticipate what's ahead and invest in what matters.

Your trust and partnership allowed us to innovate ways to continue obtaining quality insurance at protective limits. You've walked alongside us as we introduced new and relevant risk management services such as our HR Certification Program, our Risk Control Evaluations, PREVENT—our in-person childhood sexual assault prevention training, and more. Reciprocally, we walk alongside you in exploring new ways to ensure your schools are safe. We have created a captive insurance company whose sole membership is CharterSAFE to support our insurance availability efforts, and after the devastating LA fires in January 2025, we are exploring several proactive wildfire mitigation services to implement in this upcoming 2025-2026 year.

We've made strategic investments, strengthened our infrastructure, and taken bold steps to ensure that our members remain protected and supported despite external market changes. Thank you for the trust you place in us. We are proud to serve those who serve students.



Mission and Membership

As an insurance pooling JPA, CharterSAFE's mission is to serve as a steward-guardian of school safety by providing our charter school members with a strong understanding of school hazards and approach to risk management.

As a result, members will have a safe and secure environment that promotes a focus on teaching, learning, and student outcomes.

Safeguarding 829 school sites.

- Rural to urban communities
- Classroom-based to Flex-based
- Start-ups to large charter management organizations (CMOs)

Protecting **Schools.** Promoting **Safety.** Customizing **Insurance.**
California Charter Schools Joint Powers Authority • Not-for-Profit

Why a JPA?

CharterSAFE was built by and for California charter schools to protect what matters most—your students, staff, and school future. As a JPA, we harness the power of pooled coverage to offer broad protection, expert guidance, and no critical gaps—especially in areas like CSA, EPL, and Property, where other providers fall short. Risk pooling means schools handle safety, lawsuits, or coverage together, with experts managing complex rules and paperwork so members are supported before, during, and after a loss. Members also gain access to ready-to-use safety tools, HR support, and training that helps prevent problems before they happen. Backed by our own captive, CharterSAFE National, and 20 years of trusted partnership, we're more than just insurance—we're your safety ally, here before, during, and after the unexpected.

Beyond Insurance

New Initiatives for 2025: Raising the Bar on Member Protection

PREVENT Training Launch

CharterSAFE's P.R.E.V.E.N.T. Training is an in-person training experience designed to support charter school staff in:

- Recognizing potential signs of abuse
- Responding appropriately and lawfully
- Understanding mandated reporting responsibilities
- Strengthening staff-student boundary protocols

While no program can eliminate all risk, in-person training provides an engaging, scenario-based approach that enhances awareness and response readiness—making it a powerful component of your school's overall prevention strategy.

Wildfire Response Enhancement

CharterSAFE is exploring partnerships to enhance wildfire response capabilities for our members, focusing on proactive measures to complement local fire services. This initiative aims to provide specialized protection in high-risk zones, helping schools mitigate potential losses and ensure business continuity. Additionally, we are increasing site inspections with a specific focus on wildfire safety to further strengthen preparedness and resilience across our member schools.

> *"The potential cost is so large that it is comparable to the 9/11 terrorist attacks—one that totaled over $7 billion."*
>
> —Mike Fine, CEO of FCMAT, CA Senate Hearing, on the FCMAT report of the impact of AB 218, 3/13/25

2024-2025 Support Services

- **850+ Hours of Trainings/ Consultations/Member Visits**
- **15 Webinars**
- **133 HR Certifications**
- **STOPit / Crisis Risk / Cyber**
- **41 Risk Control Evaluations**



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MARKET UPDATE, PRIORITIES, and How You Can Make an Impact

Childhood Sexual Assault (CSA)

CSA claims pose an existential threat to charter schools. Since 2010, CharterSAFE and its reinsurers have paid or have reserved to pay over $45 million for CSA-related claims. These cases now account for 48% of total loss dollars—despite representing just 4% of claims.

How You Can Make an Impact

- Enforce a robust Staff/Student Interaction Policy
- Comply with Ed Code 44050—inform parents and post your policy online
- Foster a culture of vigilance and reporting
- All staff completing CharterSAFE's mandated reporter training in compliance with our MOC.
- Schedule our in-person PREVENT Training

Employment Practices Liability (EPL)

Employment-related claims—like wrongful termination or wage violations—are increasing sharply as funding declines. EPL claims now account for 14%+ of incurred losses and are among the fastest-growing areas of risk.

- Many EPL claims involve uninsurable penalties, such as back pay and fines
- Even one undetected wage/hour violation can cost hundreds of thousands of dollars

How You Can Make an Impact

- Complete CharterSAFE's HR Certification Program
- Maintain and distribute a current Employee Handbook
- Document all employment decisions and conversations
- Contact CharterSAFE HR for proactive support
- Train administrators on consistent HR procedures

Property

The rise in natural disasters and maintenance-related losses has insurers tightening coverage. An undervalued or mismanaged property portfolio can result in millions in uncovered losses.

- Improper HVAC restarts have led to system failures and mold claims exceeding $100,000
- Incomplete inventory lists can delay or limit claims payments during wildfires or theft

How You Can Make an Impact

- Maintain accurate property valuations and current equipment inventories
- Follow HVAC protocols—turn off, cover, clean before restarting
- Implement scheduled risk inspections
- Update CharterSAFE on major property purchases or changes so it is properly scheduled and covered
- Review leases for responsibility to insure

Financial Snapshot

Fiscal Year	20/21	21/22	22/23 Consolidated	23/24 Consolidated	24/25 Consolidated Projected
Operating Revenues:					
Member contributions	$ 35,419,395	$ 40,540,627	$ 47,798,002	$ 48,323,251	$ 57,585,000
Operating Expenses:					
Net claims expense	$ 4,774,351	$ 14,665,030	$ 24,196,058	$ 20,634,119	$ 27,501,000
Excess & reinsurance insurance premium	$ 14,311,043	$ 16,356,660	$ 21,527,783	$ 23,605,060	$ $25,950,00
General & administrative	$ 2,285,459	$ 2,642,846	$ 3,012,476	$ 2,996,189	$ 2,992,000
Claims administration & risk management	$ 2,269,518	$ 2,806,712	$ 2,782,073	$ 3,261,207	$ 3,196,000
Member dividend - COVID Rebate	$ 482,080	$ 1,715,002			
Total Operating Expenses:	**$ 24,122,451**	**$ 38,186,250**	**$ 51,518,390**	**$ 50,496,575**	**$ 59,639,000**
Operating Income (Loss)	**$ 11,296,944**	**$ 2,354,377**	**$ (3,720,388)**	**$ (2,173,324)**	**$ (2,054,000)**
Non-Operating Revenues:					
Interest & miscellaneous income	$ -	$ $47,145	$ -	$ -	$ -
Investment income	$ 90,785	$ (788,683)	$ 340,087	$ 1,657,235	$ 2,581,000
Total Non-Operating Income:	**$ 90,785**	**$ (741,538)**	**$ 340,087**	**$ 1,657,235**	**$ 2,581,000**
Increase (decrease) in net position	$ 11,387,729	$ 1,612,839	$ (3,380,301)	$ (516,089)	$ 527,000
Net position, beginning of year	$ 7,175,905	$ 18,563,634	$ 20,176,473	$ 16,796,172	$ 16,280,083
Net position, end of year	**$ 18,563,634**	**$ 20,176,473**	**$ 16,796,172**	**$ 16,280,083**	**$ 16,807,083**
Cash Balance	$ 11,220,322	$ 14,631,167	$ 19,434,465	$ 15,081,618	$ 21,275,927
Investments	$ 27,992,413	$ 30,377,105	$ 32,183,517	$ 41,435,595	$ 43,111,532
Total Liquid Assets	**$ 39,212,735**	**$ 45,008,272**	**$ 51,617,982**	**$ 56,517,213**	**$ 64,387,458**
Actuarial Estimated Outstanding Losses— 90% Confidence Level	$ 22,946,399	$ 31,639,305	$ 48,791,868	$ 53,137,392	$ 60,000,000
Surplus in Excess of 90% Confidence Level	$ 19,466,128	$ 20,080,061	$ 6,509,214	$ 6,827,035	$ 6,887,458

The Road Ahead: Building Resilience Together

Today's risks are real — but with the right preparation and risk mitigation strategies, they are manageable. Let us help you focus on student learning while we handle risk and safety.



888.901.0004

chartersafe.org

info@chartersafe.org

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CharterSAFE
BE SAFE • FEEL SAFE

2025-2026 Membership Renewal Proposal

Prepared for Named Member:
Teach, Inc.

Coverage Effective:
July 01, 2025 at 12:01 AM - July 01, 2026 at 12:00 AM

California Charter Schools Joint Powers Authority
P.O. Box 969, Weimar, CA 95736
Phone: 888.901.0004
www.chartersafe.org

Issued: May 27, 2025 at 6:51 am

DISCLOSURE: This proposal is an outline of the coverages proposed by California Charter Schools Joint Powers Authority (CCSJPA) based on the information provided by the Named Member. It does not include all of the terms, coverages, exclusions, limitation and conditions of the actual contracts. The policies themselves must be read for those details. Policy forms for your reference will be made available upon request to CCSJPA. As set forth in this document, CCSJPA DBA CharterSAFE shall be referred to as CharterSAFE.

Dear Matt,

CharterSAFE is pleased to present your membership renewal for the 2025-2026 year. Your membership includes the following:



For a more detailed listing of our member services, please contact Egan Yu at eyu@chartersafe.org.

All of CharterSAFE's coverage placements are with insurance companies that have a financial rating with A.M. Best of A- (Excellent), financial size category VII ($50M policyholder surplus minimum) or higher or are placed with a California joint powers authority in good standing.

REQUIRED SIGNATURES:

To bind coverage, you must login to the CharterSAFE web portal to complete and sign the Member Renewal Acceptance.

1. Login to the CharterSAFE website at www.CharterSAFE.org using the Policyholder Account (the same one you used to complete the renewal application)
2. Hover over the Member Portal tab at the top of the page and click on "Member Contribution Form"
3. Checkmark one payment option and electronically sign the "Member Contribution Summary"

We look forward to working with you in the 2025-2026 year!

Thank you,

The CharterSAFE Team

CharterSAFE • Protecting Schools. Promoting Safety. Customizing Insurance.

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MEMBER CONTRIBUTION SUMMARY

Named Member:

Teach, Inc.

Coverage Effective: July 01, 2025 at 12:01 AM - July 01, 2026 at 12:00 AM

Your CharterSAFE Insurance Program includes the following coverages:

Liability & Property Package Member Contribution	**$246,651.00**

Core Liability Program
- Directors & Officers Liability
- Employment Practices Liability
- Fiduciary Liability
- General Liability
- Employee Benefits Liability
- Educator's Legal Liability
- Childhood Sexual Assault Liability
- Law Enforcement Liability
- Automobile Liability & Physical Damage

Crime
Property
Student & Volunteer Accident

Additional Program Coverages
- Pollution Liability and First Party Remediation
- Terrorism Liability and Property
- Cyber Liability
- Deadly Weapons Protection

Workers' Compensation & Employer's Liability Member Contribution	**$84,509.00**
Total Member Contribution	**$331,160.00**

Member can choose one of two payment options when accepting the proposal online	**Payment in Full - $331,160.00** **Installment Plan** • Deposit (25%) - Due Now - $82,790.00 • 9 Monthly Installments - $27,597.00

Refer to the CharterSAFE Invoice for details and instructions on payment by ACH Debits

Invoices shall become delinquent thirty (30) calendar days from installment due date. **CharterSAFE membership, including insurance coverage, is subject to cancellation for any invoice over sixty (60) days past due.**

Proposal Acceptance: Go to www.chartersafe.org and sign on to complete the Member Renewal acceptance.

1. Login to the CharterSAFE website at www.CharterSAFE.org using the Policyholder Account (the same one you used to complete the renewal application)
2. Hover over the Member Portal tab at the top of the page and click on "Member Contribution Form"
3. Checkmark one payment option and electronically sign the "Member Contribution Summary"

By signing online, I, representing the Named Member in this proposal, acknowledge that I have read the complete proposal and agree to the terms outlined within.

DISCLOSURE: This proposal is an outline of the coverages proposed by California Charter Schools Joint Powers Authority (CCSJPA) based on the information provided by the Named Member. It does not include all of the terms, coverages, exclusions, limitation and conditions of the actual contracts. The policies themselves must be read for those details. Policy forms for your reference will be made available upon request to CCSJPA. As set forth in this document, CCSJPA DBA CharterSAFE shall be referred to as CharterSAFE.

EXPOSURES & LOCATIONS

Mailing Address

10600 S. Western Ave.
Los Angeles, CA 90047

Member contributions are calculated based on the exposures listed below, which represent the total sum of all scheduled locations.

Student Count	**890**
Employee Count	**102**
Annual Estimated Payroll	**$8,583,492.00**
Total Insured Value	**$21,712,961.00**
Building Value (owned or required to insure)	$17,563,961.00
Tenant Improvements	$200,000.00
Portable Value	$700,000.00
Content Value	$855,000.00
Electronic Data Processing (EDP) Value	$2,394,000.00
Number of Portables	**7**

Scheduled Locations and Breakdown of Exposures

Location ID: 14362
Teach Academies Modular Classrooms: 1750 W. Century
Los Angeles, CA, 90047
Leased/Owned: **Owned**

Students:	**0**
Employees:	**0**
Payroll:	**0.00**
Total TIV:	**500,000.00**
Building Value:	200,000.00
Tenant Improvements:	0.00
Portable Value:	0.00
Content Value:	50,000.00
EDP Value:	250,000.00
# of Portables:	**0**

Location ID: 14361
Teach Academy of Technologies Parking Lot: 10001 S. Western Ave.
Los Angeles, CA, 90047
Leased/Owned: **Owned**

Students:	**0**
Employees:	**0**
Payroll:	**0.00**
Total TIV:	**0.00**
Building Value:	0.00
Tenant Improvements:	0.00
Portable Value:	0.00
Content Value:	0.00
EDP Value:	0.00
# of Portables:	**0**

Location ID: 14360
Teach Academy of Technologies: 10000 S. Western Ave.
Los Angeles, CA, 90047
Leased/Owned: **Owned**

Students:	**250**
Employees:	**20**
Payroll:	**1,750,000.00**
Total TIV:	**7,799,000.00**
Building Value:	7,000,000.00
Tenant Improvements:	0.00
Portable Value:	0.00
Content Value:	90,000.00
EDP Value:	709,000.00
# of Portables:	**0**

Location ID: 16334
Teach Academy of Technologies: 10000 S. Western Ave.
Los Angeles, CA, 90047
Leased/Owned: **Owned**

Students:	**0**
Employees:	**0**
Payroll:	**0.00**
Total TIV:	**0.00**
Building Value:	0.00
Tenant Improvements:	0.00
Portable Value:	0.00
Content Value:	0.00
EDP Value:	0.00
# of Portables:	**0**

Location ID: 16333
Teach Academy of Technologies: 10045 S. Western Ave.

Los Angeles, CA, 90047
Leased/Owned: **Owned**

Students:	**200**
Employees:	**20**
Payroll:	**1,200,000.00**
Total TIV:	**1,550,000.00**
Building Value:	0.00
Tenant Improvements:	200,000.00
Portable Value:	700,000.00
Content Value:	100,000.00
EDP Value:	550,000.00
# of Portables:	**7**

Location ID: 14359
Teach Academy of Technologies: 10045 Western Ave.

Los Angeles, CA, 90047
Leased/Owned: **Leased**

Students:	**0**
Employees:	**0**
Payroll:	**0.00**
Total TIV:	**1,100,000.00**
Building Value:	450,000.00
Tenant Improvements:	0.00
Portable Value:	0.00
Content Value:	100,000.00
EDP Value:	550,000.00
# of Portables:	**0**

Location ID: 14610
Teach Incorporated, DBA Teach Academy of Technologies: 10000 S. Western Ave.

Los Angeles, CA, 90047
Leased/Owned: **Leased**

Students:	**0**
Employees:	**0**
Payroll:	**0.00**
Total TIV:	**0.00**
Building Value:	0.00
Tenant Improvements:	0.00
Portable Value:	0.00
Content Value:	0.00
EDP Value:	0.00
# of Portables:	**0**

Location ID: 19145
Teach Prep Elementary: 8505 S Western Ave.

Los Angeles, CA, 90047
Leased/Owned: **Owned**

Students:	**0**
Employees:	**0**
Payroll:	**0.00**
Total TIV:	**2,438,961.00**
Building Value:	1,913,961.00
Tenant Improvements:	0.00
Portable Value:	0.00
Content Value:	315,000.00
EDP Value:	210,000.00
# of Portables:	**0**

Location ID: 18719
Teach Tech Charter High School: 10600 S. Western Ave.

Los Angeles, CA, 90047
Leased/Owned: **Owned**

Students:	**0**
Employees:	**10**
Payroll:	**2,000,000.00**
Total TIV:	**1,075,000.00**
Building Value:	1,000,000.00
Tenant Improvements:	0.00
Portable Value:	0.00
Content Value:	50,000.00
EDP Value:	25,000.00
# of Portables:	**0**

Location ID: 17860
Teach Tech Charter High School: 10616 S. Western Ave.

Los Angeles, CA, 90047
Leased/Owned: **Owned**

Students:	**440**
Employees:	**52**
Payroll:	**3,633,492.00**
Total TIV:	**7,250,000.00**
Building Value:	7,000,000.00
Tenant Improvements:	0.00
Portable Value:	0.00
Content Value:	150,000.00
EDP Value:	100,000.00
# of Portables:	**0**

Location ID: 20734
Wooten Avila, LLC: 10600 South Western Ave.

Los Angeles, CA, 90047
Leased/Owned: **Leased**

Students:	**0**
Employees:	**0**
Payroll:	**0.00**
Total TIV:	**0.00**
Building Value:	0.00
Tenant Improvements:	0.00
Portable Value:	0.00
Content Value:	0.00
EDP Value:	0.00
# of Portables:	**0**

Location ID: 20991
Wooten Avila, LLC: 10616 S Western Ave.

Los Angeles, CA, 90047
Leased/Owned: **Leased**

Students:	**0**
Employees:	**0**
Payroll:	**0.00**
Total TIV:	**0.00**
Building Value:	0.00
Tenant Improvements:	0.00
Portable Value:	0.00
Content Value:	0.00
EDP Value:	0.00
# of Portables:	**0**

Vehicles

None scheduled.

CORE LIABILITY PROGRAM

Core Liability Program Coverage Limits: **$55,000,000** Per Member Aggregate

Directors & Officers, Employment Practices, and Fiduciary Liability

Directors & Officers Liability Retroactive Date: **07/01/2011**
Employment Practices Liability Retroactive Date: **07/01/2011**
Fiduciary Liability Retroactive Date: **07/01/2012**

Coverages	Limits	Deductibles
Directors & Officers and Company Liability	$5,000,000 per **claim** and Named Member aggregate	$15,000.00 per **claim**
Employment Practices Liability	$5,000,000 per **claim** and Named Member aggregate	$15,000.00 per **claim**
Fiduciary Liability	$1,000,000 per **claim** and Named Member aggregate	$0
Reporting:	Claims must be reported immediately to CharterSAFE and to not exceed sixty (60) days after policy expiration. Coverage is provided on a claims-made basis.	

General Liability

Coverages	Limits	Deductibles
Bodily Injury and Property Damage	$5,000,000 per occurrence and Named Member aggregate	$2,500 per occurrence for bodily injury arising out of participation in a school sponsored *High-Risk Activity**
Premises Medical Payment	$10,000 per person $50,000 per occurrence	$0
Products and Completed Operations	$5,000,000 per occurrence and Named Member aggregate	$0
Fire Legal/Damage to Premises Rented Sublimit	$1,000,000 per occurrence	$0

*A list of *High-Risk Activities* is available at www.chartersafe.org or you may contact Egan Yu at eyu@chartersafe.org

Employee Benefits Liability

Coverages	Limits	Deductibles
Employee Benefits Liability	$5,000,000 per occurrence and Named Member aggregate	$0

Educator's Legal Liability

Coverages	Limits	Deductibles
Educator's Legal Liability	$5,000,000 per occurrence and Named Member aggregate	$2,500 per occurrence
Special Education Program Legal Expense Coverage - Reimbursement Sublimit	$50,000 per occurrence/ aggregate reimbursement sublimit $5,000,000 CharterSAFE Members' Combined Annual Aggregate	$7,500 per occurrence

Childhood Sexual Assault Liability

Childhood Sexual Assault Liability Retroactive Date: **07/01/2021**

Coverages	Limits	Deductibles
Childhood Sexual Assault Liability	$5,000,000 per **claim** and Named Member aggregate	$0 if school completes training mandate* $125,000 if school does not complete training mandate*
Reporting:	Claims must be reported immediately to CharterSAFE and to not exceed sixty (60) days after policy expiration. Coverage is provided on a claims-made basis.	
***Training Mandate** Members must complete the CharterSAFE Mandated Reporter Training in compliance with State and Federal requirements. Should a loss occur, if all employees involved, including mandated reporters, respectively completed the CharterSAFE Mandated Reporter Training, the deductible is waived. If not all employees involved completed the CharterSAFE Mandated Reporter Training, there is a $125,000 deductible.		
CLAIM means: All notices or **SUITS** demanding payment of money based on, or arising out of the same **CHILDHOOD SEXUAL ASSAULT, CHILD ABUSE OR NEGLECT** or series of **CHILDHOOD SEXUAL ASSAULT, CHILD ABUSE OR NEGLECT** by one or more persons. No **CLAIM** exists where the only **DAMAGES** sought or demanded are costs of **SUIT** and/or attorney's fees.		

Law Enforcement Activities Liability

Coverages	Limits	Deductibles
Law Enforcement Activities Liability	$5,000,000 per occurrence and Named Member aggregate	$0

Automobile

Coverages	Limits	Deductibles
Auto Liability, including autos scheduled with CharterSAFE, non-owned autos, and hired autos	$5,000,000 per occurrence and Named Member aggregate	$0
Auto Physical Damage*	$2,000,000 per occurrence and Named Member aggregate	$1,000 per occurrence for Hired Auto Physical Damage
*Auto Physical Damage described herein for hired automobiles is secondary to any/all rental coverage offered by the rental company(ies). CharterSAFE strongly advises our members to purchase auto physical damage when renting vehicles.		

Excess Liability - SELF

Coverage Provided by:	Schools Excess Liability Fund (SELF)
Coverage:	Excess Liability with separate Memorandum of Coverage with separate terms, conditions, and exclusions.
Limits:	$50,000,000 per occurrence/**claim** and member aggregate as outlined by the SELF Memorandum of Coverage. This coverage is excess of the $5M limits above to total a limit of $55M.

CharterSAFE is a single member of SELF, a not-for-profit scholastic JPA in California, for excess liability coverage. Please note that SELF is a separate entity from CharterSAFE and carries a separate Memorandum of Coverage with different terms, conditions, and exclusions. You can access SELF JPA's information at www.selfjpa.org.

Employment Practices Liability coverage within the SELF layer includes ONLY these three types: wrongful termination, discrimination, and/or sexual harassment.

CRIME

Coverages	Limits	Deductibles
Money and Securities	$1,000,000 per occurrence and Named Member aggregate	$2,500 per occurrence
Forgery or Alteration		$2,500 per occurrence
Employee Dishonesty		$5,000 per occurrence
Computer and Funds Transfer Fraud		$2,500 per occurrence

PROPERTY

Perils Include: Direct Physical Loss subject to all the terms, conditions, and exclusions established in the applicable policy(ies)

Valuation: Replacement Cost as scheduled with CharterSAFE, see "Exposures & Locations" section

Coverages	Limits	Deductibles
Property	As scheduled with CharterSAFE subject to th maximum limit of $100,000,000 per occurrence and aggregate. See "Exposures & Locations" section for scheduled limits. Coverage will be provided to locations scheduled and appropriately valued with CharterSAFE.	$1,000 per occurrence for all other covered peril **Causes of Loss:** 1. Water Damage: $2,500 per occurrence 2. Wildfire: $10,000 per occurrence
Boiler & Machinery / Equipment Breakdown	As scheduled with CharterSAFE subject to th maximum limit of $100,000,000 per occurrence and aggregate. See "Exposures & Locations" section for scheduled limits. Coverage will be provided to locations scheduled and appropriately valued with CharterSAFE.	$1,000 per occurrence
Business Interruption	$10,000,000 per occurrence	$1,000 per occurrence
Extra Expense	$5,000,000 per occurrence and $10,000,000 CharterSAFE Members' Combined Annual Aggregate	$1,000 per occurrence

PLEASE NOTE:

Renovation and construction projects valued over $200,000 in hard and soft costs are not covered unless specifically endorsed onto the policy. If you have a renovation/construction project valued over $200,000 in hard and soft costs, please contact your CharterSAFE Representative: Egan Yu at eyu@chartersafe.org. CharterSAFE is able to endorse builder's risk coverage for renovation projects up to $10,000,000 onto your policy. Additional member contribution would apply.

If you are interested in a separate policy for flood and/or earthquake coverage, please contact Kiki Goldsmith (kiki_goldsmith@ajg.com/ 949-349-9842).

STUDENT AND VOLUNTEER ACCIDENT

Coverages	Limits	Deductibles
Student Accident	$50,000 per injury/accident 104 Week benefit period	$2,500 per injury/accident for *High-Risk Activities**
Volunteer Accident	$25,000 per injury/accident 104 Week benefit period	$2,500 per injury/accident for *High-Risk Activities**
*A list of *High-Risk Activities* is available at www.chartersafe.org or you may contact Egan Yu at eyu@chartersafe.org		

Terms & Conditions:

- Coverage is provided on an excess basis but would become primary should the student or volunteer not have health insurance.
- Claim submission deadline: Ninety (90) days after the date of incident.

Optional Catastrophic Student Accident Coverage:

If interested in obtaining higher limits with or without sports included, please contact:

Gallagher
2050 Main Street, Suite 1250
Irvine, CA 92612

Kiki Goldsmith
Client Service Executive
kiki_goldsmith@ajg.com
949-349-9842

ADDITIONAL PROGRAM COVERAGES

Pollution Liability and First Party Remediation

Coverages	Limits	Deductibles
Pollution Liability and First Party Remediation	$1,000,000 per pollution condition or indoor environmental condition and aggregate $5,000,000 CharterSAFE Members' Combined Annual Aggregate Coverage will be provided to locations scheduled and appropriately valued with CharterSAFE.	$10,000 per pollution condition
Reporting:	Claim must be reported to CharterSAFE within sixty (60) days after policy expiration. **Coverage is provided on a claims-made basis.**	

Terrorism Liability

Coverages	Limits	Deductibles
Terrorism Liability	$5,000,000 per occurrence and CharterSAFE Members' Combined Annual Aggregate	$0
Reporting:	Claim must be reported to CharterSAFE within sixty (60) days after policy expiration. **Coverage is provided on a claims-made basis.**	

Terrorism Property

Coverages	Limits	Deductibles
Terrorism Property	As scheduled with CharterSAFE subject to the maximum limit of $20,000,000 per occurrence See "Exposures & Locations" section for schedule limits Coverage will be provided to locations scheduled and appropriately valued with CharterSAFE.	$1,000 per occurrence

Cyber Liability

Coverages	Limits	Deductibles
Cyber Liability	$1,000,000 per **claim** $10,000,000 CharterSAFE Members' Combined Annual Aggregate	*Varies Based on Levels Noted Below
Ransomware Sublimits (inclusive with Cyber Liability Coverages)	Qualification Level 1 $1,000,000 ransom payment sublimit* $1,000,000 ransomware limit Qualification Level 2 $500,000 ransom payment sublimit* $1,000,000 ransomware limit Qualification Level 3 $50,000 ransom payment sublimit* $750,000 ransomware limit	Level 1 $10,000 per **claim** Level 2 $25,000 per **claim** Level 3 $75,000 per **claim**
Reporting:	Claim must be reported to CharterSAFE within sixty (60) days after policy expiration. **Coverage is provided on a claims-made basis.**	

***Requirement for Coverage to be in effect:**

Qualification Level 1 - submitted cyber application and have implemented (1) MFA for all remote systems access by faculty, staff, and contractors; (2) backup data is stored in a cloud or offline using separate credentials; (3) implemented an EDR tool or MDR service.
Qualification Level 2 - submitted cyber application and have implemented (1) MFA for all remote systems access by faculty, staff, and contractors; (2) backup data is stored in a cloud of offline using separate credentials.
Qualification Level 3 - Members who did not submit a cyber application, do not meet the security requirements, and/or net income of budget is less than or equal to $0.

If a Named Member is controlled or managed by a single entity, group or board of directors, or governed under the terms of a common charter or set of bylaws, or has data under its care, custody and control in a shared network environment with any other Named Member they will share a single limit.

Deadly Weapons Protection

Coverages	Limits	Deductibles
Deadly Weapons Protection	$500,000 per occurrence of a Deadly Weapon Event $2,500,000 CharterSAFE Members' Combined Annual Aggregate Coverage will be provided to locations scheduled and appropriately valued with CharterSAFE.	$0

WORKERS' COMPENSATION & EMPLOYER'S LIABILITY

Coverages	Limits	Deductibles
Workers' Compensation	Statutory	$0
Employer's Liability	$5,000,000 per Accident $5,000,000 by Disease per Employee $5,000,000 by Disease Policy Limit	$0

Auditable:

The estimated payroll figure will be audited at the end of each coverage period. CharterSAFE will request copies of the 941 Federal Quarterly Reporting Forms on a quarterly basis to verify the payroll figure. If the estimated payroll figure has been overestimated, a refund will be issued. If the estimated payroll figure has been underestimated, an invoice for the additional amount due will be issued.

Coversheet

Consider and Approve the Attendance Recovery Policy

Section:	III. Items for Potential Action
Item:	J. Consider and Approve the Attendance Recovery Policy
Purpose:	Vote
Submitted by:	
Related Material:	Draft Attendance Recovery Policy_Final ER Edits_060925.docx

TEACH Public Schools

Attendance Recovery (AR) Policy
Effective July 1, 2025

1□□ Purpose and Scope

This policy applies to **TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School (TK–4) ("TPES")**, **TEACH Academy of Technologies (5–8) ("TAT")**, and **TEACH Tech Charter High School (9–12) ("TTCHS")**. These three schools, which collectively serve a diverse population of students across the TK–12 continuum, are committed to promoting strong attendance, academic equity, and access to learning opportunities.

In alignment with **California Education Code Section 46211**, the **2025–26 Audit Guide**, and relevant guidance from the **California Department of Education (CDE)**, this policy outlines structured procedures for implementing **Attendance Recovery (AR)**. The program allows eligible students who have experienced excused or unexcused absences to voluntarily make up instructional time outside the regular school day. Although AR sessions may take place during before- or after-school hours, weekends, or intersession periods—timeframes that often overlap with Expanded Learning Opportunities Program (ELOP) offerings—AR is a separate initiative with distinct legal, instructional, and compliance requirements.

AR sessions must meet specific **instructional minute thresholds**, be led by **credentialed TEACH staff**, and are intended solely to recover **Average Daily Attendance (ADA)** for previously missed instructional days. As such, AR must be **planned, staffed, and documented independently** from ELOP, and **ELOP funds may not be used** to support AR programming. Attendance for AR must also be recorded and audited separately to ensure compliance with all applicable state regulations.

By participating in AR, students not only strengthen their academic continuity and engagement, but also contribute to the school's ability to recover funding that supports high-quality, equity-centered educational programs. This policy reflects TEACH's broader mission to foster student success through legally compliant and student-focused practices.

2□□ Eligibility for Attendance Recovery

- **Eligible Students:**
  - Must be enrolled in a **classroom-based** program at TPES, TAT and TTCHS.
  - Must not exceed **15 consecutive days** in independent study at the time of AR participation.

    - May not be enrolled in a **nonclassroom-based** charter program.
- **Ineligible Students:**
    - Those exceeding 15 consecutive days in independent study.
    - Nonclassroom-based charter students.
    - Students who have already recovered the maximum allowable ADA for the fiscal year (see Section 4).
- **IEP Considerations:**
    - Students with IEPs may participate if AR aligns with IEP goals and required minutes.
- 👉 **Newly enrolled students may not participate in Attendance Recovery until their official start date in classroom-based instruction.**

3□□ AR Program Design and Implementation

- **Session Structure:**
    - AR must occur **outside of the regular instructional day** (before/after school, weekends, or intersessions).
    - Each session must meet **minimum daily instructional minutes**:
        - TK/K: 180 minutes
        - Grades 1-3: 230 minutes
        - Grades 4-12: 240 minutes
- **Supervision Requirements:**
    - Students must be supervised by a **certificated employee** of TEACH Inc. (substitutes permitted if appropriately credentialed).
    - Ratios:
        - TK/K: **10:1**
        - Grades 1-12: **20:1**
- **Instructional Content:**
    - Must align with **California State Standards** and the school's instructional program.
- **Voluntary Participation:**
    - AR is **voluntary**, not mandatory, and cannot be used as a disciplinary action.

4□□ Attendance Recovery Limits

- **Maximum ADA Recovery per Student:**
    - No more than **10 days of ADA** per fiscal year, or the **total number of absences** in the year—whichever is less.
    - Only **one day of ADA** may be claimed for any single calendar day of AR participation.
- **Reporting and Audit Requirements:**

- Separate attendance logs for AR participation must be maintained, including:
  - Student name, grade, and absences being recovered.
  - Date, time, and duration of AR session.
  - Certificated staff name supervising.
  - Session content description.

5□□ Roles and Responsibilities

• Site Principals

- Ensure program design meets AR requirements.
- Designate an AR Coordinator (e.g., counselor, teacher leader, or admin designee).

• AR Coordinator

- Maintain AR attendance logs and compliance records.
- Verify student eligibility prior to participation.
- Submit attendance recovery data to the Operations team monthly.

• School Operations Manager

- Aggregate AR ADA reports for inclusion in PADC and CALPADS submissions.
- Ensure AR ADA is separately tracked and properly documented for audit compliance.

• Program Compliance Officer

- Monitor overall AR program implementation across all TEACH schools to ensure alignment with state law and the 2025–26 Audit Guide.
- Conduct periodic audits of AR session records, attendance logs, and ADA submissions to verify accuracy and compliance.
- Provide policy guidance and technical assistance to Site Principals, AR Coordinators, and the Operations team.
- Lead annual AR policy review process and recommend revisions based on changes in legislation, CDE guidance, or audit findings.
- Serve as the liaison for external auditors on AR-related matters, including documentation requests and compliance reports.

6□□ Audit Compliance Checklist

All TEACH schools must ensure:

☑ AR sessions are **voluntary** and outside the regular school day.

✅ Students meet the **minimum daily instructional minutes** per grade level.
✅ Supervision by a **certificated TEACH employee** at required ratios.
✅ **No more than 10 days of ADA** or total absences recovered per student per fiscal year.
✅ **No AR sessions during recess, lunch, or regular instructional time**.
✅ AR ADA reported separately in PADC and CALPADS.
✅ All AR documentation retained for **audit review**.

7□□ Annual Review and Training

- The AR policy will be reviewed annually by the **Operations Manager** and **Site Principals**.
- Site teams will receive training before the start of each school year to ensure full compliance.
- Updates will be incorporated based on **state law**, **audit guidelines**, and **TEACH Board policy changes**.

8□□ Parent and Student Communication

- A plain-language **AR Program Flyer** will be distributed to all families before the start of the school year.
- AR opportunities will be promoted through newsletters, ParentSquare, and school websites.
- Parent inquiries about AR eligibility will be directed to the **AR Coordinator** at each school.

This policy is effective July 1, 2025, and supersedes any prior informal practices.

Coversheet

Consideration the Updated 2025-2026 TEACH Employee Handbook

Section: III. Items for Potential Action
Item: K. Consideration the Updated 2025-2026 TEACH Employee Handbook
Purpose: Vote
Submitted by:
Related Material: 25-26 Employee Handbook.pdf

BACKGROUND:

The employee handbook for the 2025–2026 school year has been updated. Most of the revisions are minor and straightforward. For instance, all references to “CFO/COO” have been removed and replaced accordingly, and mentions of the “Superintendent” have been changed to CEO. Additionally, a note was added on page 59 stating that teachers and all employees should maintain nails at a professional length to help prevent any potential safety issues. Overall, the changes are simple and not as substantial as those made in previous years.

RECOMMENDATION:

Recommendation: Approve the 2025-2026 Employee Handbook

TEACH

PUBLIC SCHOOLS

2025-2026 Employee Handbook

TEACH INC.
TEACH PUBLIC SCHOOLS
TEACH PREPARATORY SCHOOL
TEACH ACADEMY OF TECHNOLOGIES
TEACH TECH CHARTER HIGH SCHOOL

10600 S. Western Ave. Los Angeles, CA 90047
Phone: (323) 872-0808 Fax (323) 389-4898 Website: http://www.teachps.org/

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SECTION 1 – WELCOME

WELCOME TO TEACH Public Schools!

We are happy to have you join us at TEACH Public Schools. We believe our school is truly unique. We serve a diverse group of talented and hardworking students. We regard the work we do as being of utmost importance. Therefore, we have very high expectations for professionalism and performance for each one of our employees. All employees should treat all individuals, including students, teachers, administrators, volunteers, and family members, with respect, and approach all situations as opportunities to learn.

This handbook has been written to provide you with an overview of TEACH Public Schools, its personnel policies and procedures, and your benefits as a TEACH Public Schools employee.

This handbook is intended to explain in general terms those policies that most often apply to your day-to-day work activities. This handbook cannot anticipate every situation or answer every question about employment, and it is not an employment contract. Employees are expected to read this handbook thoroughly upon receipt, to know and abide by the policies outlined herein, and as revised over time, throughout their employment. No TEACH Public Schools guideline, practice, manual or rule may alter the “at-will” status of your relationship with TEACH Public Schools.

In order to retain necessary flexibility in the administration of its policies, procedures and benefits, TEACH Public Schools reserves the right to change, deviate from, eliminate, or revise the handbook, except for the at-will provisions, at any time, without notice, whenever TEACH Public Schools determines that such action is warranted. For these reasons, we urge you to check with the Human Resources Department to obtain current information regarding the status of any particular policy, procedure or practice. This handbook supersedes and replaces all previous personnel policies, practices and procedures.

SECTION 2 – GENERAL

This handbook serves as a guide for the employer/employee relationship. This handbook applies to faculty and staff at TEACH Public Schools. The standards of conduct apply to all individuals who work on the school premises including independent contractors, vendors, and visitors. Unless otherwise indicated, a benefit, policy, program, or procedure applies, or is available, to ALL eligible employees.

This handbook contains only general information and guidelines. It is not intended to be comprehensive or to address all the possible applications of, or exceptions to, the general policies and procedures described. For that reason, if you have any questions concerning eligibility for a particular benefit, or the applicability of a policy or practice to you, you should address your specific questions to your supervisor or the Human Resources Department. You are responsible for reading, understanding, and complying with the provisions of this Handbook. Our objective is to provide you with a work environment that is constructive to both personal and professional growth.

Neither this handbook nor any other TEACH Public Schools document confers any contractual right, either express or implied, to remain in TEACH Public School's employ, nor does it guarantee any fixed term or condition of your employment. Except as otherwise provided in an executed employment agreement, your employment is not for any specified period of time and may be terminated at will, with or without cause and without prior notice, by TEACH Public Schools or you may resign for any reason at any time.

No supervisor or other representative of TEACH Public Schools except the Executive Director with the approval of the Board of Directors, has the authority to enter into any agreement for employment for any specified period of time, or to make any agreement contrary to the above. Second, the procedures, practices, policies and benefits described herein may be modified or discontinued from time to time with or without advance notice. We will try to inform you of any changes as they occur.

Finally, this handbook contains proprietary information that should not be disclosed outside TEACH Public Schools, other than to individuals affiliated with TEACH Public Schools whose knowledge of the information is required in the normal course of business.

SECTION 3 – OUR MISSION and VISION

MISSION STATEMENT

At TEACH Public Schools, is to revolutionize education by establishing, operating and supporting schools that inspire a passion for learning and equip students with the knowledge, skills, and character to thrive in an ever-evolving world. We are committed to fostering a culture of innovation, inclusivity, and excellence in every educational institution we create, ensuring that each student reaches their full potential and becomes a positive force for change in society.

VISION STATEMENT

Our vision is to transform communities through education, where every child has access to world-class schools that nurture intellectual curiosity, critical thinking, and a love for lifelong learning. TEACH Public Schools envisions a future where educational equity is realized and innovative teaching practices prepare students to tackle complex challenges, embrace diversity, and contribute meaningfully to their local and global communities. At TEACH Public Schools, we strive to be at forefront of educational excellence, empowering the next generation of the leaders and change-makers to shape a brighter and more compassionate world.

SECTION 4 – EMPLOYMENT

EMPLOYMENT APPLICATIONS

We rely upon the accuracy of information contained in the employment application and the accuracy of other data presented throughout the hiring process and employment. Any misrepresentations, falsifications, or material omissions in any of this information or data may result in exclusion of the individual from further consideration for employment or, if the person has been hired, termination of employment.

AT WILL EMPLOYMENT

We believe that an employment relationship is successful as long as both parties are mutually satisfied. Accordingly, both you and TEACH Public Schools will have the right to terminate your employment and all related compensation and benefits at any time, with or without cause and with or without notice. In addition, TEACH Public Schools may eliminate or change any term or condition of your employment (including but not limited to your job assignment, duties, or salary) at will, at any time, for any reason not prohibited by law, with or without cause and with or without previous notice.

This is called “employment at will,” and no one other than the Executive Director at TEACH Public Schools, with the approval of the Board of Directors, has the authority to alter your employment at-will status, to enter into an agreement for employment for a specified period of time, or to make any agreement contrary to this policy. Further, any such agreement must be in writing and must be signed by the Executive Director. Statements of specific grounds for termination set forth in this Handbook, or elsewhere, are not all-inclusive and are not intended to restrict TEACH Public School’s right to terminate at-will.

EQUAL EMPLOYMENT OPPORTUNITY

TEACH Public Schools is an equal opportunity employer. In accordance with applicable law, the School prohibits discrimination against any employee or applicant for employment on the basis of an individual’s protected status, including race (which includes historically associated traits, such as hair styles and protective hair styles, e.g., braids, locks, and twists), color, religious creed (which includes, without limitation to religious dress and grooming practices), gender, gender identity, gender expression, transgender identity whether or not the employee is transitioning or has transitioned, national origin (which includes, but is not limited to, national origin groups and aspects of national origin, such as height, weight, accent, or language proficiency), ancestry, physical disability (including HIV and AIDS), mental disability, medical condition (including cancer and genetic characteristics), use of cannabis/marijuana off the job and away from the workplace, genetic information, age (forty (40) and over), sexual orientation, marital status, registered domestic partner status, sex (which includes pregnancy, childbirth, breastfeeding, and related medical conditions), reproductive health decision-making (including but not limited to a decision to use or access a particular drug, device or product or medical services for reproductive health), military or veteran status (including state and federal active and reserve members as well as those ordered to duty or training), immigration/citizenship status or related protected activities (which includes undocumented individuals and human trafficking), protected medical and other protected leaves, domestic violence victim status, political affiliation, or any other consideration protected by applicable law. These categories include a perception that the individual has any of these characteristics or is associated with a person who has (or is perceived to have) any of these characteristics. The school will ensure that applicants and employees are treated in all aspects of employment without unlawful discrimination because of these or any other protected basis. Such aspects of employment include, but are not limited to, recruitment, hiring, promotion, demotion, transfer, layoff, termination, compensation, and training.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the school will make a good faith effort to provide reasonable accommodations for the known physical or mental limitations

of an otherwise qualified applicant or employee with a disability, unless undue hardship would result to the school. An applicant or employee who believes they requires an accommodation in order to perform the essential functions of the job should contact Human Resources Department and request such an accommodation, specifying what accommodation they need to perform the job. Although the need for accommodations is determined on a case-by-case basis, generally TEACH Public Schools and the employee or applicant will engage in an interactive process with the employee's or applicant's health care provider(s) to confirm the existence of the condition, its limitations in the workplace, and possible reasonable accommodations, if any. The employee or candidate has an obligation to cooperate with TEACH Public Schools in this process, which may include authorizing TEACH Public Schools to communicate with their health care provider(s).

If you believe you have been subjected to discrimination, please follow the complaint procedure outlined below.

HARASSMENT

It is the policy of TEACH Public Schools to ensure equal employment opportunity without harassment on the basis of race (which includes historically associated traits, such as hair styles and protective hair styles, e.g., braids, locks, and twists), color, religious creed (which includes, without limitation, to religious dress and grooming practices), gender, gender identity, gender expression, transgender identity whether or not the employee is transitioning or has transitioned, national origin (which includes, but is not limited to, national origin groups and aspects of national origin, such as height, weight, accent, or language proficiency), ancestry, physical disability (including HIV and AIDS), mental disability, medical condition (including cancer and genetic characteristics), use of cannabis/marijuana off the job and away from the workplace, genetic information, age (forty (40) and over), sexual orientation, marital status, registered domestic partner status, sex (which includes pregnancy, childbirth, breastfeeding, and related medical conditions), reproductive health decision-making (including but not limited to a decision to use or access a particular drug, device or product or medical services for reproductive health), military or veteran status (including state and federal active and reserve members as well as those ordered to duty or training), immigration/citizenship status or related protected activities (which includes undocumented individuals and human trafficking), protected medical and other protected leaves, domestic violence victim status, political affiliation, or any other consideration made unlawful by federal, state, or local laws, ordinances, or regulations. These categories include a perception that the individual has any of these characteristics or is associated with a person who has (or is perceived to have) any of these characteristics.

TEACH Public Schools prohibits any such harassment in the workplace. In addition, we prohibit abusive conduct/workplace bullying in the work environment. It is our mission to provide a professional work and learning environment free of harassment, discrimination and/or workplace bullying and that maintains equality, dignity, and respect for all. This policy protects all employees of the school as well as interns, volunteers, and potential employees (applicants). All employees of the school are required to abide by this policy, regardless of position or status, including supervisors, administration, and co-workers. In addition, this policy prohibits unlawful harassment by third parties, including students, parents, vendors or other third parties, who have workplace contact with our employees.

Conduct prohibited by these policies is unacceptable in the workplace and in any work-related setting outside the workplace, such as during business or field trips, meetings and business or school-related social events.

What is Harassment?

Harassment can take many forms. As used in this Employee Handbook, the term "harassment" includes all unwelcome conduct that comprises the following behavior pertaining to any of the above protected categories or characteristics:

Unlawful Harassment: Prohibited unlawful harassment may include, but is not necessarily limited to, the following behavior pertaining to any of the above protected categories:

o Verbal conduct such as flirting, epithets, derogatory jokes or comments, voicemails, slurs or unwanted sexual advances, sexually suggestive innuendos, conversations regarding sexual activities, invitations, or comments (including, but not limited to, threats of deportation against applicants and employees and family members of applicants and employees, derogatory comments about immigration status or disability, or mockery of an accent or a language or its speakers) (“hostile work environment” harassment).
o Disrespectful or unprofessional conduct based on any of the protected categories listed above (“hostile work environment” harassment). o Comments or conduct that consistently target one gender, even if the content is not sexual (“hostile work environment” harassment). o Visual conduct such as derogatory and/or sexually oriented posters, photography, cartoons, drawings, gestures, text messages, posts, social media, instant messages, e¬mails, letters, pictures, or gifts (“hostile work environment” harassment). o Physical conduct such as assault, unwanted touching, intentionally blocking normal movement, or interfering with work because of any protected basis (“hostile work environment” harassment).
o Threats and demands to submit to sexual requests or sexual advances as a condition of continued employment or to avoid some other loss and offers of employment benefits in return for sexual favors (“quid pro quo” harassment). o Communication via electronic media of any type that includes any conduct that is prohibited by state and/or federal law and/or school policy. o Sexually harassing conduct does need not to be motivated by sexual desire to be unlawful or to violate this policy and may include situations that began as reciprocal relationships but later ceased to be reciprocal.

<u>What is abusive conduct/workplace bullying?</u>

- Conduct of an employee in the workplace that a reasonable person would find hostile, threatening, intimidating, humiliating and unrelated to an employer’s legitimate business interests. Examples may include:

o Use of derogatory remarks, insults and/or epithets
o Verbal or physical conduct that sabotages or undermines a person’s work performance that is threatening, humiliating or intimidating

- Bullying, gossip, profanity, abusive conduct and negative comments are destructive to our school culture, create false rumors, disrupt school operations and interfere with the privacy of others.

<u>What is Retaliation?</u>
Retaliation against an individual for reporting or threatening to report harassment, discrimination or for participating in an investigation of a claim of such conduct is a serious violation of this policy and, like harassment or discrimination itself, will be subject to disciplinary action. Acts of retaliation should be reported immediately and will be promptly investigated and addressed.

As used in this policy, “retaliation” means taking any adverse employment action against an employee because the employee engaged in protected activity pursuant to this policy. Protected activity may include, but is not necessarily limited to, reporting or assisting in reporting suspected violations of this policy, cooperating or participating in investigations or proceedings arising out of a violation of this policy, or engaging in any other activity protected by applicable law.

As used in this policy, an “adverse employment action” means conduct or an action that materially affects the terms and conditions of the employee’s employment status or is reasonably likely to deter the employee from engaging in further

protected activity. Adverse employment actions may include, but are not limited to, the following: demotion; suspension; reduction in pay; denial of a merit salary increase; failure to hire or consider for hire; refusing to promote or consider for promotion because of reporting a violation of this policy; harassing another employee for filing a complaint; denying employment opportunities because of making a complaint or for cooperating in an investigation; changing an employee's work assignments for identifying harassment or other forms of discrimination in the workplace; treating an employee differently such as denying an accommodation; not talking to an employee (the "cold shoulder") when otherwise required by job duties; or otherwise excluding the employee from job-related activities because of engagement in activities protected under this policy.

Any retaliatory adverse action because of a protected activity will not be tolerated. If an employee believes they have been subjected to, has witnessed, or has knowledge of retaliation in violation of this policy, please follow the complaint procedure outlined below.

Responsibility

All TEACH Public Schools employees have a responsibility for keeping our work environment free of harassment, discrimination, retaliation and abusive conduct in accordance with this policy.

Reporting

TEACH Public Schools strongly encourages reporting of all perceived incidents of discrimination, harassment, abusive conduct or retaliation, regardless of the offender's identity or position. Individuals who believe that they have been subjected to such conduct should immediately discuss their concerns with their immediate supervisor, or Human Resources Department. All employees who witness potential violations of this policy, and particularly supervisors, are required to immediately report such incidents to Human Resources. Supervisors must report any and all conduct of which they are made aware, which violates, or may violate, policies regarding discrimination, unlawful harassment, or retaliation to Human Resources Department. Supervisors who fail to report alleged violations may be subject to disciplinary action, up to and including termination. There is no requirement to report your complaint to any designated supervisor within TEACH Public Schools. Select the individual supervisor with whom you feel the most comfortable discussing your complaint. Do not report your complaint to any individual who has allegedly engaged in the inappropriate behavior that is the subject of your complaint.

Every effort will be made to keep such reports as confidential as possible, although confidentiality cannot be guaranteed. TEACH Public Schools is serious about enforcing its policy against discrimination, harassment and retaliation; however, TEACH Public Schools cannot resolve potential violations that it does not know about. Therefore, employees are responsible for bringing any such problems to TEACH Public School's attention so it can take whatever steps are necessary to correct the problems.

All complaints submitted pursuant to this policy can be done in writing or verbally. Your complaint should be specific and should include the names of the individuals involved, the names of any witnesses, and any supporting documentation. Employees may choose to submit their complaints anonymously. Anonymous complaints can be brought to the Human Resources Department in person, or via email: hr@teachps.org

Investigation/Complaint Procedure

Uniform Complaint Procedures (UCP)
Policies and Procedures

2024–25
California Department of Education
March 2024
TEACH Public Schools dbda, TEACH Academy of Technologies, TEACH Tech Charter High School, TEACH Preparatory Elementary School
10600 S. Western Ave.
Los Angeles, CA 90047
323-872-0808
www.teachps.org
Adopted by our Governing Board or authorized designee (here and after “the board”) on January 28, 2025.
This document contains rules and instructions about the filing, investigation, and resolution of a Uniform Complaint Procedures (UCP) complaint regarding an alleged violation by TEACH Public Schools' Local Educational Agencies (LEAs): TEACH Academy of Technologies, TEACH Tech Charter High School, and TEACH Preparatory Elementary School (hereinafter collectively referred to as "TEACH") of federal or state laws or regulations governing educational programs. This document presents information about how we process UCP complaints concerning particular programs or activities that are subject to the UCP.
A UCP complaint is a written and signed statement alleging a violation of federal or state laws or regulations, which may include an allegation of unlawful discrimination, harassment, intimidation or bullying. A signature may be handwritten, typed (including in an email) or electronically generated. Some complaints may be filed anonymously. A UCP complaint filed on behalf of an individual student may only be filed by that student or that student’s duly authorized representative.
A complainant is any individual, including a person's duly authorized representative or an interested third party, public agency, or organization who files a written complaint alleging violation of federal or state laws or regulations, including allegations of unlawful discrimination, harassment, intimidation or bullying in programs and activities funded directly by the state or receiving any financial assistance from the state.
If the complainant is unable to put the complaint in writing, due to a disability or illiteracy, we shall assist the complainant in the filing of the complaint.
TEACH developed the Uniform Complaint Procedures (UCP) process with policies and procedures adopted by the governing board or the authorized designee.
According to state and federal codes and regulations, the programs and activities that are subject to the UCP are:

- Accommodations for Pregnant and Parenting Pupils
- Adult Education
- After School Education and Safety
- Agricultural Career Technical Education
- Career Technical and Technical Education and Career Technical and Technical Training Programs
- Child Care and Development Programs
- Compensatory Education
- Consolidated Categorical Aid Programs
- Course Periods without Educational Content
- Discrimination, harassment, intimidation, or bullying against any protected group as identified under California Education Code (EC) sections 200 and 220 and Government Code Section 11135, including any actual or perceived characteristic as set forth in Penal Code Section 422.55, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by an educational institution, as defined in EC Section 210.3, that is funded directly by, or that receives or benefits from, any state financial assistance.
- Educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families, pupils formerly in Juvenile Court now enrolled in a school district, pupils who are migratory, and pupils participating in a newcomer program.
- Every Student Succeeds Act (ESSA)
- Instructional Materials and Curriculum: Diversity
- Local Control and Accountability Plans (LCAP)
- Migrant Education

- Physical Education Instructional Minutes
- Pupil Fees
- Reasonable Accommodations to a Lactating Pupil
- Regional Occupational Centers and Programs
- School Plans for Student Achievement
- Schoolsite Councils
- State Preschool
- State Preschool Health and Safety Issues in LEAs Exempt from Licensing
- And any other state or federal educational program the State Superintendent of Public Instruction (SSPI) or designee deems appropriate.

The Responsibilities of TEACH

We shall have the primary responsibility to ensure compliance with applicable state and federal laws and regulations. We shall investigate and seek to resolve, in accordance with our approved UCP process, complaints alleging failure to comply with applicable state and federal laws and regulations including, but not limited to, allegations of discrimination, harassment, intimidation, or bullying or noncompliance with laws relating to all programs and activities we implement that are subject to the UCP.

The UCP Annual Notice

We disseminate on an annual basis the UCP Annual Notice which is a written notice of the our approved UCP complaint procedures to all of our students, employees, parents or guardians of its students, school and district advisory committee members, appropriate private school officials or representatives, and other interested parties.

This notice may be made available on our website and shall include the following:

- information regarding allegations about discrimination, harassment, intimidation, or bullying;
- the list of all federal and state programs within the scope of the UCP;
- the title of the position whose occupant is responsible for processing complaints, and the identity(ies) of the person(s) currently occupying that position, if known;
- a statement that the occupant responsible for processing complaints is knowledgeable about the laws and programs that they are assigned to investigate;
- a statement that in order to identify appropriate subjects of state preschool health and safety issues pursuant to Section 1596.7925 of the Health and Safety Code (HSC) a notice, separate from the UCP Annual Notice, shall be posted in each California state preschool program classroom in each school in the local educational agency notifying parents, guardians, pupils, and teachers of (1) the health and safety requirements under Title 5 of the California Code of Regulations (5 CCR) apply to California state preschool programs pursuant to HSC Section 1596.7925, and (2) the location at which to obtain a form to file a complaint.

Filing UCP Complaints

All UCP complaints shall be filed no later than one year from the date the alleged violation occurred.

Complaints within the scope of the UCP are to be filed with the person responsible for processing complaints:

Dr. Raul Carranza
Superintendent/Executive Director TEACH Public Schools
10600 S. Western Ave.
Los Angeles, CA 90047
323-872-0808
rcarranza@teachps.org

A pupil fee includes a purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

A pupil fees complaint may be filed with the principal of a school or with our superintendent or their designee. A pupil fees complaint may be filed anonymously, that is, without an identifying signature, if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance.

For complaints relating to Local Control and Accountability Plans (LCAP), the date of the alleged violation is the date when the reviewing authority approves the LCAP or annual update that we adopted. An LCAP complaint may be filed anonymously, that is, without an identifying signature, if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance.

We advise complainants of the right to pursue civil law remedies that may be available under state or federal

discrimination, harassment, intimidation or bullying laws, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may also be available to complainants.

Investigating UCP Complaints

The UCP complaint investigation is our administrative process for the purpose of gathering data regarding the complaint. We provide an opportunity for complainants and/or representatives to present evidence or information.

Refusal by the complainant to provide the investigator with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegations.

Refusal by TEACH to provide the investigator with access to records and/or other information related to the allegation in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in a finding based on evidence collected that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

We ensure that complainants are protected from retaliation.

We investigate all allegations of unlawful discrimination, harassment, intimidation or bullying against any protected group. Unlawful discrimination, harassment, intimidation or bullying complaints shall be filed no later than six months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

UCP Complaint Resolution

We will thoroughly investigate the UCP complaint and issue a written Investigation Report to the complainant within 60 calendar days from the date of the receipt of the complaint, unless the complainant agrees in writing to an extension of time.

This Investigation Report will contain the following elements:

- the findings of fact based on the evidence gathered;
- a conclusion that provides a clear determination for each allegation as to whether we are in compliance with the relevant law;
- corrective actions if we find merit in a complaint:
- for complaints regarding Pupil Fees; LCAP; Physical Education Instructional Minutes, or Course Periods without Educational Content, the remedy shall go to all affected pupils, parents, and guardians,
- for all other complaints within the scope of the Uniform Complaint Procedures the remedy shall go to the affected pupil,
- With respect to a Pupil Fees complaint, corrective actions shall include reasonable efforts to ensure full reimbursement to all pupils, parents and guardians who paid a pupil fee within one year prior to the filing of the complaint;
- a notice of the complainant's right to appeal our Investigation Report to the Department of Education (CDE); and
- the procedures to be followed for initiating an appeal to the CDE.

UCP Complaint Appeal Process

An appeal is a written and signed request by the complainant to the CDE seeking review of an LEA Investigation Report that was issued in response to a properly-filed complaint. A signature may be handwritten, typed (including in an email) or electronically-generated.

The complainant may appeal our Investigation Report of a UCP complaint to the CDE by filing a written appeal within 30 calendar days of the date. In order to request an appeal, the complainant must specify and explain the basis for the appeal, including at least one of the following:

- TEACH failed to follow its complaint procedures, and/or
- the Investigation Report lacks material findings of fact necessary to reach a conclusion of law, and/or
- the material findings of fact in the Investigation Report are not supported by substantial evidence, and/or
- the legal conclusion in the Investigation Report is inconsistent with the law, and/or
- in a case in which we were found in noncompliance, the corrective actions fail to provide a proper remedy.

The appeal shall be sent with: (1) a copy of the locally filed complaint; and (2) a copy of the LEA Investigation Report. All complaints and responses are public records.

UCP Requirements Regarding State Preschool Health and Safety Issues Pursuant to HSC Section 1596.7925

To file a UCP complaint regarding a state preschool health and safety issue pursuant to HSC Section 1596.7925 the

complainant must file with the preschool program administrator or their designee in TEACH.
A state preschool health and safety issues complaint about problems beyond the authority of the preschool program administrator shall be forwarded in a timely manner, but not to exceed 10 working days to our official for resolution.
A state preschool health and safety issues complaint may be filed anonymously. A complainant who identifies themselves is entitled to a response if they indicate that a response is requested. A complaint form shall include a space to mark to indicate whether a response is requested. If EC Section 48985 is otherwise applicable, the response, if requested, and our Investigation Report shall be written in English and the primary language in which the complaint was filed.
A complaint form for a state preschool health and safety issue shall specify the location for filing a complaint. A complainant may add as much text to explain the complaint as they wish.
When investigating a UCP state preschool health and safety issue the preschool program administrator or the designee of the district superintendent shall make all reasonable efforts to investigate any problem within his or her authority, and investigations shall begin within 10 calendar days of the receipt of the complaint. A valid complaint shall be remedied within a reasonable time period, but not to exceed 30 working days from the date the complaint was received. The resolution of the complaint shall be reported to the complainant within 45 working days of the initial filing. If the preschool program administrator makes this report, he or she shall also report the same information in the same timeframe to the designee of the district superintendent.
Filing an Appeal Regarding UCP State Preschool Health and Safety Issues
A complainant not satisfied with the resolution of the preschool program administrator or the designee of the district superintendent has the right to describe the complaint at a regularly scheduled hearing of our board. A complainant will not be precluded from filing an appeal to the State Superintendent of Public Instruction (SSPI) if the complainant does not file a local appeal.
A complainant who is not satisfied with the resolution proffered by the preschool program administrator or the designee of our superintendent has the right to file an appeal to the SSPI within 30 calendar days of the date of the Investigation Report.
The complainant shall comply with the same appeal requirements of 5 CCR section 4632 as in the section above 'UCP Complaint Appeal Process.
The complainant shall include a copy of the Investigation Report and specify and explain the basis for the appeal, including at least one of the following:

- the preschool program administrator or the designee of our superintendent failed to follow its complaint procedures, and/or
- the Investigation Report lacks material findings of fact necessary to reach a conclusion of law, and/or
- material findings of fact in the Investigation Report are not supported by substantial evidence, and/or
- the legal conclusion in the Investigation Report is inconsistent with the law, and/or
- If the preschool program is found noncompliant, the corrective actions fail to provide a proper remedy.

The SSPI or his or her designee shall comply with the requirements of 5 CCR Section 4633 and shall provide a written Investigation Report for our agency to the State Board of Education describing the basis for the complaint, our response to the state preschool health and safety issues pursuant to HSC Section 1596.7925 complaint and its remedy or proposed remedy and, as appropriate, a proposed remedy for the issue described in the complaint, if different from our agency's remedy.
We shall report summarized data on the nature and resolution of all UCP state preschool health and safety issues complaints on a quarterly basis to the county superintendent of schools and our board. The summaries shall be publicly reported on a quarterly basis at a regularly scheduled meeting of our board. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints.
Legal References
20 United States Code (20 U.S.C.) Section 6301 et seq.
34 Code of Federal Regulations (34 CFR) sections 106.8, 299.10–13.
California Education Code (EC) sections 200, 201, 210.1, 210.3, 220, 221.1, 222, 234.1, 243, 260, 8200–8488, 8500–8538, 12030, 17002, 17592.72, 33126, 33315, 35161, 46015, 48645.7, 48850, 48853, 48853.5, 48911, 48915.5, 48987, 49010–49013, 49069.5, 51210, 51222, 51223, 51225.1–51225.3, 51228.1–51228.3, 52059.5, 52075, 52300–52462, 52500–52616.18, 54440–54445, 64000, 64001, 65000.
California Government Code (GC) sections 11135, 11136.

California Penal Code (PC) Section 422.55.
5 California Code of Regulations (CCR) sections 4600–4640, 4690–4694.

All complaints of unlawful harassment, discrimination or retaliation will be promptly investigated.

TEACH Public Schools encourages the prompt reporting of complaints or concerns so that rapid and appropriate remedial action can be taken before relationships become irreparably strained. Therefore, while no fixed reporting period has been established, early reporting and intervention have proven to be the most effective method of resolving actual or perceived incidents of harassment.

TEACH Public School's investigation methods will vary depending on the nature of the complaint, the allegations, the witnesses, and other factors. The investigation may include individual interviews with the parties involved and, where necessary, with individuals who may have observed the alleged conduct or may have other relevant knowledge. Confidentiality will be maintained throughout the investigatory process to the extent possible and consistent with adequate investigation methods and appropriate corrective actions. The school has a compelling interest in protecting the integrity of its investigations. In every investigation, the school has a strong desire to protect witnesses from harassment, intimidation and retaliation, to keep evidence from being destroyed, to ensure that testimony is not fabricated, and to prevent a cover-up. If the School reasonably imposes a confidentiality requirement and you do not maintain such confidentiality, you may be subject to disciplinary action up to and including immediate termination.

All employees are required to fully cooperate with TEACH Public School's investigation, which includes, but is not limited to, providing all pertinent information in a truthful manner, submitting pertinent documents in their possession, not interfering with the investigation in any manner, and maintaining an appropriate level of discretion regarding the investigation. Failure to do so may result in disciplinary action, up to and including termination.
During the investigation, TEACH Public Schools will provide regular progress updates, as appropriate, to those directly involved. TEACH Public Schools will strive to complete its investigation as efficiently as possible in light of the allegations and will reach any conclusions based on the evidence collected and credibility of the witnesses.

TEACH Public Schools may investigate conduct in the absence of a formal complaint if the TEACH Public Schools has reason to believe that an individual has engaged in conduct that violates TEACH Public Schools policies or applicable law. Further, TEACH Public Schools may continue its investigation even if the original complainant withdraws their complaint during the course of the investigation.

Any conduct which TEACH Public Schools believes constitutes harassment, discrimination, abusive conduct, or retaliation in violation of this policy will be dealt with appropriately. Corrective action may include, for example, training, referral to counseling and/or disciplinary action such as warning, reprimand, withholding of a promotion or pay increase, reassignment, temporary suspension without pay or termination, as TEACH Public Schools believes is appropriate under the circumstances. Due to privacy protections, the TEACH Public Schools may not be able to fully disclose its entire decision regarding corrective action to the complainant. False and malicious complaints of harassment, discrimination, abusive conduct, or retaliation as opposed to complaints, which, even if erroneous, are made in good faith, may be the subject of appropriate disciplinary action.

Conclusion

This policy was developed to ensure that all employees work in an environment free from harassment, discrimination, abusive conduct and retaliation. Any employee who has questions or concerns about these policies should talk with the Human Resources Director.

If you believe you have experienced discrimination or harassment you may file a California Civil Rights Department ("CRD") or Equal Employment Opportunity Commission complaint. For information contact the CRD or EEOC. You may find their phone numbers online at www.eeoc.gov and www.calcivilrights.ca.gov, respectively.

Training Requirements

TEACH Public Schools requires all employees to abide by California's training requirements, which includes training within six months of hire and retraining every two years thereafter. Employees who fail to complete this required training will be subject to disciplinary action, up to and including termination.

WHISTLEBLOWER POLICY

TEACH Public Schools is committed to maintaining a workplace where employees are free to raise good faith concerns regarding certain business practices, specifically: (1) reporting suspected violations of law, including but not limited to federal laws and regulations; (2) providing truthful information in connection with an inquiry or investigation by a court, agency, law enforcement, or other governmental body; and (3) identifying potential violations of TEACH Public Schools policy, specifically the policies contained in TEACH Public School's Employee Handbook.

An employee who wishes to report a suspected violation of law or TEACH Public Schools policy may do so by contacting the Board Members.

TEACH Public Schools expressly prohibits any form of retaliation, including harassment, intimidation, adverse employment actions, or any other form of retaliation, against employees who raise suspected violations of law, cooperate in inquiries or investigations, or identify potential violations of TEACH Public Schools. Any employee who engages in retaliation will be subject to discipline, up to and including termination.

Any employee who believes that they have been subjected to any form of retaliation as a result of reporting a suspected violation of law or policy should immediately report the retaliation to one of the following: Human Resources Director

and Human Resources Manager. Any supervisor, manager, or staff member that receives complaints of retaliation must immediately inform the Human Resources Director.

Reports of suspected violations of law or policy and reports of retaliation will be investigated promptly and, in a manner, intended to protect confidentiality to the extent possible, consistent with a full and fair investigation. Information will be disclosed only as it is necessary to complete the investigation and resolve the matter. The Human Resources Director and a member of TEACH Public Schools management will conduct the investigation or designate other internal or external parties to conduct the investigation. The investigating parties may notify the concerned individuals of their findings as appropriate.

OPEN COMMUNICATION POLICY

We want to hear from you. TEACH Public Schools strongly encourages employee participation in decisions affecting their employment and their daily professional responsibilities. Our greatest strength lies in our employees and our ability to work together. We encourage open communication about all aspects of our school and organization. Employees are encouraged to openly discuss with their supervisors any problems or suggestions they believe would make our organization better and stronger. TEACH Public Schools is interested in all our employee's success and fulfillment. We welcome all constructive suggestions and ideas.

Employees who have work-related concerns or complaints are encouraged to discuss them with the Human Resources Department. Employees are encouraged to raise their work-related concerns as soon as possible after the events that cause concern. TEACH Public Schools will attempt to keep the employee's concerns and complaints confidential to the extent feasible. However, in the course of resolving the matter, some dissemination of information to others may be necessary, appropriate, and/or required by law. Employees with concerns or complaints relating to harassment, discrimination or retaliation should follow the reporting procedure outlined in this Handbook.

LACTATION ACCOMMODATION POLICY

TEACH Public Schools provides a reasonable amount of break time to accommodate an employee's need to express breast milk for the employee's infant child.

A private location to express breast milk will be provided in close proximity to the employee's work area. The employee's normal work area may be used if it allows the employee to express milk in private. In certain circumstances, a temporary location, multipurpose room, or shared space may be provided in accordance with applicable law. The location will also meet the following requirements: not be a bathroom or restroom; be free from intrusion; be shielded from view; be safe, clean, and free of toxic or hazardous materials; contain a surface to place a breast pump and personal items; contain a place to sit; and have access to electricity or alternative devices, including, but not limited to, extension cords or charging stations, needed to operate an electric or battery-powered breast pump. In addition, the school shall provide access to a sink with running water and a refrigerator suitable for storing milk in close proximity to the employee's work area. If a refrigerator cannot be provided, the school may provide another cooling device suitable for storing milk, such as a School-provided cooler.

An employee who would like to request an accommodation to express milk should complete an accommodation request form and contact the employee's supervisor or Human Resources Department. The school will engage the employee in an interactive process with the employee to determine when and where lactation breaks will occur, and will respond

accordingly, generally within two business days. The school reserves the right to deny an employee's request for a lactation break if the additional break time will seriously disrupt operations.

Employees requesting an accommodation under this policy should comply with the following requirements:
1. The employee should [complete an accommodation request form and] contact their Human Resources Department to request designation of a location and time to express breast milk under this policy.
2. The requested break time should, if possible, be taken concurrently with other scheduled break periods. Non-exempt employees should clock out for any lactation breaks that do not run concurrently with normally scheduled rest periods. Any such breaks will be unpaid.

Retaliation for making a lactation accommodation request is strictly forbidden. If the employee believes the employee has been retaliated against it should be reported immediately to Human Resources. Discrimination against and harassment of lactating employees in any form is unacceptable will not be tolerated at TEACH Public Schools and will be handled in accordance with TEACH Public School's policy on discrimination and harassment.

If any employee believes that they have experienced retaliation or discrimination as a result of conduct protected by this policy, the employee may also file a complaint with their supervisor and/or the Labor Commissioner's Office. For more information, contact the Labor Commissioner's Office by phone or visit a local office by finding the nearest one on our website: www.dir.ca.gov/dlse/DistrictOffices.htm. The Labor Commissioner's Office provides an interpreter at no cost to the employee, if needed.

PUBLIC RELATIONS

The success of a charter school depends upon the quality of the relationship among the school, its employees, students, parents and the general public. The public impression of TEACH Public Schools and its interest in our school will be formed in part, by TEACH Public Schools employees. Our employees are ambassadors. The more goodwill an employee promotes, the more employees, students, parents and the general public will respect and appreciate the employee, TEACH Public Schools and our school's services.

Below are several things' employees can do to help leave people with a good impression of TEACH Public Schools.

These are the building blocks for our continued success:

- Communicate with parents regularly
- Act competently and deal with others in a courteous and respectful manner
- Communicate pleasantly and respectfully with other employees at all times
- Follow up on requests and questions promptly, provide business-like replies to inquiries and requests, and perform all duties in an orderly manner
- Respond to email and voicemail within 24 hours during the workweek
- Take great pride in your work and enjoy doing your very best

SECTION 5 - THE EMPLOYMENT PROCESS

EMPLOYEE CLASSIFICATIONS

Each TEACH Public Schools employee is either a “full-time,” “part-time,” or “temporary” employee and either an “exempt” or “non-exempt” employee. Some of the policies and benefits described in this handbook depend on whether the employee is full-time or part-time. Regular full-time employees are those employees regularly scheduled to work 32 or more hours each week. Regular part-time employees are those regularly scheduled to work less than 30 hours each week. Temporary employees are those employed for short-term assignments or in connection with a specific project or event. Temporary employees are not eligible for employee benefits, except those mandated by applicable law.
Every member of the team is designated as a Classified or Certificated employee. Some of the policies and benefits described in this handbook depend on how the employee is designated.

Exempt employees: This category includes all employees who are determined by the school to be exempt from certain wage and hour provisions of state and federal laws. Exempt employees are paid a fixed salary that is intended to cover all of the compensation to which they are entitled. Because they are exempt, such employees are not entitled to additional compensation for extra hours of work or time off in lieu of additional compensation.

Non-exempt employees: This category includes all employees who are covered by certain wage and hour provisions of state and federal laws. Non-exempt employees are entitled to overtime and double time pay as well as meal and rest breaks, as prescribed by law.

Instructional or Certificated Employees are those employees hired by TEACH Public Schools for the primary purpose of instructing students.
Non-Instructional Employees: includes those employees hired by TEACH Public Schools that do not primarily instruct students, such as administrative, maintenance, assistants and other operational employees.

EMPLOYEE STATUS AND CLASSIFICATIONS

“Employees” may include exempt, non-exempt, regular full-time, regular part-time, and temporary persons.

Exempt
Employees whose positions meet specific criteria established by state and federal law and who are exempt from overtime pay requirements.

Non-Exempt
Employees whose positions do not meet specific criteria established by state and federal law and are paid overtime and double time pay in certain circumstances. Overtime and double time compensation will be paid in accordance with all state and federal laws, which is generally the following:

- Overtime (paid at one-and-a-half times the employee’s regular rate of pay): All hours worked in excess of 40 hours per workweek, in excess of 8 hours in a workday, and for the first 8 hours worked on the seventh consecutive workday.
- Double time (paid at twice the employee’s regular rate of pay): All hours worked in excess of 12 hours in a workday and in excess of 8 hours worked on the seventh consecutive workday.

Regular Full-Time
Employees who are regularly scheduled to work 30 or more hours per week are generally eligible for the TEACH Public School’s benefit package, subject to the terms and conditions, and limitations of each benefit program.

Regular Part-Time

Employees who are regularly scheduled to work less than 30 hours per week, and generally not eligible for TEACH Public School's benefit package except for those required by law.

Temporary (Full-Time or Part-Time)
An employee who is hired for a particular project or job of limited or definite duration is considered a temporary employee. A temporary employee is not eligible to earn, accrue, or participate in any School benefits program, except as otherwise required by law.

Temporary employees retain that status until they are notified of a change, in writing, by the Human Resources Department.

WORK SCHEDULES

All employees will be assigned a work schedule suitable for their job assignment and will be expected to begin and end work according to the schedule. Please note that schedules may vary depending on a variety of factors including whether you work during the academic year or on an annual basis. The Executive Director or your supervisor will assign your individual work schedule. In order to accommodate the needs of our business, it may be necessary to change individual work schedules on either a short- term or long-term basis. All employees are expected to be at their desks or workstations at the start of their scheduled shift, ready to work. If you need to modify your schedule, request the change with Human Resources or your supervisor. All schedule changes or modifications must be approved by the Executive Director.

TEACH Public Schools reserves the right to assign employees to jobs other than their usual assignment, when necessary, provided the employee is capable of performing the essential functions of the alternate assignment. Non-exempt employees are not allowed to perform work at home or away from the school unless specifically authorized for each occurrence by their supervisor. Non-exempt employees are not to work before or to continue working after their scheduled hours unless specifically assigned by the supervisor. Non-exempt employees are not allowed to work "off the clock." Attendance at school-sponsored functions is not compensated unless the supervisor has required you to attend the function. Employees violating these rules may be subject to disciplinary action up to and including termination.

<u>Instructional Employees:</u>
The normal working hours for instructional employees at the school sites are from 7:30 a.m. to 4:30 p.m. with two ten (10) minute rest breaks and a thirty (30) minute meal break. Instructional employees may be required to work other than the normal hours and to take their lunch breaks and/or rest breaks on a rotating basis so that classes and student activities are always covered. There will occasionally be activities that will require teacher participation outside of regular business hours such as instructional prep, evening and Saturday family workshops or special meetings.

School site leadership must approve any exceptions to the regular work schedule for instructional employees.

<u>Non-Instructional Employees:</u>
School site leadership will determine the normal working hours for non-instructional employees. Non-exempt, non-instructional employees are entitled to two ten (10) minute rest breaks and a thirty (30) minute meal break and are entitled to overtime and double time pay as required by law.

Exempt employees, including Instructional and Non-Instructional employees, will be expected to work the number of hours necessary to complete their assigned responsibilities.

WORKWEEK AND WORKDAY

TEACH Public School's workweek is from Monday at 12:00 A.M. through the following Friday at 11:59 P.M. TEACH Public School's standard workday is 7:30 a.m. to 4:30 p.m. each day.

SCHOOL HOLIDAYS

The school observes 13 paid holidays during the year:

- New Year's Day
- Martin Luther King Day
- President's Day
- Memorial Day
- Juneteenth
- Independence Day
- Labor Day
- Veteran's Day
- Thanksgiving Day
- Day after Thanksgiving
- Christmas Eve Day
- Christmas Day
- Cesar Chavez Day

To be eligible for holiday pay, an employee must be full-time and non-exempt and must work both the business day before and after the holiday. Part-time employees, temporary employees, exempt employees (including, but not limited to, teachers) are not eligible for holiday pay. Exempt employees and teachers will receive their regularly scheduled pay during holidays.

Eligible employees will receive time off with pay at their regular rate of pay on the school- observed holidays listed above. When a holiday falls on a Saturday or Sunday, it is usually observed on the preceding Friday or following Monday. However, the School may close on another day. Holiday observance will be announced in advance. The school reserves the right to change this policy at any time, with or without notice.

Holiday hours do not count as hours worked for purposes of calculating overtime. For example, if you receive 8 hours of holiday pay on Monday and work 40 hours Tuesday-Saturday (8 hours/day), you will not be eligible for overtime. Recognized religious holidays may be taken off by an employee whose religion requires observance of the particular day. Employees must request the day off in advance by written notice to the Human Resources Department. The employee may use PTO if the employee has unused PTO available, otherwise the holiday will be unpaid. All steps will be taken to reasonably accommodate a religious holiday (or practice) absent an undue hardship.

To qualify for holiday pay, all employees must work the last scheduled day before and the first scheduled day after the holiday unless the employee is absent:

At the Supervisor's request/approval Due to closure of schools because of inclement weather Prior to or following Jury Duty or Bereavement Leave Due to a previously scheduled and approved PTO.

ACADEMIC FREEDOM

Academic freedom is not an absolute. It must be exercised within the basic ethical responsibilities of the teaching profession. Those responsibilities include:

- An understanding of our academic traditions and methods;
- A concern for the welfare, growth, maturity and development of children;

The use of accepted scholastic methods; and
Application of good taste and judgment in selecting and employing materials and methods of instruction.

ATTENDANCE AND PUNCTUALITY

Employees are expected to observe regular attendance and be punctual. Each of our employees is critical to our success. Therefore, regular attendance and punctuality are considered an essential function of all positions. Employees are expected to report to work as scheduled, on time, and prepared to work. Employees also are expected to remain at work for their entire work schedule, except meal periods, rest periods or when required to leave on authorized School business. Late arrivals, early departures or other unanticipated and unapproved absences from scheduled hours are disruptive and must be avoided.

If you are unable to report for work on any particular day, you must call, text, or email the site Principal or the Human Resources Department at least one hour before the time you are scheduled to begin working for that day. If you call in less than one hour before your scheduled time to begin work, you will be considered tardy for that day. Absent extenuating circumstances or a medical provider's order excusing you from work for a period of time, you must call in on any day you are scheduled to work and will not report to work. The school understands that in some cases, advance notice is not possible. In these cases, notify the site Principal or Human Resources Department personally at the earliest possible moment. In some circumstances, you may be required to provide verification of or documentation for your absence.

More than three instances of non-illness related tardiness by any employee during any twelve¬month period are considered excessive. Any unexcused absence is considered excessive.
If you fail to report for work without any notification to the site Principal or Human Resources Department and the absence continues for a period of three business days, the school will determine that you have abandoned your job and voluntarily terminated your employment.

Absences protected by local, state and federal law do not count as violations of this policy. Paid sick time protected under California law does not count as a violation of this policy.
The presence or absence of each employee is of critical importance to the successful operation of the TEACH Public Schools. Regular attendance and punctuality are considered an essential function of each position. Therefore, TEACH Public Schools expects all of its employees to be on time, ready to begin work at the beginning of their day, and to work the full allotted time they are assigned each day.

Absences protected by local, state and federal law do not count as violations of this policy. Paid sick time protected under California law does not count as a violation of this policy.

TIME RECORDS (NON-EXEMPT EMPLOYEES)

Non-exempt employees must accurately complete time records within the school's timekeeping system on a daily basis. Each time record must show the exact time each work period began and ended, the meal periods taken, and your signature. Absences and overtime must be accurately identified on your time record. Any work performed before or after any regularly scheduled work shift must be approved in advance by the employee's supervisor or school leadership. All time actually worked must be recorded. This includes the use of laptops, computers, PDAs or cell¬phones

to check work email, voicemail or to send text messages after hours. You cannot record time and/or submit a time record for another employee. Each employee must sign and submit their own time record. Non-exempt employees are not allowed to work “off the clock.” Working “off the clock” violates our school’s policy. Any errors on an employee’s time record should be reported immediately to the employee’s supervisor or Human Resources.

Exempt employees must report full days of absence from work.

MEAL AND REST PERIODS (NON-EXEMPT EMPLOYEES)

All non-exempt employees are provided with an opportunity to take meal and rest periods consistent with the law. During your meal periods and rest periods, you may not work at all. You are excused from all duties. In addition, please understand that you may not combine required meal or rest periods in order to take a longer break. Also, you may not miss a required meal or rest period in order to start work later or leave work earlier. In the rare event that you believe you cannot take a meal or rest period, or you are unable to take a full meal or rest period pursuant to School policy or you must begin your meal period more than five hours after your work period began, you must notify Human Resources in advance whenever possible (and, in any event, as soon as possible) so that the proper measures may be taken. If you leave the premises for either a meal or rest break, you are doing so for strictly personal reasons and will not be covered by worker’s compensation.

Failure to comply with the school’s policy regarding meal and/or rest periods can lead to discipline, up to and including termination

Meal Periods

Non-exempt employees (hourly employees) scheduled to work more than five hours in a day are provided a 30-minute uninterrupted duty-free unpaid meal period. The meal period must be taken before the end of the fifth (5th) hour of work. For example, if the employee begins working at 7:00 a.m., then the employee must clock out to begin their meal period no later than 12:00 p.m. (noon). Your supervisor may schedule your meal periods.
The employee may waive this meal period if their workday will be completed within a total of six hours or less. To waive a meal period, the employee must receive prior written approval from the Human Resources Department and complete a “Meal Period Waiver” form.

If an employee’s day exceeds ten hours of work time, the employee is entitled to an additional 30-minute uninterrupted duty-free unpaid meal break. The employee may only waive this second meal period if they have taken the required first meal break of at least 30 minutes and their workday will not exceed 12 hours. To waive the second meal period, the employee must receive prior written approval from the Director of Human Resources and complete a “Second Meal Period Waiver” form.

Hours Worked	Number of Rest Periods
0 hours to 5 hours	No meal period
Over 5 hours to 10 hours	1 30-minute meal period
Over 10 hours to 14 hours	2 30-minute meal periods

Non-exempt employees must observe assigned working hours, the time allowed for meal periods, and report any interrupted, missed, late or short meal periods on that days’ time record and to the employee’s supervisor immediately.

The meal period must be accurately recorded on the employee's time sheet. Meal periods are unpaid time and employees are free to leave the premises. Meal periods may not be combined with rest periods or used to come in later or leave earlier on a workday. Non-exempt employees are expected to return to work promptly at the end of any meal period.

Rest Periods

Non-exempt employees are authorized and permitted to take a 10-minute uninterrupted rest period for each four (4) hours of work or major fraction thereof which is defined as any amount of time over two (2) hours. Your supervisor may schedule your rest periods. Rest periods should be taken as close to the middle of a work period as possible and cannot be taken in conjunction with a meal period. Rest periods are paid work time; they cannot be waived by the employee in order to shorten the workday or used towards additional time off. During rest periods, employees are not required to stay on the premises, however, non-exempt employees are expected to return to work promptly at the end of any rest period.

Hours Worked	Number of Rest Periods
3.5 hours to 6 hours	1 10-minute rest period
Over 6 hours to 10 hours	2 10-minute rest periods
Over 10 hours to 14 hours	3 10-minute rest periods

Non-exempt employees must observe assigned working hours, the time allowed for rest periods, and report any missed rest period on the days' time record and to the employee's supervisor immediately. Employees are encouraged to report any concerns regarding meal or rest periods to Human Resources.

In addition to reporting, it on their time record, any employee who misses a meal or rest period or who experiences a late, short, or interrupted meal period—for any reason—must immediately report this issue to their supervisor.

If an employee voluntarily chooses to miss a meal or rest period or take a late, short, or interrupted meal period (e.g., I chose to take my lunch later in the day or I chose to refuse an "authorized" meal period at the time provided by TEACH Public Schools), the employee is not entitled to premium pay (one additional hour of pay). If an employee involuntarily experiences a missed meal or rest period or a late, short, or interrupted meal period (e.g., my supervisor asked me to handle a call or meeting that caused me to miss or take a late meal period), the employee is entitled to premium pay. Employees must report the reason for the non-compliant meal or rest period to Human Resources.

PAYDAYS

Paydays at TEACH Public Schools are the 15th OF THE MONTH AND LAST DAY OF EACH MONTH. The Human Resources Department or their designee will distribute checks to those who do not have direct deposit. If a normally scheduled pay day falls on a weekend or holiday, paychecks will be distributed the preceding business day.

A written, signed authorization is required for mail delivery or for delivery of your paycheck to any other person. If you have automatic deposit for your paycheck, your funds will be deposited to the financial institution you requested by the end of business on the scheduled payday. While an automatic deposit may actually credit to your account before your actual "payday," the school is not responsible for automatic payments or withdraws dated prior to your actual payday and you should not depend on early deposits of your pay.

PAYROLL WITHHOLDINGS

TEACH Public Schools is required by law to withhold Federal Income Tax, State Income Tax, Social Security (FICA), State Teachers Retirement Service (STRS for eligible credentialed faculty or PERS, if the school participates) and State Disability Insurance from each employee's paycheck as outlined below. Additionally, if a garnishment, tax levy, or an order to withhold child support payments should be delivered, TEACH Public Schools must comply with that order within the time allowed by law and cannot postpone the payroll deduction for any reason. Voluntary deductions, which must be authorized in writing by employees, may include retirement plans, employee portion of insurance premiums, or any other benefit made available to employees.

If an employee believes an error has been made in their pay or deductions TEACH Public Schools will work in good faith to resolve errors as soon as possible. The employee should notify the Human Resources Director of any errors in pay or deductions withheld within seven (7) days from the date paid.

Every deduction from the employee’s paycheck is explained on the check voucher/paystub. If the employee does not understand the deduction, then they should ask the Human Resources Director to explain it. The employee may change the number of withholding allowances they wish to claim for Federal and/or State Income Tax purposes before any pay period by filling out a new W-4 form and submitting it to the Human Resources Director.

SECTION 6 - CONDITIONS OF EMPLOYMENT

IMMIGRATION LAW COMPLIANCE

TEACH Public Schools employs only those authorized to work in the United States in compliance with the Immigration and Control Act of 1986. Each new employee, as a condition of employment, must complete the Employment Eligibility Verification Form I-9 no later than the first day of work for pay and present original documentation establishing identity and employment eligibility as outlined on the I-9 instruction forms no later than three business days after they begin work. Former employees who are rehired must also complete the form if they have not completed an I-9 with TEACH Public Schools within the past three years or if their previous I-9 is no longer retained or valid.

CREDENTIAL REQUIREMENTS

If you are a credentialed team member, you must provide copies of your credential, certificate of clearance, transcripts, and test scores prior to your first day of actual work and if already employed, prior to the start of the academic year if applicable. Failure to provide these documents may delay your ability to begin work.

You are also responsible for keeping required certificates, credentials, and registrations current and in good standing, for paying the costs associated with renewal, and for providing both your principal and the school with verification of renewals. Failure to provide these updated documents to the school may result in suspension without pay until such time as the necessary documentation has been provided.

If you allow a credential, certificate, registration, or required course deadline to expire, or if you fail re-certification, training, or testing, or otherwise fail to maintain the necessary credential for your assignment, TEACH Public Schools is required to remove you from the work schedule until you meet the necessary requirements for your assignment or renew your credential.

Teachers actively enrolled in a Beginning Teacher Support and Assessment (BTSA) program are eligible for program reimbursement for up to $1,500 per semester for up to 2 school years. Reimbursement must be received for accredited BTSA programs to achieve a Preliminary or Professional Clear Teacher Credential. Reimbursements for the Fall courses will be reimbursed in the Spring (up to 60 days from the start of the Spring Semester), and the Spring Semester will be reimbursed in the Fall (up to 60 days from the start of the Fall Semester). Employees should be in constant communication with the Human Resources Department on their credential status.

TUBERCULOSIS TEST

Before the first day of employment, all new employees must have had a tuberculosis test as described in Education Code 49406 or a TB Risk Assessment (pursuant to AB1667) within the past 60 days. Employees transferring from other public or private schools within the State of California must either provide proof of an examination or a completed Risk Assessment within the previous 60 days or a certification showing that they were examined within the past four (4) years and was found to be free of communicable tuberculosis. The current physician's statement or Risk Assessment must be on file in the office before the first day of employment. Failure to provide documentation on time may result in delay of your ability to begin work or termination.

Results of these tests are strictly confidential. TB Clearance is good for four years and it is the employee’s responsibility to remain in compliance and ensure the school has a valid certificate on file.

The examination for applicants for employment is a condition of initial employment. Therefore, the expense incident thereto shall be borne by the applicant. The cost of the examination required for existing employees shall be a reimbursable expense. Employees should follow the school's reimbursement procedures.

CRIMINAL BACKGROUND CHECK

All employees must have Live Scan fingerprint results on file with TEACH Public Schools in accordance with applicable law. Live Scan fingerprinting will be required of all job applicants, employees, and volunteers as required by California and federal law. These background checks are performed through a fingerprinting service coordinated by the California Department of Justice (DOJ) and the Federal Bureau of Investigation (FBI). Civil or criminal background checks may be also be required of applicants and/or employees based on job duties or any other factors in accordance with applicable law.

All fingerprint and background information must be completed and the results in the possession of TEACH Public Schools before the first day of employment. Failure to complete this process will delay the employee's ability to begin work.

Employees with adverse background information (such as certain specific criminal conviction) may be ineligible for employment with TEACH Public Schools.

TEACH Public Schools shall also request subsequent arrest notification from the Department of Justice and take all appropriate action based upon such further notification in accordance with applicable law. Additionally, should an employee, during their employment with TEACH Public Schools, be arrested for, charged with, or convicted of any offense, the employee must immediately report as much to Human Resources.
For additional information on background checks, please contact the Human Resources Director.

CHILD ABUSE AND NEGLECT REPORTING ACT

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

While each employee has the responsibility to ensure the reporting of any child, they suspect is a victim of abuse, the employee is not to verify the suspicion or prove that abuse has occurred. It is extremely important that TEACH Public Schools employees comply with the requirements of the Child Abuse and Neglect Reporting Act (CANRA). No mandated reporter can be held civilly or criminally liable for any report required or authorized by CANRA.

The Human Resources Director is available to answer any questions employees may have about their responsibilities under CANRA, or to assist an employee in making a report under CANRA. If an employee makes a report pursuant to CANRA without TEACH Public School's assistance, they are required to notify TEACH Public Schools of the report if it is based on incidents they observed or became aware of during the course and scope of their employment with TEACH Public Schools.

FIRST-AID AND CPR TRAINING

All individuals working unsupervised with children or in a classroom setting (i.e. core teachers, advisors, coaches, non-core teachers, administrators) must receive, renew, and maintain basic first-aid and CPR certification by the first day of school. Any employee required to be first aid certified and hired after the beginning of the school year will be required to provide proof of completion of both First Aid and CPR training prior to the first day of work.

For additional information on the training required, please contact the Human Resources Director.

PERSONNEL FILES

An employee or former employee (or designee) has the right to inspect or receive a copy of their personnel records at reasonable times, at a reasonable place, and on reasonable advance notice to the Human Resources Director. All requests should be put in writing preferably on the form maintained by Administration. If the request includes a request for copies the employee or former employee may be required to pay for the actual costs of copying. Employer will respond to such a request within 30 days of receipt of the written request.

Employees are not entitled to inspect or copy: letters of reference, records that relate to an investigation of possible criminal activity, ratings, reports or records obtained prior to employment, prepared by examination committee members or obtained in connection with a promotional examination.

CHANGES IN EMPLOYMENT

An employee is responsible for notifying the Human Resources Department about changes in the employee's personal information and changes affecting the employee's status (for example, name changes, address or telephone number changes, marriages or divorces, etc.). This notification by the employee must occur as close to the change as possible, but no later than 30 days following the change.

SECTION 7 – PERFORMANCE

EMPLOYEE PERFORMANCE REVIEW

Supervisors will generally conduct performance reviews with all regular full-time and regular part-time employees annually. Supervisors may conduct informal performance reviews and goal setting sessions more often if they choose.

Performance reviews are designed for the supervisor and the employee to discuss their current job tasks, encourage and recognize attributes, and discuss positive, purposeful approaches for meeting work-related goals. Together, the employee and supervisor discuss ways in which the employee can accomplish goals or learn new skills. The goal setting sessions are designed for the employee and their supervisor to make and agree on new goals, skills, and areas for improvement.

Your performance review and goal setting sessions may or may not have a direct effect on any changes in your compensation. For this reason, among others, it is important to prepare for these reviews carefully, and participate in them fully.

PERFORMANCE EVALUATIONS

Administrative and Classified Staff:

Performance evaluations generally are conducted annually to provide both employees and supervisors with the opportunity to discuss the employee's position, tasks, identify and correct weaknesses, encourage and recognize strengths, and discuss methods for improving performance. The performance evaluations are intended to make employees aware of their progress, areas for improvement, and objectives or goals for future work performance. Favorable performance evaluations do not guarantee an increase in salary or promotional opportunities, or even continued employment.

Teachers:

At the start of each academic year, each Teacher will meet with the principal to establish Performance Objectives for that school year. The Teacher will put these objectives in writing in accordance with a template to be provided by the principal.

The principal will generally evaluate the Teacher's performance at least once a year formally and on an ongoing basis informally. The evaluation will be based on factors including the Teacher's job description, accomplishment of the Performance Objectives, the TEACH Public School's charter, and standards for teaching performance developed by the Human Resources Department the TEACH Public School's Board of Directors, and/or other TEACH Public Schools staff.

In addition to these more formal performance evaluations, TEACH Public Schools encourages you and your supervisor to discuss your job performance on an ongoing basis.

TEACH Public School's provision of performance evaluations does not alter the at-will employment relationship. Nothing in this policy shall limit the right to terminate employment at- will or limit the TEACH Public School's right to transfer, demote, suspend, administer discipline, and change the terms and conditions of employment at its sole discretion. Employment is at the mutual consent of the employee and TEACH Public Schools. Accordingly, either the employee or TEACH Public Schools can terminate the employment relationship at-will, at any time, with or without reason and with or without notice.

Basis for Determining Pay

Numerous factors may influence your rate of pay, including but not limited to, education, experience, training and/or the operational needs of the school. It is TEACH Public School's goal to have a current Job Description for each employee that broadly defines the job responsibilities and essential functions for each position.

While TEACH Public Schools strives to complete wage increase determinations on an annual basis, there is no guarantee that employees will receive a salary increase, cost of living adjustment or promotion every school year. Salary increases, cost of living adjustments and promotions are solely within the discretion of TEACH Public Schools and depend upon many factors in addition to performance. Positive performance evaluations do not guarantee increases in salary or promotions. Increases may be determined the basis of various factors including, but not limited to, performance, adherence to school policies and procedures, ability to meet or exceed duties, salary schedules/ranges/bands, achievement of performance goals, or operational factors.

Changes to the amount of an employee's wage or salary will become effective on the first regular pay period following the change.

SECTION 8 - LEAVES

FAMILY MEDICAL LEAVE ACT (FMLA)/CALIFORNIA FAMILY RIGHTS ACT (CFRA)

Eligible employees may request a family and medical leave of absence under the circumstances described below. Eligible employees are those who have been employed by the school for at least 12 months (not necessarily consecutive), have worked at least 1250 hours during the 12 months immediately prior to the family and medical leave of absence. For purposes of FMLA leave, an eligible employee must also be employed at a worksite where there are 50 or more employees of the school within 75 miles. Please check with Human Resources Department to determine whether you are eligible for FMLA/CFRA leave.

Ordinarily, you must request a planned family and medical leave at least 30 days before the leave begins. If the need for the leave is not foreseeable, you must request the leave as soon as practicable. You should use the school's request form, which is available upon request from Human Resources Manager. Failure to comply with this requirement may result in a delay of the start of the leave.
A family and medical leave may be taken for the following reasons:
1. the birth of an employee's child or the placement of a child with the employee for foster care or adoption, so long as the leave is completed within 12 months of the birth or placement of the child;
2. the care of the employee's spouse, child, parent with a "serious health condition";
3. for CFRA only, the care of the employee's "family member with a "serious health condition";
4. the "serious health condition" of the employee;
5. for FMLA only, the care of the employee's spouse, child, parent, or next of kin who is a member of the Armed Forces, including a member of the National Guard or Reserves, and who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness; or
6. any qualifying exigency as defined by the applicable regulations arising out of the fact that the employee's spouse, child, registered domestic partner (CFRA only) or parent is on active duty (or has been notified of an impending call or order to active duty) in the Armed Forces.

For CFRA only, a "family member" includes the employee's spouse, parent, child of any age, registered domestic partner, grandparent, grandchild, sibling, parent-in-law, and a "designated person". A "designated person" is someone else with a blood or family-like relationship with the employee. The employee may identify this person at the time the employee requests a CFRA leave. The employee is limited to one (1) designated person per 12-month period for purposes of a CFRA leave.

A "serious health condition" is one that requires inpatient care in a hospital or other medical care facility or continuing treatment or supervision by a health care provider. You may take a leave under paragraph (2) or (3) above only if due to a serious health condition of a family member as described in paragraph (2) or (3) requires your care or assistance as certified in writing by the family member's health care provider. If you are seeking a leave under paragraph (4) above, you must provide the school with a medical certification from your health care provider establishing eligibility for the leave, and you must provide the school with a release to return to work from the health care provider before returning to work. You must provide the required medical certification to the school in a timely manner to avoid a delay or denial of leave. You may obtain the appropriate forms from the Human Resources Manager.

FMLA/CFRA leave is unpaid and both may be taken for up to 12 workweeks during the designated 12-month period (with the exception of FMLA qualifying leaves to care for a member of the Armed Services who has a serious illness or injury, which may be taken for up to a total of 26 workweeks of leave during a single 12-month period). The 12-month period will be defined as a "rolling twelve months" looking backward over the preceding 12 months to calculate how

much family and medical leave time has been taken and therefore determine the amount of leave that is available. FMLA qualifying leaves to care for a member of the Armed Services who has a serious illness or injury will be calculated on the 12-month period looking forward. All time off that qualifies as family and medical leave will be counted against your state and federal family and medical leave entitlements to the fullest extent permitted by law.

You will be required to use any accrued vacation during unpaid family and medical leave (e.g. for example, any period in which you are not receiving a wage supplement through the EDD). You will also be required to use any accrued paid sick leave during unpaid family and medical leave that is due to your own or a family member's serious health condition. However, if an employee is receiving benefit payments pursuant to a disability insurance plan (such as California's State Disability Insurance plan or Paid Family Leave program) or workers' compensation insurance plan, the employee and the school may mutually agree to supplement such benefit payments with available PTO (sick or vacation).

Benefit accrual, such as vacation/PTO, PSL, and holiday benefits, will be suspended during the approved leave period and will resume upon return to active employment. During FMLA/CFRA leave, group health benefits will be maintained as if you were continuously employed. However, you must continue to pay your share of applicable premiums (for yourself and any dependents) during the leave.

If you do not return to work on the first workday following the expiration of an approved FMLA/CFRA leave, you may be deemed to have resigned from your employment. Upon returning from such a leave, you will normally be reinstated to your original or comparable position and will receive pay and benefits equivalent to those you received prior to the leave, as required by law. In certain circumstances under FMLA, "key" employees may not be eligible for reinstatement following a family and medical leave. The school will provide written notice to any "key" employee who is not eligible for reinstatement.

If you have any questions concerning, or would like to submit a request for a family and medical leave of absence, please contact Human Resources.

PREGNANCY DISABILITY LEAVE

The school provides pregnancy disability leaves of absence without pay to eligible employees who are temporarily unable to work due to a disability related to pregnancy, childbirth, or related medical conditions. Employees should make requests for pregnancy disability leave to their supervisor at least 30 days in advance of foreseeable events and as soon as possible for unforeseeable events. A health care provider's statement must be submitted, verifying the need for such leave and its beginning and expected ending dates. Any changes in this information should be promptly reported to the school. Employees returning from pregnancy disability leave must submit a health care provider's verification of their fitness to return to work.

The school will make a good faith effort to provide reasonable accommodations and/or transfer requests when such a request is medically advisable based on the certification of a health care provider. When an employee's health care provider finds it is medically advisable for an employee to take intermittent leave or leave on a reduced work schedule and such leave is foreseeable based on planned medical treatment because of pregnancy, the school may require the employee to transfer temporarily to an available alternative position. This alternative position will have equivalent rate of pay and benefits and must better accommodate recurring periods of leave than the employee's regular job.
Eligible employees are normally granted unpaid leave for the period of disability, up to a maximum of four months (or 17 1/3 weeks or 693 hours) per pregnancy. Employees will be required to use any accrued sick time during any unpaid portion of pregnancy disability leave (e.g. for example, any period in which you are not receiving a wage supplement through the EDD). Employees may also elect to use any accrued vacation/PTO time during any unpaid portion of

pregnancy disability leave. If an employee is receiving benefit payments pursuant to a disability insurance plan (such as California's State Disability Insurance plan or Paid Family Leave program), the employee and the school may mutually agree to supplement such benefit payments with available PTO or sick leave.

Benefit accrual, such as vacation/PTO, sick leave, and holiday benefits, will be suspended during the approved pregnancy disability leave period and will resume upon return to active employment. Group health benefits will be maintained during the approved pregnancy disability leave as if you were continuously employed. However, you must continue to pay your share of applicable premiums (for yourself and any dependents) during the leave.
So that an employee's return to work can be properly scheduled, an employee on pregnancy disability leave is requested to provide the school with at least one week's advance notice of the date they intend to return to work.

When an approved pregnancy disability leave ends, the employee will be reinstated to the same position, unless the job ceased to exist because of legitimate business reasons. An employee has no greater right to reinstatement to the same position or to other benefits and conditions of employment than if they have been continuously employed in this position during the pregnancy disability leave or transfer. If the same position is not available, the employee will be offered a comparable position in terms of such issues as pay, location, job content, and promotional opportunities, if one exists. An employee has no greater right to reinstatement to a comparable position or to other benefits or conditions of employment than if the employee would not have otherwise have been employed if leave had not been taken.

If you have any questions regarding pregnancy disability leave, please contact Human Resources.

MILITARY SPOUSE LEAVE
An eligible employee-spouse of a qualified service member is entitled to take ten (10) days of unpaid leave during a period when the spouse or registered domestic partner is on leave from military deployment.

An eligible employee must work an average of 20 hours per week; have a spouse or registered domestic partner who is a member of the Armed Forces, National Guard or Reservices; must provide notice of their intention to take the leave within two (2) business days of receiving official notice that the service member will be on leave from deployment; and submit written documentation certifying that the service member will be on leave during the time the leave is required.

The employee may use accrued vacation/PTO/sick leave during this unpaid time off.

WORKERS' COMPENSATION LEAVE
Employees that are temporarily disabled due to a work-related illness or injury will be placed on workers' compensation leave. The duration of your leave will depend upon the rate of your recovery and the medical provider's recommendation. Workers' compensation leave will run concurrently with any other applicable medical leave of absence (i.e., FMLA/CFRA if applicable). Human Resources will reach out to employees that have requested a workers' compensation leave regarding employer provided health insurance benefits. If you have any questions concerning this leave and/or any benefit related questions, please contact Human Resources.

BEREAVEMENT LEAVE
TEACH Public Schools provides time off to eligible employees in the event of the death of a "family member". To be eligible for Bereavement Leave, the employee must be employed for at least thirty (30) days prior to starting

Bereavement Leave. If an employee is eligible for Bereavement Leave and the employee experiences the death of a family member, the employee may take up to five (5) days of Bereavement Leave.

For purposes of this policy, a family member is defined as a: spouse, domestic partner, child, parent, parent-in-law, sibling, grandparent and grandchild.

The days of Bereavement Leave do not need to be taken consecutively; however, the employee must use Bereavement Leave within three (3) months of the death of the family member, at which time any remaining unused Bereavement Leave will expire.

Within the first thirty (30) days of the first day of Bereavement Leave, an employee must provide the Human Resources with documentation to support the need for Bereavement Leave which may include a death certificate; a published obituary, verification of death, burial or memorial service from a mortuary, funeral home, burial society, crematorium, religious institution or governmental agency.

Up to five days will paid Bereavement Leave per school year. An employee may elect to use any accrued vacation/PTO for any remaining Bereavement Leave.

REPRODUCTIVE LOSS LEAVE

TEACH Public Schools grants time off to eligible employees in the event you suffer a qualifying reproductive loss event as defined in this policy.

To be eligible for reproductive loss leave, you must be employed for at least 30 days prior to starting leave.

If you are eligible and experience a reproductive loss event, you may take up to five days of reproductive loss leave.

For purposes of this policy, a reproductive loss event is the day, or the final day for a multiple day event, of one of the following:

- Failed adoption: The dissolution or breach of an adoption agreement with the birth mother or legal guardian, or an adoption that is not finalized because it is contested by another party, if you would have been a parent of the adoptee if the adoption had been completed.
- Failed surrogacy: The dissolution or breach of a surrogacy agreement, or a failed embryo transfer to the surrogate, if you would have been a parent of a child born as a result of the surrogacy.
- Miscarriage: May be a miscarriage by you, your current spouse or domestic partner, or by another individual if you would have been a parent of a child born as a result of the pregnancy.
- Stillbirth: May be a stillbirth resulting from your pregnancy, the pregnancy of your current spouse or domestic partner, or another individual if you would have been a parent of a child born as a result of the pregnancy.
- Unsuccessful assisted reproduction: An unsuccessful round of intrauterine insemination or of an assisted reproductive technology procedure (i.e., artificial insemination or an embryo transfer, including gamete and embryo donation). Assisted reproduction does not include reproduction through sexual intercourse. This event applies to you, your current spouse or domestic partner, or another individual, if you would have been a parent of a child born as a result of the pregnancy.

The days of reproductive leave do not need to be taken consecutively, however, you must complete your reproductive loss leave within three months of your reproductive loss event, or, if prior to or immediately following your reproductive loss event, you are on or choose to go on leave under California’s pregnancy disability law, the California Family Rights Act, or any other leave provided by state or federal law, then you may complete your reproductive loss leave within three months of the end of the other leave, at which time any remaining unused reproductive loss leave will expire.

Reproductive loss leave is unpaid; however, you may choose to use previously accrued paid leave time available to you.

If you experience more than one reproductive loss event within a 12-month period, you can receive another five days of reproductive loss leave. You are limited to a total of 20 days of reproductive loss leave within a 12-month period. Any information provided to TEACH Public Schools related to this leave will be maintained as confidential and will not be disclosed except to internal personnel or counsel, as necessary, or as required by law.

JURY DUTY LEAVE

All employees who receive a notice of jury/witness duty must notify their supervisor as soon as possible so that arrangements may be made to cover the absence. In addition, employees must provide a copy of the official jury/witness duty notice to their supervisor. Employees must report for work whenever the court schedule permits. Either the School or the employee may request an excuse from jury/witness duty if, in the school's judgment, the employee's absence would create serious operational difficulties.

Non-exempt employees who are called for jury/witness duty will be provided time off without pay. Exempt employees will receive their regular salary unless they do not work any hours during the course of a workweek. Employees may elect to use any accrued vacation/PTO during jury/witness duty leave.

In the event that the employee must serve as a witness within the course and scope of their employment with the School, the School will provide time off with pay.

TIME OFF TO VOTE

The school will allow any employee who is a registered voter and does not have enough time outside of working hours to vote in a statewide election up to two (2) hours of work time to vote. If employees are unable to vote in an election during their non-working hours, then the school will grant up to two hours of paid time off to vote. The request must be made at least two (2) working days in advance. The time must be scheduled at the beginning or end of the work shift, whichever provides the least disruption to the normal work schedule unless the school and the employee agree otherwise.

An employee may also serve as an election official on Election Day without being disciplined, however the school will not pay the employee for this time off. Accrued unused vacation/PTO may be paid to the employee for this time off.

Employees must submit a voter's receipt on the first working day following the election to qualify for paid time off. Nothing in this policy requires the employee to bring their mail (absentee) ballot to work, including mailing such absentee ballot from work.

SCHOOL ACTIVITIES LEAVE

The school encourages employees to participate in the school activities of their child(ren). If you are the parent or guardian of a child who is in school up to grade 12, or who attends a licensed day care facility, you may take up to 40 hours of unpaid leave per year to participate in the activities of the school or day care facility, to find, enroll or reenroll your child in a school or with a licensed child care provider and/or to address a child care provider or school emergency.

The leave is subject to all of the following conditions:

- The time off for school activity participation cannot exceed eight (8) hours in any calendar month, or a total of forty (40) hours each year;
- Unless it is an emergency, employees planning to take time off for school visitations must provide as much advance notice as possible to their supervisor;
- If the School employs both parents, the first employee to request such leave will receive the time off. The other parent will receive the time off only if the leave is approved by their supervisor;
- Employees must use existing vacation/PTO in order to receive compensation for this time off;
- Employees who do not have paid time off available will take the time off without pay.

Documentation of participation may be requested and will be sufficient if it is provided in writing by the school or the licensed child care/day care facility.

SCHOOL APPEARANCE/SUSPENSION LEAVE

If the parent or guardian of a child facing suspension from school is summoned to the school to discuss the matter, the employee should alert their supervisor as soon as possible before leaving work. To be eligible for time off to attend a child's school, the employee must be the parent of a child in kindergarten or in grades 1-12 and must present the school's letter, which requests the employee's appearance at the school, to their supervisor at least two days before the requested time off.

This leave is unpaid but the employee may choose to use accrued vacation/PTO. You will not be discharged or discriminated against because of an absence protected by this law.

CRIME VICTIM LEAVE

Employees are allowed to be absent from work to attend judicial proceedings related to a violent felony, serious felony (as defined by the California Penal Code) or felonies related to theft or embezzlement if:

- The employee is a victim of such a crime;
- An immediate family member (i.e., spouse, registered domestic partner, child, step-child, sibling, step-sibling, parent, step-parent, or the child or a registered domestic partner) of an employee is a victim of such a crime;

An employee must give reasonable advanced notice to the school by providing documentation of the proceeding. Documentation may be from any of the following:

- Notice from the court or government agency setting the hearing;
- The district attorney or prosecuting attorney's office; or
- The victim/witness assistance office advocating on the victim's behalf.

This leave is unpaid but the employee may choose to use accrued vacation/PTO or sick leave. You will not be discharged or discriminated against because of an absence protected by this law.

DOMESTIC VIOLENCE LEAVE/SEXUAL ASSAULT/STALKING LEAVE

If you are a victim of crime or abuse, including domestic violence, sexual assault, stalking, or a crime that caused physical injury or, in certain cases, mental injury, or that caused the death of an immediate family member, you may take time off to obtain or attempt to obtain judicial relief, such as obtaining restraining orders, to help insure your health, safety or welfare or that of your child(ren). Employees may use available vacation /PTO (if applicable). Otherwise, the time off is unpaid. All employees can take time off from work to get medical attention or services from a domestic violence shelter, program, or rape crisis center, or receive psychological counseling or safety planning related to domestic violence,

sexual assault, or stalking. Domestic violence, sexual assault and stalking victim's leave for medical treatment does not exceed or add to the unpaid leave time that FMLA/CFRA allows.

You must give the school reasonable notice unless advance notice is not feasible, and provide certification that you are seeking such assistance.

Certification may be sufficiently provided by any of the following:

- A police report indicating that you were a victim crime or abuse;
- A court order protecting or separating you from the perpetrator of an act of crime or abuse, or other evidence from the court or prosecuting attorney that you appeared in court; or,
- Documentation from a medical professional, domestic violence advocate or advocate for victims of sexual assault, health care provider, or counselor that you are undergoing treatment for physical or mental injuries or abuse due to the crime or abuse.
- Any other form of documentation that reasonably verifies the crime or abuse occurred which can include a written statement signed by you or an individual acting on your behalf certifying that the absence(s) is for the purpose authorized under this leave.

Employees have the right to ask the school for help or changes in their workplace to make sure they are safe at work. The school will work with its employees to see what changes can be made. Changes in the workplace may include putting in locks, changing shifts or phone numbers, transferring or reassigning the employee, or help with keeping a record of what happened to the employee. The school may ask the affected employee for a signed statement certifying that this request is for a proper purpose and may also request proof showing the need for an accommodation.

The school will, to the extent allowed by law, maintain the confidentiality of an employee requesting leave under this provision. The school will not discharge, discriminate or retaliate against an employee who exercises their rights under this law.

TEACH Public Schools is committed to ensuring employees are not treated differently or retaliated against because of any of the following:

- The employee is a victim of domestic violence, sexual assault, or stalking.
- The employee asked for time off to get help.
- The employee asked TEACH Public Schools for help or changes in the workplace to ensure safety at work.

If any employee believes that they have experienced retaliation or discrimination as a result of conduct protected by this policy, the employee may file a complaint with their supervisor and/or the Labor Commissioner's Office.

For more information, contact the Labor Commissioner's Office by phone at 213-897-6595 or visit a local office by finding the nearest one on website: www.dir.ca.gov/dlse/DistrictOffices.htm. The Labor Commissioner's Office provides an interpreter at no cost to the employee, if needed.

MILITARY LEAVE

California's military leave laws and the Uniformed Services Employment and Reemployment Rights Act ("USERRA") ensure that employees are not adversely affected in their employment after taking leave for military service. Employees who serve in the military and are entitled to a military leave of absence without pay from the school under applicable laws should notify the Human Resources regarding the need for military leave.

Please see the Human Resources Director for more information regarding job reinstatement rights upon completion of military service.

ADULT LITERACY LEAVE

Pursuant to California law, the school will reasonably accommodate any eligible employee who seeks to enroll in an adult literacy education program, provided that the accommodation does not impose an undue hardship on the school. The school does not provide paid time off for participation in an adult literacy education. However, you may utilize accrued vacation/PTO if you want compensation for this time off. If you do not have accrued vacation/PTO available, you will be permitted to take the time off without pay.

ORGAN DONOR / BONE MARROW DONOR LEAVE

The school will provide up to five business days of paid leave within a one-year period to an employee who donates bone marrow to another person. In addition, the school will provide up to 30 business days of paid leave within a one-year period and up to another 30 business days of unpaid leave within a one-year period to an employee who donates an organ to another person. The one-year period is measured from the date the employee's leave begins and shall consist of 12 consecutive months. You must give as much notice as is practicable and must provide certification of the medical necessity of the procedure. You will be required to use up to ten (10) days of any accrued paid leave sick and/or vacation/PTO for organ donation and up to five (5) days accrued paid leave sick and/or vacation/PTO for bone marrow donation. This leave does not run concurrently with FMLA/CFRA. You must have been employed for at least a 90-day period immediately preceding the beginning of the leave, if otherwise eligible.

You may take this leave incrementally, as medically necessary, or all at one time. All health benefits shall be maintained during this leave to the extent they exist at the time of the leave. This leave shall not be considered a break in service and the employee shall continue to accrue paid time off and other benefits as if they had continued working. The Employee shall be required to pay any portion of their benefits they are currently paying.

An employee shall not have any greater rights during this leave than if they have been actively working during this time but will be reinstated to their same or equivalent job prior to the leave. No employee shall be discriminated or retaliated against for taking an organ donation or bone marrow leave.

DRUG & ALCOHOL REHABILITATION LEAVE

TEACH Public Schools will reasonably accommodate any eligible employee who volunteers to enter and participate in an alcohol or drug rehabilitation program, if the reasonable accommodation does not impose an undue hardship on the school. Reasonable accommodation includes time off without pay and adjusting work hours. You may use accrued and unused vacation/PTO or paid sick leave. All reasonable measures to safeguard your privacy will be maintained.

This policy in no way restricts the TEACH Public School's right to discipline an employee, up to and including termination of employment, for violation of TEACH Public School's Drug and Alcohol Policy.

VOLUNTEER CIVIL SERVICE LEAVE/TRAINING

In California, no employee shall receive discipline for taking time off to perform emergency duty/training as a volunteer firefighter, reserve peace officer, or emergency rescue personnel. If you are participating in this kind of emergency duty/training, please alert your supervisor so that they may be aware of the fact that you may have to take unpaid time off for emergency duty/training. In the event that you need to take time off for emergency duty/training, please alert

your supervisor before doing so whenever possible. Time off for emergency training may not exceed 14 days per calendar year.

Emergency Duty/Training Leave is unpaid. You may choose to use your accrued vacation/PTO if you wish to receive compensation for this time off, but you are not required to do so.

If you feel you have been treated unfairly as a result of taking or requesting Emergency Duty/Training Leave, you should contact your supervisor or any other manager, as appropriate

CIVIL AIR PATROL LEAVE

TEACH Public Schools provides eligible employees who are volunteer members of the California Wing of the Civil Air Patrol and are called to emergency operational missions up to 10 days of unpaid leave per calendar year. Leave for a single emergency operational mission will generally be limited to three days unless an extension is granted by appropriate government entities and approved by the school.

To be eligible, employees must have been employed with TEACH Public Schools for 90 days immediately preceding the commencement of leave. Additionally, the School may require certification from the proper Civil Air Patrol authority to verify the eligibility of the employee for the leave requested or taken.

Employees are required to give the school as much notice as possible of the intended dates upon which the leave would begin and end. The school will restore the employee to the position they held when the leave began or to a position with equivalent seniority status, employee benefits, pay, and other terms and conditions of employment, unless the employee is not restored because of conditions unrelated to the exercise of the leave rights by the employee. The time off is unpaid. However, an employee may utilize accrued vacation/PTO.

SECTION 9 - BENEFITS

VACATION

Full-time, salaried, exempt, 12-month CMO employees are eligible for vacation pay. School site and regional employees do not earn/accrue vacation pay/time as vacation is built into their annual work calendar. Full-time, salaried, exempt, 12-month school site and regional employees will work 222 of a possible 234 workdays for the 2025-26 TEACH work calendar. Vacation is a time for you to rest, relax and pursue special interest. Vacation begins to accrue from date of hire and is only available for use after earning vacation time. TEACH recognizes employees by providing increased vacation time based on the number of years of continuous services in vacation eligible position. Please see the table below for annual accrual rates:

Years of Continuous Eligible Service	Annual Time Provided	Maximum Accrual Allowed	Maximum Annual Cash Out Option
1-3 years	10 days	15 days	15 days
4-6 years	15 days	22.50 days	22.50 days
7-9 years	20 days	30 days	30 days
10+ years	23 days	34.50 days	34.50 days

Vacation time will accrue each pay period and be displayed on the employees pay stub. Every effort will be made to grant you your vacation at the time you desire. However, vacations should not interfere with TEACH's operations and, therefore, must be approved by your supervisor and the Director of Human Resources at least fifteen (15) days in advance. If a holiday occurs during an employee's vacation period, the employee will receive holiday compensation for that day.

Upon termination of employment, eligible employees will be paid for all accrued, unused vacation time at their current rate of pay. Vacation time may be cashed out in lieu of taking time off for Exempt 12-month employees. Please see the chart above for maximum annual cash out days. Cash out will be available during the June payroll cycle. Notice of intent to cash out should be provided to the Director of HR between June 1st and June 15th each year.

SICK LEAVE

The school enacted this policy in accordance with the California Healthy Workplaces, Healthy Families Act to provide paid sick leave ("PSL") to eligible employees.

Eligible Employees

All employees (including part-time and temporary) who work for the school 30 or more days within a year in California are allotted PSL as set forth in this policy.

Permitted Use

Eligible employees may use their allotted PSL to take paid time off for the diagnosis, care, or treatment of an existing health condition of (or preventive care for) the employee or the employee's family member. For purposes of this policy, "family member" means a child, parent, spouse, registered domestic partner, grandparent, grandchild, sibling of the employee or "designated person". "Child" means a biological child, a foster child, an adopted child, a step-child, a child of a registered domestic partner, a legal ward, or a child of a person standing in loco parentis, regardless of the age or dependency status of the child. "Parent" means a biological, foster, or adoptive parent; a step-parent; or a legal

guardian of the employee or the employee's spouse or registered domestic partner. A parent may also be someone who accepted the duties and responsibilities of raising the employee when the employee was a minor child, even if they are not the employee's legal parent. "Spouse" means a legal spouse, as defined by California law. A ''designated person" is any individual the employee identifies at the time of the employee requests PSL. An employee is limited to one designated person per 12-month period for purposes of PSL.

Employees may also use their PSL to take time off from work for reasons related to domestic violence, stalking, or sexual assault, including being a victim of crime or abuse.

Allotment

Eligible employees will be allotted PSL days as follows:

- On July 1 (and on each subsequent July 1), all eligible employees will be allotted 5 days or 40 hours of PSL per fiscal year (July 1-June 30).
- If an employee is hired mid-year, they will receive 5 days or 40 hours of PSL days on their first day of employment for use during the remainder of the employee's first calendar year of employment.

PSL days are not accrued on an as-worked basis but rather are allotted to the eligible employees on July 1 each year for the following fiscal year. PSL days are "use it or lose it" and, as such, do not carry over from year to year.

Limits on Use

Eligible employees may use PSL beginning on the 1st day of employment.

PSL may be taken in minimum increments of one hour. If an exempt employee absents themselves from work for part or all of a workday for a reason covered by this policy, they will be required to use PSL to make up for the absence.

Notification

The employee must provide reasonable advance notification, orally or in writing, of the need to use PSL, if foreseeable. If the need to use PSL is not foreseeable, the employee must provide notice as soon as practicable.

Termination

Employees will not receive pay in lieu of unused PSL. Unused PSL will not be paid out upon termination.

No Discrimination or Retaliation

The school prohibits discrimination or retaliation against employees for using their PSL.

INSURANCE BENEFITS

Full-time employees are entitled to insurance benefits offered by TEACH Public Schools. These insurance benefits will include medical, dental, vision and life. The school will set a defined contribution towards the employee's insurance premiums that are sponsored by TEACH Public Schools. This amount will be determined on an annual basis. The employee's portion of the monthly premiums will be deducted from the employee's paycheck on a pre-tax basis.

If medical insurance premium rates increase, employees may be required to contribute to the cost of the increase to retain coverage. Unless otherwise mandated by law, employees on a leave of absence may be responsible for selecting continuing health coverage and paying the premium for such coverage through COBRA. If you have any benefit related questions while on a leave of absence, please contact Human Resources via email: hr@teachps.org

COBRA BENEFITS

The Federal Consolidated Budget Reconciliation Act (COBRA) gives employees and their qualified beneficiaries the opportunity to continue health insurance coverage under TEACH Public School's health plan when a "qualifying event" would normally result in the loss of eligibility.

Some common qualifying events are resignation, termination of employment, or death of an employee, a reduction in an employee's hours or leave of absence, divorce or legal separation and a dependent child no longer meeting eligibility requirements.

Under COBRA, the employee or beneficiary pays the full cost of coverage at TEACH Public Schools group rates plus an administration fee. TEACH Public Schools or our carrier provides each eligible employee with a written notice describing rights granted under COBRA when the employee becomes eligible for coverage under TEACH Public School's health insurance plan. The notice contains important information about the employee's rights and obligations.

SOCIAL SECURITY/MEDICARE

Social Security is an important part of every employee's retirement benefit. The school pays a matching contribution to each employee's Social Security taxes.

STATE DISABILITY INSURANCE (WAGE SUPPLEMENT)

All employees are enrolled in California State Disability Insurance (SDI), which is a partial wage replacement insurance plan for California workers. Employees may be eligible for SDI when they are ill or have non-work-related injuries, or may be eligible for work related injuries if they are receiving workers' compensation at a weekly rate less than the SDI rate. Specific rules and regulations relating to SDI eligibility are available from Human Resources.

PAID FAMILY LEAVE (WAGE SUPPLEMENT)

Under California law, eligible employees may participate in the Paid Family Leave ("PFL") program, which is part of the state's unemployment compensation disability insurance program. The PFL program provides up to eight weeks of partial wage replacement benefits to employees who take time off to care for a seriously ill or injured child, spouse, parent, registered domestic partner, siblings, grandparents, grandchildren, or parents-in-law or to bond with a new child (birth, foster care, adoption). The PFL program does not provide job protection or reinstatement rights. It is a wage supplement provided concurrently while an employee takes an eligible leave of absence under TEACH Public Schools policy and applicable law.

TEACH Public Schools will require you to take up to two weeks of accrued but unused vacation/PTO prior to your receipt of benefits under the PFL program.

The program will be administered in a manner consistent with California law. For more information regarding this program, you may contact the California Employment Development Department.

WORKER'S COMPENSATION INSURANCE

Eligible employees are entitled to workers' compensation insurance benefits when suffering from an occupational illness or injury. This benefit is provided at no cost to the employee.

If an employee should become injured or in any way disabled on the job, they must report the injury immediately to their supervisor. It is a felony to file a fraudulent or false workers' compensation claim.

SECTION 10 - EMPLOYEE COMMUNICATIONS

COMMUNICATIONS POLICY

Every employee is responsible for using the TEACH Public School's computer system, including, without limitation, its computers, laptops, iPads, tablets, cellular phones, electronic mail (Email) system, telephone, video conferencing, voicemail, facsimile systems and the Internet ("Communications Systems"), properly and in accordance with this policy. Any questions about this policy should be addressed to the Human Resources Department.

The Communication Systems are the property of TEACH Public Schools and have been provided for use in conducting TEACH Public Schools business. All communications and information transmitted by, received from, created, or stored in its Communication Systems are TEACH Public Schools records and property of TEACH Public Schools. The Communication Systems are to be used for school purposes only. Employees may, however, use TEACH Public Schools technology resources for the following incidental personal uses so long as such use does not interfere with the employee's duties, is not done for pecuniary gain, does not conflict with TEACH Public Schools business, and does not violate any TEACH Public Schools policies:

- To send and receive necessary and occasional personal communications;
- To use the telephone system for brief and necessary personal calls; and
- To access the Internet for brief personal searches and inquiries during meal periods or other breaks, or outside of work hours, provided that employees adhere to all other usage policies.

No Expectation of Privacy

TEACH Public Schools has the right, but not the duty, to monitor any and all of the aspects of its Communication Systems, including, without limitation, reviewing documents created and stored on its Communication Systems, deleting any matter stored in its system (including, without limitation, its Email and word processing systems), monitoring sites visited by employees on the Internet, monitoring chat and news groups, reviewing material downloaded or uploaded by users to the Internet, and reviewing Email, voicemails and instant messages sent and received by users. Further, TEACH Public Schools may exercise its right to monitor its Communications Systems for any reason and without the permission of any employee. Employee use of TEACH Public School's Communication Systems constitutes consent to all the terms and conditions of this policy.

Even if employees use a password to access the Communication Systems (or any aspect thereof), the confidentiality of any message stored in, created, received, or sent from TEACH Public School's Communication Systems is not assured. Use of passwords or other security measures does not in any way diminish TEACH Public School's right to monitor and access materials on its Communication Systems, or create any privacy rights of employees in the messages and files on the system. Any password used by employees must be revealed upon request to TEACH Public Schools for any reason that TEACH Public Schools, in its discretion, deems appropriate. Further, employees should be aware that deletion of any Email messages, voicemails or files would not truly eliminate the messages from the system. All Email messages, voicemails and other files may be stored on a central back-up system in the normal course of data management.

Employees have no expectation of privacy in anything they view, create, store, send or receive on the Communication Systems.

Notwithstanding the foregoing, even though TEACH Public Schools has the right to retrieve, read and delete any information viewed, created, sent, received or stored on its Communication Systems, Email messages should still be treated as confidential by other employees and accessed only by the intended recipient. Employees are not authorized to retrieve or read any Email messages that are not sent to them or by them. Any exception to this policy must receive the prior approval of Human Resources Department.

Professional Use of Communication Systems Required

Employees are reminded to be courteous to other users of the system and always to conduct themselves in a professional manner. Emails and other text communications, in particular, are sometimes misdirected or forwarded and may be viewed by persons other than the intended recipient. Users should write Email communications with no less care, judgment and responsibility than they would use for letters or internal memoranda written on TEACH Public Schools letterhead.

Offensive and Inappropriate Material

TEACH Public School's policy against discrimination and harassment, sexual or otherwise, applies fully to TEACH Public School's Communication Systems, and any violation of that policy is grounds for discipline up to and including discharge. Therefore, no Email messages should be created, sent, or received if they contain intimidating, hostile, or offensive material concerning race, color, religion, sex, age, national origin, disability or any other characteristic protected by law. Further, material that is fraudulent, harassing, abusive, embarrassing, sexually explicit, profane, obscene, intimidating, defamatory, unlawful, inappropriate, or offensive (including offensive material concerning sex, race, color, national origin, religion, age, disability, or any other characteristic protected by law) may not be downloaded from the Internet or displayed or stored in TEACH Public School's computers. Employees encountering or receiving this kind of material should immediately report the incident to the Human Resources Department.

TEACH Public Schools may (but is not required) to use software to identify inappropriate or sexually explicit Internet sites. Such sites may be blocked from access by TEACH Public Schools networks. Notwithstanding the foregoing, TEACH Public Schools is not responsible for material viewed or downloaded by users from the Internet. The Internet is a worldwide network of computers that contains millions of pages of information. Users are cautioned that many of these pages include offensive, sexually explicit, and inappropriate material. Even innocuous search requests may lead to sites with highly offensive content. In addition, having an email address on the Internet may lead to receipt of unsolicited email containing offensive content. Users accessing the Internet do so at their own risk. Employees who encounter inappropriate or sexually explicit material while browsing on the Internet should immediately disconnect from the site, regardless of whether the site was subject to TEACH Public School's blocking software.

Solicitations

TEACH Public School's Communication Systems may not be used to solicit for political causes, commercial enterprises, outside organizations, or other non-job-related solicitations except if an employee is engaged in a protected activity related to improving the terms and conditions of their employment. Approval from Human Resources Department is required before anyone can post any information on commercial on-line systems or the Internet.

Licenses and Fees

Employees may not agree to a license or download any material over the Internet for which a registration fee is charged without first obtaining the express written permission of the Human Resources Department.

Employees may not use a TEACH Public Schools Internet connection to download games or other entertainment software, or to play games over the Internet.

Confidential Information

Employees may not transmit information over the Internet or through email that is confidential or proprietary. Employees are referred to TEACH Public School's "Confidential Information" policy, contained herein, for a general description of what TEACH Public Schools deems confidential or proprietary. When in doubt, employees must consult their immediate supervisor and obtain approval before transmitting any information that may be considered confidential or proprietary.

Copyrights and Trademarks

TEACH Public School's Communication Systems may not be used to send (upload) or receive (download) copyrighted materials, trade secrets, proprietary financial information, or similar materials without prior authorization from the Human Resources Department. Employees, if uncertain about whether certain information is copyrighted, proprietary, or otherwise inappropriate for transfer, should resolve all doubts in favor of not transferring the information and consult a supervisor. Any TEACH Public Schools-approved material that is posted or sent via its computer system should contain all proper copyright and trademark notices.

Maintenance and Security of the System

Employees must not deliberately perform acts that waste resources or unfairly monopolize resources to the exclusion of others. These acts include, but are not limited to, sending mass mailings or chain letters, spending excessive amounts of time on the Internet, playing games, streaming video or audio files, engaging in online chat groups, printing excessive copies of documents, or otherwise creating unnecessary network traffic. Because audio, video and picture files require significant storage space, files of this or any other sort may not be downloaded unless they are business-related.

To ensure security and to avoid the spread of viruses, employees accessing the Internet through a computer attached to TEACH Public School's network must do so through an approved Internet firewall. Accessing the Internet directly by modem is strictly prohibited unless the computer you are using is not connected to TEACH Public School's network.

Files obtained from sources outside TEACH Public Schools including disks brought from home; including files downloaded from the Internet, news groups, bulletin boards, or other online services; files attached to email; and files provided by students, parents or vendors, may contain dangerous computer viruses that may damage TEACH Public School's computer network. Employees should never download files from the Internet, accept email attachments from outsiders, or use disks from non- TEACH Public Schools sources, without first scanning the material with TEACH Public Schools-approved virus checking software. If you suspect that a virus has been introduced into TEACH Public Schools network, notify technology personnel immediately.

Violations of this Policy

Violations of this policy will be taken seriously and may result in disciplinary action, including possible termination, and civil and criminal liability.

This policy is not intended, nor should it be interpreted, to in any way limit the ability of an employee to:

- Discuss with others the terms and conditions of their employment, including such topics as wages, job performance, workplace safety, workload, supervisors, staffing or other terms and conditions of employment; or
- Otherwise engage in protected concerted activity that employees have the right to engage in under federal, state or local law.

Amendment and Modification of this Policy

TEACH Public Schools reserves the right to modify this policy at any time, with or without notice. TEACH Public Schools may require employees to acknowledge and comply with a separate Acceptable Use Policy for Internet and Network Resources.

SOCIAL MEDIA POLICY

TEACH Public Schools has adopted the following policy with regard to employees' behavior on social networking sites including, but not limited to, Facebook, Twitter, LinkedIn, Pinterest, Instagram, Snap Chat and YouTube. If you wish to use networking protocols or set up a social media site as a part of the educational process, please work with your administrators and technology staff to identify and use a restricted, school-endorsed networking platform. Such sites will be the property of the school who will have unrestricted access to, and control of, such sites.

This policy is intended to supplement, not replace, the school's other policies, rules, and standards of conduct. For example, School policies on confidentiality, use of School equipment, professionalism, employee references and background checks, workplace violence, unlawful harassment, and other rules of conduct are not affected by this policy.

You are required to comply with the following rules and guidelines when participating in social media activities that are governed by this policy:

- Comply with the law at all times. Do not post any information or engage in any social media activity that may violate applicable local, state, or federal laws or regulations.
- Do not engage in any discriminatory, harassing, or retaliatory behavior in violation of School policy.
- Respect copyright, fair use, and financial disclosure rules and regulations. Identify all copyrighted or borrowed material with proper citations and/or links.
- Maintain the confidentiality of the school's trade secrets and private or confidential information. Trade secrets may include information regarding the development of systems, processes, products, know-how, and technology. Do not post internal reports, policies, procedures, or other internal business-related confidential communications. This prohibition applies both during and after your employment with the school.
- Do not post confidential information (as defined in this Handbook) about the school, its employees, or its students. Remember that most student information is protected by the Family Educational Rights and Privacy Act, including any and all information that might identify the student. Publicizing student work and accomplishments is permitted only if appropriate consents are obtained.
- Confidential information (does not include information about the terms and conditions of your employment, such as wages, benefits, workplace safety and other topics an employee has the right to discuss with other employees under the law. Nothing in this policy prevents an employee from discussing or disclosing information about unlawful acts in the workplace, such as harassment or discrimination or any other conduct that the employee may have reason to believe is unlawful.
- While limited and incidental social media activities at work may be tolerated, such social media activities may not interfere with your job duties or responsibilities. Do not use your School-authorized e-mail address to register on social media websites, blogs, or other online tools utilized for personal use.
- Be knowledgeable about and comply with the school's background check procedures.
- Be knowledgeable about and comply with the school's reference policy. Do not provide employment references for current or former employees, regardless of the substance of such comments, without prior approval from the school.
- We encourage you to be fair and courteous to fellow employees, students, parents, vendors, customers, suppliers, or other people who work on behalf of the school. We also encourage you to avoid posting statements, photographs, video, or audio that could be reasonably viewed as malicious, obscene, threatening, or intimidating, that disparage employees, students, parents, vendors, customers, suppliers, or other people who work on behalf of the school, or that might constitute harassment or bullying.
- Make sure you always try to be honest and accurate when posting informationor news,

and if you make a mistake, correct it quickly. Please do not post any information or rumors that you know to be false about the school, fellow employees, students, parents, vendors, customers, suppliers, people working on behalf of the school, or competitors.

- Never represent yourself as a spokesperson for the school unless authorized to do so. If you publish social media content that may be related to your work or subjects associated with the school, make it clear that you are not speaking on behalf of the school and that your views do not represent those of the school, fellow employees, students, parents, vendors, customers, suppliers, or other people working on behalf of the school. It is best to use a disclaimer such as "The postings on this site are my own and do not necessarily reflect the views of the school."
- Never be false or misleading with respect to your professional credentials.
- Do not take any photos, videos, or other media in the workplace or on theschool's

premises or at School functions without permission of the school. It is your responsibility to ensure that your posts do not contain any prohibited information, or Confidential Information, including, but not limited to, photos, videos, or other media referencing or relating to student information, even if the student(s) is/are not specifically identified by name but could be easily determined or may be perceived as identifying any student or group of students. Violations may result in disciplinary action, up to and including termination.

- Supervisors who "friend" subordinates on social media accounts (whether personal or School accounts) are responsible for abiding by this policy at all times and immediately reporting any violations of this policy to the Human Resources Department. Failure to do so may result in disciplinary action, up to and including termination.

Employees are not to initiate "friendships" with students or parents. Employees shall not accept students as friends on any personal social networking sites and are to decline any student-initiated friend requests. Employees must delete any students already on their "friends" list immediately. Employees should also be aware that participation in social media, even in a private setting, may not remain private and posts may become public knowledge and/or reported to the school.

Employees should weigh whether a particular posting puts their effectiveness as a school employee at risk. TEACH Public Schools encourages employees to post only what they want the world to see. Imagine that students, their parents, or administrators will visit your site as most information is available to the general public even after it is removed from the site. Employees may not discuss students nor post images that include students.
Employees may not comment on a student's blog or a student's other social networking commentaries.

Employees may not use trade names, or logos belonging to the school without express written permission of the Executive Director.

In the event you have any questions about whether a particular social media activity may involve or implicate the school, or may violate this policy, please contact the Human Resources Department.
Social media is in a state of constant evolution, and the school recognizes that there will likely be events or issues that are not addressed in these guidelines. Thus, each School employee is responsible for using good judgment and seeking guidance, clarification, or authorization before engaging in social media activities that may implicate this policy.

Failure to comply with TEACH Public School's social medial policy will result in disciplinary action, up to, and including, immediate termination.
Nothing in this policy is not intended to interfere with, restrain or prevent employees from using social media to:

- Communicate with others regarding wages, job performance, workplace safety, workload, supervisors, staffing or other terms and conditions of employment; or
- Otherwise engage in protected concerted activity that employees have the right to engage in under federal, state or local law.

EQUIPMENT POLICY

TEACH Public Schools attempts to provide all staff members with the equipment and supplies needed to do their job. Providing equipment is a great expense to the school. It is expected that everyone will protect and care for all equipment and supplies issued to them. Staff members are responsible for the cost of lost, stolen, or broken items issued to them including: keys, textbooks, teacher guides, laptops, and any other equipment that may be assigned to them or their classroom if the loss is due to willful misconduct.

Laptop Computers

Each staff member assigned a laptop for professional use shall be required to sign a laptop Agreement Form and will be charged for any damages, loss or theft to the laptop caused by willful misconduct.

Although issued to an individual employee, all computing devices are considered the personal property of the primary organizational unit to which the receiving employee belongs and shall be returned upon termination of employment with the school, after reassignment of job duties or immediately upon request at any time by an official of the school.

Employees are expected to take all appropriate measures and precautions to prevent the loss, theft, damage and/or unauthorized use of such equipment. Such precautions shall include, but not be limited to the following:

- Keep the computing device in a locked and secured environment when not being used;
- Do not leave the computing device for prolonged periods of time in a vehicle, especially in extreme temperatures;
- Keep food and drinks away from all computing devices and work areas;
- Do not leave the computing device unattended at any time in an unsecured location (e.g., an unlocked empty classroom or office); and
- Keep the computing device in sight at all times while in public places, such as public transportation, airports, restaurants, etc. Should an employee's computing device be lost or stolen, the employee must:

o immediately report the incident to their immediate supervisor and Chief representative;
o obtain an official police report documenting the theft or loss; and
o provide a copy of the police report to their immediate supervisor or Executive Director.

If the employee fails to adhere to these procedures, the employee will be held legally and financially responsible to the school for the replacement of such equipment.

The school is under no legal, financial or other obligation to provide for a replacement computing device to any employee whose device is lost, stolen or damaged.

The school may add security and other tracking technology to any and all computing devices issued by it and any and all such usage is subject to review, monitoring and auditing by the school.

Non-compliance with any policies or procedures will result in appropriate disciplinary action and/or reimbursement of any and all costs to the school if resulting from an employee's willful misconduct.

LAPTOP COMPUTERS

Each full-time exempt employee receives a laptop computer for use in carrying out day-to-day functions such as lesson planning, email, enhancing classroom instruction, and using school- provided software for administrative duties (i.e. tracking attendance, logging grades, posting comments, etc.). Employee-issued laptops are property of TEACH Public Schools. Employees are required to treat their laptops with great care. Laptops may never be left unattended or in unlocked classrooms. Employees are required to bring their laptop computers home with them each night. Upon termination of employment, employees understand and agree that they must promptly return their school-issued laptop

to the school. Employees are responsible for reimbursing the school for the cost of lost or damaged laptops when the loss or damage is due to the willful misconduct of the employee.

Employees acknowledge and understand that TEACH Public Schools is the owner of the laptop and of all information contained on the laptop. Employees are discouraged from keeping personal information on their school-issued laptops or using the laptops for personal use. There should be no expectation of privacy with regard to a school-issued laptop and employees must return their laptop upon request by the school.

CELL PHONE POLICY

Personal cell phone use is not permitted while you are working. Cell phones should be turned off and stored with your other personal belongings while you are working.

Notwithstanding the foregoing, employees may, in the event of an “emergency condition,” access their mobile device or other communications device for seeking emergency assistance, assessing the safety of the situation, or communicating with a person to verify their safety. For purposes of this policy, an “emergency condition” is defined as:

o Conditions of disaster or extreme peril to the safety of persons or property at the workplace or worksite caused by natural forces or a criminal act; or
o An order to evacuate a workplace, a worksite a worker’s home, or the school of a worker’s child due to natural disaster or a criminal act.

If you are required to perform business on a cell phone for TEACH Public Schools while driving, you must utilize the hands-free option on the cell phone or a headset/earpiece device. Sending, writing, or reading text-based communications on your cell phone while driving a school vehicle or your own vehicle to conduct School business is prohibited. Text based communications include, but are not limited to, text messages, instant messages and email.

Employees whose job responsibilities do not specifically include driving as an essential function, but who use a cell phone for business purposes, whether issued by TEACH Public Schools or not, are also expected to abide by the provisions above. Under no circumstances are employees allowed to place themselves or others at risk to fulfill business needs.

Any employee who fails to comply with this policy will be deemed to have engaged in grossly negligent conduct beyond the course and scope of their employment. As a result, any employee who is charged with a traffic violation or incurs any other form of liability resulting from a violation of this policy will, to the extent allowed by applicable law, be solely responsible for any such liability.

If you are assigned a school cell phone to conduct School business, please notify your supervisor if the cell phone is misplaced, stolen, or damaged. Personal calls, received or placed, are not allowed on School cell phones.

This policy is not intended, nor shall it be interpreted, to in any way limit the ability of an employee to:

- Communicate with others regarding the terms and conditions of their employment, including such topics as wages, job performance, workplace safety, workload, supervisors, staffing or other terms and conditions of employment; or
- Otherwise engage in protected concerted activity that employees have the right to engage in under federal, state or local law.

TELEPHONE CALLS AND TEXTING

While at work and during staff meetings, the employee's undivided attention is expected. Cell phones, texting, and pagers are not allowed so that the activities or discussion are not disturbed. Employees should wait to make personal phone calls during breaks.

PERSONAL PHONE AND PERSONAL CELL PHONE USE

Personal phone calls should not be made or received during working hours. Any such calls must be made during employee breaks. Friends and relatives should be discouraged from calling during business hours unless there is an emergency. All emergency calls should be directed to the main office. When the call is received, the employee will be contacted.

In addition, the use of personal cell phones for placing or receiving calls, sending or receiving text messages, checking voicemail, or any other form of communication supported by the school's cell phone provider during working hours is strictly prohibited. Cell phones should be placed out of sight and completely silenced to avoid disruption to the learning environment. In the event of a field trip or other class outing where personal cell phones may be used for safety purposes, communication should be limited to school staff only. The school will not be responsible for lost or stolen cell phones or other personal property.

Notwithstanding the foregoing, employees may, in the event of an "emergency condition," access their mobile device or other communications device for seeking emergency assistance, assessing the safety of the situation, or communicating with a person to verify their safety. For purposes of this policy, an "emergency condition" is defined as:
o Conditions of disaster or extreme peril to the safety of persons or property at the workplace or worksite caused by natural forces or a criminal act; or
o An order to evacuate a workplace, a worksite a worker's home, or the school of a worker's child due to natural disaster or a criminal act.
This policy is not intended, nor shall it be interpreted, to in any way limit the ability of an employee to:

- Communicate with others regarding the terms and conditions of their employment, including such topics as wages, job performance, workplace safety, workload, supervisors, staffing or other terms and conditions of employment; or

Otherwise engage in protected concerted activity that employees have the right to engage in under federal, state or local law.

Personal telephone calls should be made and received during non-teaching times. Personal calling cards or cell phones should be used for long distance personal calls. TEACH Public Schools expects that cell phones will be turned on a silent/meeting answer mode while employees are on the job and includes, but is not limited to, staff meetings and professional development.

Notwithstanding the foregoing, employees may, in the event of an "emergency condition," access their mobile device or other communications device for seeking emergency assistance, assessing the safety of the situation, or communicating with a person to verify their safety. For purposes of this policy, an "emergency condition" is defined as:
o Conditions of disaster or extreme peril to the safety of persons or property at the workplace or worksite caused by natural forces or a criminal act; or
o An order to evacuate a workplace, a worksite a worker's home, or the school of a worker's child due to natural disaster or a criminal act.

This policy is not intended, nor shall it be interpreted, to in any way limit the ability of an employee to:

- Communicate with others regarding the terms and conditions of their employment, including such topics as wages, job performance, workplace safety, workload, supervisors, staffing or other terms and conditions of employment; or
- Otherwise engage in protected concerted activity that employees have the right to engage in under federal, state or local law.

NO SOLICITATION/DISTRIBUTION POLICY

In order to minimize non-work-related activities that could interfere with providing quality education, teamwork, and safety, TEACH Public Schools has established the following policy concerning solicitation and the distribution of written materials other than those directly related to the school's business. This policy is not intended, nor should it be interpreted, to in any way limit the ability of an employee to:

- Communicate with others regarding the terms and conditions of their employment, including such topics as wages, job performance, workplace safety, workload, supervisors, staffing or other terms and conditions of employment; or
- Otherwise engage in protected concerted activity that employees have the right to engage in under federal, state or local law.

Non-employees may not solicit or distribute written materials of any kind at any time on premises that are owned, leased, operated, managed or controlled by TEACH Public Schools.

Employees may not solicit other employees during the workday when either the person doing the solicitation or the person being solicited is engaged in or required to be performing work tasks.

Employees may not distribute written materials of any kind during the workday when either the distributing employee or the employee receiving the materials is engaged in or required to be performing work tasks.

Employees may solicit other employees when both parties are on non-work time. Employees may distribute written materials in non-work areas during non-work time.

The sole exceptions to this policy are charitable and community activities supported and approved by TEACH Public Schools, or if an employee is engaged in a protected activity related to improving the terms and conditions of their employment.

School bulletin boards are the only areas where any merchandise or notices may be placed. Such items must meet the guidelines established by the School and the National Labor Relations Act, if applicable. The site leadership must approve any postings prior to posting.

TEACH Public Schools reserves the right to discontinue any solicitation or distribution if the activities become disruptive to employees or the efficient operation of the school's business.
Employees are required to leave school premises and other work areas at the completion of their workday. Employees are not permitted to enter or remain on school premises or work areas unless the employee is on duty, scheduled for work, coming to or departing from scheduled work, or otherwise has specific authorization from school site leadership.

<u>Definitions</u>

Work time: any time when employees are engaged in or required to be performing work tasks or are otherwise "on the clock." Work time does not include break periods, meal times, or other periods during the workday when employees are properly not engaged in performing their work tasks.

Work areas: all areas controlled by the school where employees are performing work, except employee break areas, and parking lots (non-work areas).

Employee Responsibility

If you have a need to solicit and/or distribute materials on school premises, it must be in compliance with this policy. If you have questions, talk with the Human Resources. If solicitation or distribution is conducted within the parameters of this policy, the manner of activities must not harass or intimidate other employees. If you are subjected to such behavior at any time, report the activity to your supervisor. If solicitation or distribution occurs while you are working, report the activity to the Human Resources Department.

NEPOTISM POLICY

TEACH Public Schools permits the employment of qualified relatives of employees, of the employee's household or immediate family as long as such employment does not, in the opinion of TEACH Public Schools, create actual conflicts of interest. For purposes of this policy, "qualified relative" is defined as a spouse, registered domestic partner, child, parent, sibling, grandparent, grandchild, aunt, uncle, niece, nephew, first cousin, corresponding in-law, "step" relation, adoptive relative, guardian, ward, or any member of the employee's household. “Qualified relative” also includes persons engaged in amorous relationships, meaning a relation in which persons voluntarily have a physical relationship or are engaged in a romantic courtship (e.g. dating or engaged) that may or may not have been consummated. TEACH Public Schools will use sound judgment in the placement of related employees in accordance with the following guidelines:

A qualified relative is permitted to work in the same department, provided no direct reporting or supervisor-to-subordinate relationship exists. That is, no employee is permitted to work within "the chain of command" when one qualified relative's work responsibilities, salary, hours, career progress, benefits, or other terms and conditions of employment could be influenced by the other relative.

Qualified relatives may have no influence over the wages, hours, benefits, career progress and other terms and conditions of the other related staff members.

Current employees who marry will be permitted to continue working in the same job positions held only if they do not work in direct supervisory relationship with one another or in job positions involving conflicts of interest. If relatives are found to be employed in any of these prohibited job positions, the school will take action to eliminate the conflict, including possibly requiring one or both employees to accept a transfer to another position or to resign. The BOARD OF DIRECTORS must approve any exceptions to this policy.

BUILDING SECURITY/SCHOOL KEYS

All employees who are issued keys to the office and classrooms are responsible for their safekeeping

You will be assigned all appropriate building keys needed to conduct your daily job responsibilities. You are responsible for all keys. Duplication of any school key is not allowed and strictly prohibited. It is against School policy to loan or distribute your assigned keys to another employee or non-employee of the school. If your school keys are lost, misplaced, destroyed, or stolen, you must report it immediately to the Human Resources Department.

The last employee, or a designated employee, who leaves the office and /or the school site at the end of the business day assumes the responsibility to ensure that all doors are securely locked, the alarm system is armed, thermostats are set on appropriate evening and/or weekend setting, and all appliances and lights are turned off with exception of the lights normally left on for security purposes. Employees are not allowed on school property before or after hours without prior authorization.

INTERNAL INVESTIGATIONS & SEARCHES

From time to time TEACH Public Schools may conduct internal investigations pertaining to security, auditing, or work-related matters. Employees are required to cooperate fully with and assist in these investigations if required to do so.

Whenever necessary, in TEACH Public School's discretion, employees' work areas (i.e. desks, file cabinets, lockers, etc.) may be subject to a search without notice. Employees are required to cooperate. Because even a routine search for TEACH Public Schools property might result in the discovery of an employee's personal possessions, all employees are encouraged to refrain from bringing into the workplace any item of personal property that they do not wish to reveal to TEACH Public Schools. Employees have no expectation of privacy in their work areas.

VIOLENCE IN THE WORKPLACE

TEACH Public Schools has adopted a policy prohibiting workplace violence including a Workplace Violence Prevention Plan. Consistent with this policy, acts or threats of physical violence, including intimidation, harassment, bullying, and/or coercion, which involve or affect TEACH Public Schools or which occur on TEACH Public Schools property will not be tolerated. Examples of workplace violence include, but are not limited to, the following:

All threats or acts of violence occurring on TEACH Public Schools premises, regardless of the relationship between TEACH Public Schools and the parties involved.

All threats or acts of violence occurring off TEACH Public Schools premises involving someone who is acting in the capacity of a representative of TEACH Public Schools.

Specific examples of conduct, which may be considered threats or acts of violence, include, but are not limited to, the following:

- Hitting or shoving an individual
- Threatening an individual or their family, friends, associates, or property with harm
- Intentional destruction or threatening to destroy TEACH Public Schools property
- Making harassing or threatening phone calls
- Harassing surveillance or stalking (following or watching someone)
- Unauthorized possession or inappropriate use of firearms or weapons

TEACH Public School's prohibition against threats and acts of violence applies to all persons involved in TEACH Public School's operation, including but not limited to all personnel, contract, unpaid interns, volunteers and temporary workers and anyone else, including parents on TEACH Public Schools property. Violations of this policy by any individual on TEACH Public Schools property will lead to disciplinary action, up to and including termination and/or legal action as appropriate. All employees are encouraged to report incidents of threats or acts of physical violence of which they are aware to their supervisors or to the Human Resources Department.

If an employee becomes aware of an imminent act of violence, a threat of imminent violence, or actual violence, emergency assistance must be sought immediately. In such situations, the employee should contact the law enforcement authorities by dialing 911. Immediately after contacting the law enforcement authorities, the employee must report the incident to Human Resources.

Employees should immediately inform their supervisor or Human Resources Department about any workplace security hazards. If these individuals are not available, the employee should immediately inform any other supervisor so that appropriate action can be taken.

There will be no retaliation against any employee who brings a complaint in good faith under the Violence in the Workplace Policy or who honestly assists in investigating such a complaint, even if the investigation produces insufficient evidence that there has been a violation, or if the charges cannot be proven. However, disciplinary action may be taken against employees who, in bad faith, make false or frivolous accusations.

In certain circumstances, the school may seek a workplace violence restraining order on behalf of one or more employees in furtherance of its commitment to providing a workplace that is free from acts of violence or threats of violence.

SECTION 11 - STANDARDS OF CONDUCT

PERSONAL STANDARDS

Each employee must be neatly groomed and wear clothing that is professional and appropriate for the employee's position. The principal will inform you of any special clothing requirements. Employees will not be permitted to wear clothing or otherwise present an appearance that may cause disruption, be taken as offensive or reduce productivity. If you are assigned a school uniform, your uniform must be clean and presentable when you report to work.

PUBLIC IMAGE/DRESS CODE

The following items are considered inappropriate working attire for TEACH Public Schools employees:

- Spaghetti-strapped shirts
- Tank tops or revealing
- Short apparel of any kind
- Sheer clothing
- T-shirts with inappropriate or offensive gestures or advertising.
- Leggings and Jeans
- Open-toe shoes of any kind

The principal will be the final arbiter of what is considered to be inappropriate attire. You may be required to return home to change clothing if deemed necessary. Non-exempt employees will not be paid for time away from work to change attire. If management occasionally designates "casual days," appropriate guidelines will be provided to you.

Consult your supervisor if you have any questions regarding appropriate attire.

PERSONAL APPEARANCE/STANDARDS OF DRESS

The Board of Directors believes that teachers and other TEACH Public Schools staff serve as role models. They should therefore maintain professional standards of dress and grooming. Just as overall attitude and instructional competency contribute to a productive learning environment, so do appropriate dress and grooming. The Board of Directors encourages staff, during school hours, to wear clothing that will add dignity to the educational profession, will present an image consistent with their job responsibilities, and will not interfere with the learning process. Accordingly, all staff shall adhere to the following standards of dress:

- Professional Grooming and Safety. Teachers and staff are expected to maintain and safe grooming practices.
- Fingernails: Nails must be kept at a length and style that does not interfere with job responsibilities or present a potential safety risk to students or staff. Extremely long or sharp artificial nails or adornments (e.g., nail jewelry) that could cause injury during normal school activities are not permitted.
- Other adornments: Any jewelry or accessories worn by staff should be secure and not present a safety hazard during daily tasks or while interacting with students.
- Clothing and jewelry must be safe and appropriate to the educational environment.
- All clothing must be clean and in good repair. Slits or tears in pants or other articles of clothing are not permitted except for modest slits in any apparel that are no higher than three (3) inches above the knee.
- Head coverings, including hats of any kind, except those worn for religious or safety reasons, are not to be worn inside school buildings including assemblies, classrooms, labs and offices. Hats may be worn outside for sun protection. All hats are to be removed upon entering school buildings. For exceptions to this policy, the Executive Director must grant prior approval.
- Slacks and shorts are to be worn on the waist with no portion of an undergarment showing. Shorts should be modest in length and should be no higher than three (3) inches above the knee.
- All tops must be appropriate to the work environment, and should be clean, neat, and provide proper coverage.
- For safety purposes, earrings must not dangle more than one (1) inch below the ear.
- Clothing or jewelry that depict and/or promote gangs (as defined in Ed. Code § 35183), drugs, alcohol, tobacco, sex, violence, illegal activities, profanity, or obscenity are not permitted.
- Appropriate shoes must be worn at all times.
- Executive Director will be the final arbiter of what constitutes appropriate dress and attire.

DISCIPLINARY PHYSICAL CONTACT WITH STUDENTS

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

STAFF-STUDENT INTERACTIONS

Boundaries Defined

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

Acceptable and Unacceptable Behaviors

Some activities may seem innocent from a staff member's perspective but may be perceived as flirtation or sexual insinuation from a student or parental point of view. The purpose of the following lists of unacceptable and acceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to or may be perceived as inappropriate, or sexual misconduct, or "grooming." Grooming is defined as an act or series of acts by a sexual predator to gain physical and/or emotional control by gaining trust (of staff and/or family and a minor) and desensitizing the minor to various forms of touching and other intimate interaction.

Staff members must understand their own responsibilities for ensuring that they do not cross the boundaries as written in this policy. If a student specifically requests that they not be touched, then that request must be honored. Violations could subject the teacher or staff member to discipline up to and including termination. Disagreeing with the wording or intent of these established boundaries will be considered irrelevant for any required disciplinary purposes. Thus, it is critical that all employees study this policy thoroughly and apply its spirit and intent in their daily activities.

Unacceptable Behaviors

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

- Giving gifts to an individual student that are of a personal and intimate nature (including photographs); or items such as money, food, outings, electronics, etc. without the written pre-approval of the Principal or School Leader. It is recommended that any such gifts be filtered through the Human Resources along with the rationale therefor.
- Kissing of ANY kind
- Massage [Note: Prohibited in athletics unless provided by massage therapist or other certified professional in an open public location. Coaches may not perform massage or rub-down. Permitted in special education only as instructed under an IEP or 504 plan.]
- Full frontal or rear hugs and lengthy embraces
- Sitting students on one's lap (grades 3 and above)
- Touching buttocks, thighs, chest or genital area
- Wrestling with students or other staff member except in the context of a formal wrestling program
- Tickling or piggyback rides
- Any form of sexual contact
- Any type of unnecessary physical contact with a student in a private situation

- Intentionally being alone with a student away from school
- Furnishing alcohol, tobacco products, or drugs or failing to report knowledge of such
- "Dating" or "going out with" a student
- Remarks about physical attributes or physiological development of anyone. This includes comments such as "Looking fine!" or "Check out that [body part]."
- Taking photographs or videos of students for personal use or posting online
- Undressing in front of a student
- Leaving campus alone with a student for lunch
- Sharing a bed, mat, or sleeping bag with a student
- Making, or participating in, sexually inappropriate comments
- Sexual jokes, or jokes/comments with sexual overtones or double-entendres
- Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator.
- Listening to or telling stories that are sexually oriented
- Discussing your personal troubles or intimate issues with a student
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior
- Giving students a ride to/from school or school activities without the express, advance written permission of the Human Resources and the student's parent or legal guardian
- Being alone in a room with a student at school with the door closed and/or windows blocked from view
- Allowing students at your home and/or in rooms within your home without signed parental permission for a pre-planned and pre-communicated educational activity which must include another educator, parent, or designated school volunteer
- Staff mirroring the immature behavior of minors
- Sending emails, text messages, social media responses, making phone calls, or sending notes or letters to students if the content is not about school activities. Communication via private social media accounts is not acceptable.

<u>Acceptable Behaviors</u>

- Pats on the shoulder or back
- Handshakes
- "High-fives" and hand slapping
- When age appropriate, touching face to check temperature, wipe away a tear, remove hair from face, or other similar types of contact
- Placing TK through second grade students on one's lap for purposes of comforting the child for a short duration only
- Holding hands while walking with small children or children with significant disabilities
- Assisting with toileting of small or disabled children in view of another staff member
- Touch required under an IEP or 504 Plan
- Reasonable restraint of a violent person to protect self, others, or property
- Obtaining formal written pre-approval from Human Resources to take students off school property for activities such as field trips or competitions, including parent's written permission and waiver form for any sponsored after-school activity whether on or off campus
- Emails, text-messages, phone conversations, and other communications to and with students, if permitted, must be professional and pertain to school activities or classes (communication should be initiated via transparent [non-private] school-based technology and equipment)
- Keeping the door wide open when alone with a student
- Keeping reasonable and appropriate space between you and the student
- Stopping and correcting students if they cross your own personal boundaries, including touching legs, or buttocks, frontal hugs, kissing, or caressing

- Keeping administration informed when a significant issue develops about a student, such as a change in demeanor or uncharacteristic behavior
- Keeping after-class discussions with a student professional and brief
- Immediately asking for advice from senior staff or administration if you find yourself in a difficult situation related to boundaries
- Involving your supervisor in discussion about boundaries situations that have the potential to become more severe (including but not limited to: grooming or other red flag behaviors observed in colleagues, written material that is disturbing, or a student's fixation on an adult)
- Making detailed notes about an incident that in your best judgement could evolve into a more serious situation later
- Recognizing the responsibility to stop Unacceptable Behaviors of students and/or co-workers
- Asking another staff member to be present, or within close supervisory distance, when you must be alone with a student after regular school hours
- Prioritizing professional behavior during all moments of student contact

- Asking yourself if any of your actions, which are contrary to these provisions, are worth sacrificing your job and career.

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

Boundaries Reporting

When any staff member, parent, or student becomes aware of a staff member (or volunteer, guest, vendor) having crossed the boundaries specified in this policy, or has a strong suspicion of misconduct, they must report the suspicion to the Human Resources Director promptly. Reasonable suspicion means something perceived in spite of inconclusive or slight evidence. It is based on facts that would lead a reasonable person to believe the conduct occurred. Prompt reporting is essential to protect students, the suspected staff member, any witnesses, and the school as a whole. Employees must also report to the administration any awareness of, or concern about, student behavior that crosses boundaries, or any situation in which a student appears to be at risk for sexual abuse.

Investigating

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

Consequences

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

CUSTOMER & PUBLIC RELATIONS

The school's image in front of students, parents (i.e. our "customers") and the general public is critical to our success. All employees are expected to be prompt, polite, courteous and attentive to our customers and the public. It is possible an employee may come into contact with a dissatisfied or hostile individual based on the nature of the employee's work. If this happens, you should immediately notify your supervisor or the Human Resources Department. We will absolutely not tolerate conduct toward our customers or the general public that might be interpreted as unlawful discrimination or harassment. If you witness conduct in violation of this policy, you should immediately bring it to the attention of your supervisor or the Human Resources Department

STANDARDS OF CONDUCT AND CIVILITY

At TEACH Public Schools, we are committed to upholding the highest standards of personal integrity and conduct. These standards are based on our dedication to treating people with dignity, respect, and civility, and taking individual and collective responsibility for our conduct. The manner in which we conduct ourselves defines us and how we are perceived by others. As school employees, we also serve as role models to our students.

TEACH Public Schools employees are accountable for integrity in conduct and for the consequences of their actions or inactions. The highest of ethical standards are expected in all matters internal, as well as with students, parents, and the community at large. All TEACH Public Schools employees and any individuals acting on behalf of TEACH Public Schools are required to conduct themselves in compliance with the essence of this Standards of Conduct and Civility policy. Any concerns must be promptly reported to a supervisor or the Human Resources Department. Failure to comply with this policy may result in disciplinary action, up to and including termination.

PROHIBITED CONDUCT

The following is a list of conduct that is prohibited and will not be tolerated by the school. It is not an all-inclusive list, but rather a list designed to give examples of the types of conduct prohibited by the school. Other types of conduct that threaten security, personal safety, employee welfare and/or the school's operations also may be prohibited and will result in disciplinary action up to and including termination.

- Falsification of employment records, employment information, or other School records.
- Recording the work time of another employee or allowing any other employee to record your work time, or allowing falsification of any time card, either your own or another's.
- Theft, deliberate or careless damage or loss of any School property or the property of any employee or customer.
- Provoking a fight or fighting during working hours or on School property.
- Participating in horseplay or practical jokes on School time or on School premises where such conduct might be a safety risk or might be interpreted as offensive.
- Carrying firearms or any other dangerous weapons on School premises at any time or while acting on behalf of the school.
- Violation of the Substance and Alcohol policy.
- Insubordination, including but not limited to, failure or refusal to obey the orders or instructions of a supervisor or member of management, or the use of abusive or threatening or abusive language toward a supervisor or member of management.
- Unreported absence on scheduled workdays unless otherwise excused.
- Excessive tardiness or absenteeism unless otherwise excused.
- Unauthorized use of School equipment, time, materials, facilities, or the school's name.
- Sleeping or malingering on the job.
- Failure to observe working schedules, including the required rest and meal periods.
- Soliciting other employees for membership, funds, or other similar activity in connection with any outside organization during your working time or the working time of the employee(s) solicited.

- Distributing unauthorized literature or any written or printed material during working time or in work areas. ("Working time" does not include your meal and break periods.)
- Failure to timely notify your supervisor when you are unable to report to work absent extenuating circumstances.
- Failure of an employee to obtain permission to leave work for any reason during normal working hours.
- Abuse of sick leave.
- Violation of the Communication Systems Policy.
- Violation of the Standards of Conduct and Civility Policy.
- Failure to provide a physician's certificate when requested or required to do so.
- Violating the School's PERSONAL APPEARANCE/STANDARDS OF DRESS.
- Breaching Confidentiality.
- Making derogatory racial, ethnic, religious or sexual remarks or gestures; any violation of the Harassment and/or Equal Employment Opportunity policy; or using profane or abusive language at any time on School premises or during working hours.
- Violation of any safety, health, security or School rule.
- Negligence or other conduct leading to the endangerment of harm of a child or children.
- Working overtime without authorization or refusing to work assigned overtime.
- Unsatisfactory j ob performance.
- Willfully or maliciously making false statements regarding any co-worker or submitting a complaint known to be false.

The school will not discipline employees for conduct that relates to employees' ability to:

- Communicate with others regarding the terms and conditions of their employment, including such topics as wages, job performance, workplace safety, workload, supervisors, staffing or other terms and conditions of employment; or
- Otherwise engage in concerted activity protected under federal, state or local law.

CONFIDENTIAL INFORMATION

You may, during the course of your duties be advised of certain confidential business matters and affairs of the school regarding its business practices, students, suppliers and employees. Your duties may also place you in a position of trust and confidence with respect to certain trade secrets and other proprietary information relating to the business of the school and not generally known to the public or competitors. Such proprietary information includes student information, competitive strategies, marketing plans, fundraising, personnel information and financial information. Confidential information does not include information about the terms and conditions of your employment, such as wages, benefits, workplace safety and other topics you have the right to discuss with other employees under the law. You shall not, either during your employment with the school or any time in the future, directly or indirectly:

- Disclose or furnish, directly or indirectly, to any other person, firm, agency, corporation, client, business, or enterprise, any confidential information acquired during your employment;
- Individually or in conjunction with any other person, firm, agency, School, client, business, or corporation, employ or cause to be employed any confidential information in any manner whatsoever, except in furtherance of the business of the school;
- Without the written consent of the school, publish, deliver, or commit to being published or delivered, any copies, abstracts, or summaries of any files, records, documents, drawings, specifications, lists, equipment and similar items relating to the business of the school, except to the extent required in the ordinary course of your duties.

Nothing in this policy prevents employees from discussing or disclosing information about unlawful acts in the workplace, such as harassment or discrimination or any other conduct that they have reason to believe is unlawful. This policy is not intended, nor should it be interpreted, to in any way limit the ability of employees to:

- Communicate with others regarding the terms and conditions of their employment during non-working times, including such topics as wages, job performance, workplace safety, workload, supervisors, staffing or other terms and conditions of employment; or
- Otherwise engage in protected concerted activity that employees have the right to engage in under federal, state or local law.

Employees shall not use their cell phone or similar device to engage in any form of audio or video recording on school property without the prior written approval of Human Resources Department and the written consent of the individual being recorded.

Upon an extended leave of absence, request from the school or termination of employment, employees are required to immediately return to the school all property of the school in as good condition as when received (normal wear and tear excepted) including, but not limited to, all files, records, documents, drawings, specifications, lists, equipment and supplies, promotional materials, and similar items relating to the business of the school. This policy also encompasses any and all identifying or confidential information of all former and current students which is protected under the Family Educational Rights and Privacy Act.

Failure to comply with this policy may result in disciplinary action, up to and including termination.

CONFLICTS OF INTEREST

All employees must avoid situations that result in actual or even potential conflicts of interest. Personal, social and economic relationships with competitors, suppliers, customers, parents, or co-employees that may impair an employee's ability to exercise good judgment on behalf of the school or which give the appearance of such impairment create an actual or potential conflict of interest.

TEACH Public Schools expects employees to devote their best efforts to the interests of our school. TEACH Public Schools recognizes your right to engage in activities outside of your employment, which are of a private nature and unrelated to our business. However, outside activities (second jobs, side businesses, clubs, etc.) must not interfere with your ability to fully perform your job duties at TEACH Public Schools or create a conflict of interest with your statutory duty of loyalty to the school. The school prohibits employees from working with another School or external organization that competes with TEACH Public Schools whether as a regular employee or as a consultant.

If you have any questions whether an action or proposed course of conduct would create a conflict of interest, you should immediately contact the Human Resources Department to obtain advice on this issue. A violation of this policy will result in immediate and appropriate discipline, up to and including immediate termination.

<u>Outside Employment</u>

If you are a full-time employee, we expect that you devote your full professional effort to your position at TEACH Public Schools. If you wish to participate in outside work activities you are required to obtain written approval from the Human Resources Department prior to starting those activities. Approval will be granted unless the activity conflicts with TEACH Public School's interests. In general, outside work activities are not allowed when they:

- Prevent you from performing work for which you are employed at TEACH Public Schools.
- Involve organizations that are doing or seek to do business with TEACH Public Schools including actual or potential vendors.
- Violate provisions of law or TEACH Public Schools policies or rules.
- When the employee is on a medical leave (FMLA/CFRA/PDL or any other medical leave).

Your obligations to TEACH Public Schools must be given priority. Full time employees are hired and continue employment with the understanding that TEACH Public Schools is their primary employer and that other employment, commercial involvement or volunteer activity that is in conflict with the business interests of the school is strictly prohibited.

This section is not intended, nor should it be interpreted, to in any way limit the ability of employees to:

- Communicate with others regarding the terms and conditions of their employment, including such topics as wages, job performance, workplace safety, workload, supervisors, staffing or other terms and conditions of employment; or
- Otherwise engaging in protected concerted activity that employees have the right to engage in under federal, state or local law.

EXPENSE REIMBURSEMENT POLICY

The school reimburses employees for reasonably necessary business expenses incurred within the course and scope of employment. Employees who have incurred pre-authorized business expenses, including, but not limited to mileage, must submit receipts, invoices, or route information fully documenting the expense. Do not incur expenses without prior authorization via approved purchase order from the Director Business Services of TEACH Public Schools. Employees who have incurred business expenses should submit required receipts to the school business office within 30 days of incurring the expense.

TEACH Public Schools expects employees to act responsibly and professionally when incurring and submitting expenses. The organization will reimburse employees for reasonable expenses on pre-approved business. This includes, for example, travel fares, accommodations, meals, tips, telephone and fax charges, and purchases made on behalf of the organization.

TEACH Public Schools does not pay for local travel to and from the office (regular commute). If employees use their vehicles for business travel, mileage will be reimbursed as per the IRS current mileage rates and for appropriate parking fees. TEACH Public Schools will not be responsible for fuel, maintenance, traffic or parking violations.

<u>General guidelines</u>

- Original receipts are required for reimbursement of all expenses except for per diems. These expenses include:
- Original boarding passes for airplane / train travel
- Credit card receipts
- Detailed merchant receipts

Receipts must be accompanied by a summary which outlines:

- The nature of the expense
- The name and titles of the individuals involved
- The purpose for the expense

Expense summaries must be submitted with receipts and approved by the CFO/COO.
All expenses and summaries must be submitted within 30 days to CFO/ COO for payment.

Travel guidelines

Employees are required to fly coach class with the lowest available airfare for non-stop travel.

If a car rental is required, employees are requested to rent mid-sized or compact vehicles. Employees will be reimbursed for the fuel costs associated with renting a vehicle.

Employees will be reimbursed for reasonable hotel accommodations. Discounted room rates should be requested at the time of room booking.

For work-related trips, employees will be eligible for reimbursement of actual expenses up to a maximum of $750 per day. Reimbursements will not be paid where other meal arrangements are provided. For example, a luncheon included with an event.

The following list includes examples of non-reimbursable expenses:

- Personal travel insurance
- Personal reading materials
- Childcare
- Toiletries, cosmetics, or grooming products
- Expenses incurred by spouses, children, or relatives
- In-room movies or video games
- Sporting activities, shows, etc.
- Alcohol with meals

Any questions related to the content of this policy or its interpretation should be directed to Director of Business Operations.

Cell Phone Reimbursement

All School employees who are required to use their personal cell phones for work-related purposes are eligible for a reimbursement of $35.00 - $50.00 per month for a personal cell phone plan. This amount is intended to cover the proportion of the employee's personal cell phone plan which is used for work purposes. If an employee believes this amount is insufficient, the employee must provide the school with a copy of their most recent cell phone bill in the employee's name (either as the primary account holder or a user of the plan) as valid documentation that the employee has incurred an expense higher than the normal reimbursement. The school may periodically request follow-up documentation to verify that the employee is incurring the expense. If you believe you are entitled to an additional amount, please contact Human Resources.

SECTION 12 - SAFETY

SUBSTANCE AND ALCOHOL POLICY

It is the intent of TEACH Public Schools to promote a safe, healthy and productive work environment for all employees. The school recognizes that the illegal and/or excessive use of drugs and/or alcohol is not conducive to safe working conditions, employees' health, efficient operations or School success.

For purposes of this policy, "illegal drugs" includes, but is not limited to, substances that are prohibited by law (such as cocaine, heroin, etc.), controlled substances, marijuana (including medicinal marijuana, marijuana vaping or other recreational marijuana use), and prescription drugs (if they are not prescribed for the person using them and/or not being used as prescribed). "Drug paraphernalia" means any accessory for the use, possession, manufacture, distribution, dispensation, purchase, or sale of illegal drugs. "Under the influence" means that the employee is affected by alcohol, prescription medication that impairs cognitive or physical functions, and/or illegal drugs in any detectable manner.

The school complies with all Federal and State regulations regarding drug use while on the job. This policy prohibits the following:

- Use, possession, purchase, or offer for sale of illegal drugs, drug paraphernalia or alcohol during working hours, including meal and break periods, or in the presence of pupils;
- Use, possession, purchase, or offer for sale of illegal drugs, drug paraphernalia, or alcohol on School property at any time;
- Use, possession, purchase, or offer for sale of illegal drugs, drug paraphernalia, or alcohol while attending a school function or event;
- Storing alcohol (if unauthorized), illegal drugs, or drug paraphernalia in a locker, desk, automobile, or other repository on the school's premises;
- Refusing to submit to an inspection or testing when requested by administration;
- Being under the influence of illegal drugs, prescription medication that impairs cognitive or physical functions and/or alcohol during working hours, while on the school's premises and/or attending a school function or event.
- Conviction under any criminal drug statute for a violation occurring in the workplace, including failure to notify the school in writing of employee's conviction for a violation of a criminal drug statute occurring in the workplace no later than 5 calendar days after such conviction; or
- Failure to keep all prescribed medicine in its original container.

Employees taking physician-prescribed medications, which impairs the employee's job performance, (including medical prescribed marijuana) should not report to work. In addition, if you are required to take any kind of prescription or nonprescription medication that will affect your ability to perform your job, you are required to report this to the Human Resources Department. The Director of Human Resources will determine if it is necessary to temporarily place you on another assignment or take other action as appropriate to protect your safety and the safety of other employees and students.

Employees taking physician-prescribed medication which will not impair their job performance may be required to present a statement from the prescribing physician to the employee's supervisor indicating the duration of the prescription and stating that the use of the prescription will not impair the employee's ability to perform their specific job duties. This policy does not require or request the prescribing physician or the employee to identify any prescription drug or the medical condition for which it is prescribed. No employee shall use or have in their possession on the school premises any prescription medication other than medications currently prescribed by a physician for the employee.

TEACH Public Schools will not discriminate against employees for the use of cannabis/marijuana off the job and away from the worksite, nor will TEACH Public Schools take disciplinary action against employees for such use, so long it does not result in the employee being under the influence of marijuana while on the job (e.g., using marijuana off-duty and outside of work and then coming to work while still under the influence/impaired).

This policy will not be construed to prohibit the use of alcohol at social or business functions sponsored by the school where alcohol is served. However, employees must remember their obligation to conduct themselves appropriately at all times while at School-sponsored functions or while representing the school.

The school may at times conduct unannounced searches of School property for alcohol, illegal drugs, drug paraphernalia, and/or unauthorized controlled substances or to ensure compliance with any other School-related policy. This may include desks, storage areas and rooms normally used to store employees' personal property. As a result, employees do not have an expectation of privacy in this regard.

Violation of this Drug and Alcohol Policy may result in disciplinary action, up to and including termination, at the school's sole discretion.

Employees should be aware that participation in a rehabilitation program will not necessarily prevent the imposition of disciplinary action, including termination, for violation of this policy. Employees who undergo voluntary counseling or treatment and who continue to work, if any, must meet all established standards of conduct and job performance.

Compliance with this Drug and Alcohol Policy is a condition of employment at the school. Failure or refusal of an employee to cooperate fully, sign any required document, submit to any inspection, or follow any prescribed course of substance abuse treatment will result in discipline, up to and including termination.

Because the use, sale, purchase, possession, or furnishing of an illegally obtained substance is a violation of the law, the school may report such illegal drug activities to an appropriate law enforcement agency.
The school may require a test by intoxicator, blood test, urinalysis, medical examination of those persons whom the school reasonably suspects of using, possessing, or being under the influence of a drug or alcohol or is acting in such manner that they may harm themselves or another employee during the work day.

Any refusal to submit to such testing will be considered a positive screen. An employee's consent to submit to such a test is required as a condition of employment, and an employee's refusal to consent may result in disciplinary action, including termination for a first refusal or any subsequent refusal. The school shall determine the manner in which such testing is conducted with the goal being to ensure that the test results are accurate.

Such a test may be required of employees involved in any work-related accident or unsafe practice where the safety of the employee of other employees was jeopardized. Periodic retesting may also be required following positive test results or after any violation of this policy or rehabilitation.

SMOKING

All School buildings and facilities are non-smoking facilities. This includes nicotine and non-nicotine cigarettes including (herbal cigarettes) as well as cigars, pipes, e-cigarettes, vaping and marijuana. Smoking is prohibited within 20 feet of a school building and within 25 feet of a school playground, whichever is farther.

SECURITY

All employees are responsible for helping to maintain a secure workplace. Be aware of persons loitering for no apparent reason. All staff is expected to question any unknown person seen in the workplace who does not have a visitor's pass. If you are leaving late at night or are in any other situation that presents security concerns or where you do not feel comfortable, please seek the assistance of other employees or call 911. Report any suspicious persons or activities to the Human Resources. Never attempt to force an individual to leave the workplace if s/he is uncooperative. Immediately contact your supervisor or school administrators for assistance or call 911. Secure your desk or work area at the end of the day or when called away from your work area for an extended length of time, and do not leave valuable and/or

personal articles that may be accessible in or around your work area. Please report any problems with our security systems to the Human Resources Department

PARKED VEHICLES

Employees are responsible for their own parked vehicles and the personal possessions within while parked on TEACH Public Schools property. Be cautious: keep school property and/or personal possessions out of sight and lock your car. Insuring your vehicle and personal property against loss and damage is recommended for your protection.

USE OF PERSONAL VEHICLE FOR SCHOOL BUSINESS

Personal vehicles used by employees to conduct TEACH Public Schools business must be insured by the employee's personal automobile insurer. TEACH Public School's liability insurance applies on a secondary basis if the underlying personal auto insurance is insufficient. In no event does TEACH Public School's automobile liability insurance coverage pay for damage to the employee's vehicle. Insuring your vehicle against collision damage is recommended for your protection.

PERSONAL AUTOMOBILE

Employees who use their own automobiles for travel on authorized school business will be reimbursed for mileage at the rate established by the Internal Revenue Services. Employee must have prior supervisory approval for the use of personal vehicles and must carry, at their own expense, the minimum insurance coverage for property damage and public liability.

PERSONAL PROPERTY

TEACH Public Schools cannot be responsible and will assume no liability for any loss or damage to employee personal property resulting from theft, fire, or any other cause on TEACH Public School's premises, including the parking area, or away from school property while on school business. TEACH Public Schools employees are prohibited from using personal property for work-related purposes unless approved in advance by the Human Resources Department.

SAFETY POLICY

TEACH Public Schools is firmly committed to maintaining a safe and healthy working environment. All employees of the school are expected to be safety conscious on the job at all times. All unsafe conditions or hazards should be corrected immediately. Report all unsafe conditions or hazards to your supervisor or the Human Resources Department immediately, even if you believe you have corrected the problem. If you suspect a concealed danger is present on School premises, or in a product, facility, piece of equipment, process or business practice for which the school is responsible, bring it to the attention of your supervisor or the Human Resources Department immediately. Supervisors should arrange for the correction of any unsafe condition or concealed danger immediately and immediately contact the Human Resources Department regarding the problem.

All workplace injuries and illnesses must be immediately reported to your supervisor and the Human Resources Department.

TEACH Public Schools has in place a written Injury and Illness Prevention Program and a Workplace Violence Prevention Plan as required by law. These documents are located in the main office for review.

ERGONOMICS

TEACH Public Schools has invested in providing a work environment that is safe for all employees. To lessen the risk of ergonomic hazards, the school will make necessary adjustments to an individual's workstation, educate employees on

ergonomic safety, and modify processes when deemed necessary to ensure the well-being and safety of our employees. You should report any ergonomic concerns to the Human Resources Department.

CHEMICAL EXPOSURE WARNING

Employees should be aware that work areas might contain chemicals known to the State of California to cause cancer or to cause birth defects or other reproductive harm. If you have any questions or concerns about possible chemical exposure in your work area, contact the Human Resources Department. TEACH Public Schools uses chemicals in some of its operations. Employees should receive training and be familiar with the handling, use, storage and control measures relating to these substances if they will use or likely be exposed to them. Safety Data Sheets (SDS) are available for inspection. Employee must follow all labeling requirements.

SECTION 13 - TERMINATION

VOLUNTARY TERMINATION

TEACH Public Schools will consider an employee to have voluntarily terminated their employment if the employee does any of the following: (1) elects to resign from TEACH Public Schools; (2) fails to return from an approved leave of absence on the date specified without notifying the school for the need for continued leave including failure to communicate with the school; or (3) fails to report for work without notice to TEACH Public Schools for three consecutive work days. TEACH Public Schools requests that employees provide at least two weeks written notice of a voluntary termination. All TEACH Public Schools property must be returned immediately upon terminating employment. TEACH Public Schools retains the right to accept resignation immediately and pay the amount of straight time compensation an employee would have earned in lieu of further performance.

INVOLUNTARY TERMINATION

An employee may be terminated involuntarily for, among other reasons, poor performance, misconduct or other violations of TEACH Public School's Rules of Conduct as set forth herein. Notwithstanding the foregoing, or anything else contained in this handbook, pursuant to its at- will policy, TEACH Public Schools reserves the right to terminate any employee at any time, with or without advance notice and with or without cause.

EXIT INTERVIEWS

All employees who leave employment at TEACH Public Schools will be asked to take part in an exit interview with the Human Resources Department to communicate their challenges and growth while employed at TEACH Public Schools. Information shared during an exit interview will be treated as confidential to the extent possible.

VERIFICATION AND REFERENCE POLICY

disclosures must be directed to the Human Resources Department. Only the Human Resources Department is authorized to provide verifications or references, or disclose personal information, pertaining to current or former employees.

With respect to verification requests, TEACH Public Schools will disclose only the dates of employment and the title of the last position held. TEACH Public Schools will verify or disclose an employee's salary history only if the employee provides written authorization for TEACH Public Schools to provide the information. However, TEACH Public Schools will provide information about current or former employees as required by law or court order. TEACH Public Schools will not provide any letters of reference for current or former employees. Please refer all questions about this policy to the Human Resources Department.

EMPLOYEE HANDBOOK ACKNOWLEDGEMENT

By my signature below, I acknowledge that I have received a copy of TEACH Public School's Employee Handbook, on the date indicated below and agree to my at-will employment as described below. I acknowledge that it is my responsibility to read and review the Employee Handbook carefully. I also acknowledge that it is my responsibility to ask for clarification if I do not understand any of the policies included in the Employee Handbook.

I also acknowledge that I have received a copy of TEACH Public School's Harassment, Discrimination and Retaliation Prevention Policy which is in the Employee Handbook. I understand and agree that it is my responsibility to read and familiarize myself with this policy and all the provisions of the Employee Handbook. I understand that TEACH Public Schools is committed to providing a work environment that is free from harassment, discrimination and retaliation. My signature below certifies that I understand that I must conform to and abide by the rules and requirements described in this policy.

I understand that the Employee Handbook contains important information regarding TEACH Public School's expectations, policies and guidelines and that I am expected to comply with these expectations, policies and guidelines at all times. I understand that the Employee Handbook does not provide a binding contract, but provides guidelines for personnel concerning some of TEACH Public School's policies.

Just as I am free to terminate the employment relationship with TEACH Public Schools at any time, TEACH Public Schools, in its sole discretion, also reserves the right to modify or terminate the employment relationship with me at any time for any or no reason and with or without notice. Further, there is no agreement, express or implied, written or verbal, between the employee and TEACH Public Schools for any specific period of employment, for continuing or long-term employment, or for guaranteed terms and conditions of employment. No one other than the Human Resources Department of TEACH Public Schools, with the approval of the Board of Directors, has the authority to alter my employment at-will status, to enter into an agreement for employment for a specified period of time, or to make any agreement contrary to this policy. Further, any such agreement must be in writing and must be signed by the Human Resources Department. This is the entire agreement between TEACH Public Schools and me regarding this subject. All prior or contemporaneous inconsistent agreements are superseded. If I have an individually negotiated written employment agreement with TEACH Public Schools, then the terms and conditions of that agreement will prevail to the extent it differs from the policies in this Handbook.

TEACH Public Schools reserves the right to modify, alter, add to or delete any of the policies, guidelines or benefits contained in this handbook at any time with or without notice.

Other than TEACH Public Schools Board of Directors, no other entity or person has the authority to modify this employee handbook.

Employee Name (print) _____

Employee Signature _____

Date: _____

Addenda Form A; Non-Exempt Employee Meal Period Waiver Agreement

TEACH Public Schools

NON-EXEMPT EMPLOYEE MEAL PERIOD WAIVER AGREEMENT

Waiver of First Meal Period (Applicable only when workday is 6 hours or less)

- I understand that I am entitled to and acknowledge that TEACH Public Schools provides me with an uninterrupted, unpaid thirty-minute meal period whenever I work more than five hours in a workday. I also understand that my first meal period must start before the end of my fifth hour of work (i.e., 5 hours and 0 minutes on the clock).
- I wish to voluntarily waive my right to a thirty-minute meal period when my workday will be completed in six hours or less.
- I understand that I may revoke this agreement to waive my first thirty-minute meal period at any time, in writing, by providing written notice of revocation to the Human Resources Department. As a result, I understand this waiver will remain in effect each workday unless and until I provide a written notice to the Human Resources Department revoking this waiver.

Acknowledging the above, I hereby voluntarily waive my right to a thirty-minute meal period whenever my workday will be completed in six hours or less. If I wish revoke this waiver, I will notify Human Resources Department immediately.

Second Meal Period (Applicable only when workday is more than 10 hours but not greater than 12 hours)

- I understand that I am entitled to and acknowledge that TEACH Public Schools provides me with a second, uninterrupted, unpaid thirty-minute meal period whenever I work more than ten hours in a workday. I also understand that my second meal period must start before the end of my tenth hour of work (i.e., 10 hours and 0 minutes on the clock).
- I wish to voluntarily waive my right to a second meal period when my workday will be completed in twelve hours or less, provided that I did not waive my first meal period on the same workday.
- I understand that I may revoke this agreement to waive my second meal period at any time, in writing, by providing written notice of revocation to Human Resources Department. As a result, I understand this waiver will remain in effect each workday unless and until I provide a written notice to the Human Resources Department revoking this waiver.

Acknowledging the above, I hereby voluntarily waive my right to a second meal period whenever my workday will be completed in twelve hours or less and I did not waive my first meal period on the same workday. If I wish revoke this waiver, I will notify the Human Resources Department immediately.

Employee Name (print) _____

Employee Signature _____

Date: _____

Addenda Form B; Non-Exempt Employee Meal and Rest Period Reporting Form

TEACH Public Schools
NON-EXEMPT EMPLOYEE
MEAL AND REST PERIOD REPORTING FORM
(ONE FORM FOR EACH APPLICABLE DAY)

Employee Name (Please Print):_____

Date:_____

Date/Time Issue Occurred:_____

Position:_____

Reported Issue(s)/Reason: (CHECK ALL THAT APPLY AND PROVIDE THE CORRESPONDING REASON FOR THE LATE, SHORT OR MISSED MEAL PERIOD AND/OR MISSED REST PERIOD)

Meal Periods	Reason for Missed, Late, Interrupted or Short Meal Period		
□ Missed Meal Period	□ Voluntary	□ Involuntary	□ Other
□ Late Meal Period	□ Voluntary	□ Involuntary	□ Other
□ Interrupted Meal Period	□ Voluntary	□ Involuntary	□ Other
□ Short Meal Period	□ Voluntary	□ Involuntary	□ Other

Rest Periods

□ Missed Rest Period Voluntary □ Involuntary □ Other

Circle/Select Applicable Missed Rest Period: 1 2 3 4

**Voluntary: It was my own choice to refuse an authorized meal or rest period.
Involuntary: Through no choice of my own, I was not able to take a complete and proper meal or rest period.

Please provide details of what happened below regarding your meal period and/or rest period:

_____

_____

I understand that I am entitled to an uninterrupted, thirty-minute meal period whenever I work more than five hours in a workday and that my meal period must begin before the end of the fifth hour of work (unless, for workdays of six hours or less, I voluntarily waived my meal period). I understand that I am entitled to a second, uninterrupted thirty-minute meal period whenever I work more than ten hours in a workday and that my second meal period must begin before the end of the tenth hour of work. I also understand that I am authorized, permitted, and strongly encouraged to take a 10-minute (net) paid rest period for every 4 hours worked or major fraction thereof. If I voluntarily miss a meal or rest period or voluntarily experience a late, short, or interrupted meal period (e.g., it was my own choice to refuse an authorized meal or rest period), I understand that I am not entitled to one hour of premium pay for that meal or rest period. If I involuntarily miss a meal or rest period or involuntarily experience a late, short, or interrupted meal period (e.g., I wasn't allowed to take a proper meal or rest period), I understand that I am entitled to one hour of premium pay for that meal or rest period.

Employee Signature _____ Date: _____

Supervisor's Signature _____ Date: _____

FORM MUST BE SUBMITTED IMMEDIATELY AFTER THE APPLICABLE MEAL OR REST PERIOD OCCURS TO THE HUMAN RESOURCES DEPARTMENT.

Coversheet

Consider the Consultant Services Agreements with After-School All-Stars LA (ASAS LA)

Section:	III. Items for Potential Action
Item:	L. Consider the Consultant Services Agreements with After-School All-Stars LA (ASAS LA)
Purpose:	Vote
Submitted by:	
Related Material:	TEACH Preparatory LOA 2025-2026.pdf TEACH Academy of Technologies LOA 2025-2026.pdf

TEACH PREPARATORY MILDRED S. CUNNINGHAM & EDITH H. MORRIS ELEMENTARY
AGREEMENT FOR CONSULTANT SERVICES
2025-2026

This Agreement, entered into this 3rd day of June 2025, is made by and between AFTER-SCHOOL ALL-STARS, LOS ANGELES (ASAS, LA), herein called "Consultant," and TEACH PREPARATORY, hereinafter called "TP".

WITNESSETH:

WHEREAS, the Consultant agrees to render the services herein stated in accordance with directions stipulated by the TP Principal or designee:

I. CONSULTANT SERVICES

TP requires the services of an after-school consultant. The Consultant agrees to provide the following services:

a.) Coordinate and manage a Elementary School After School Program at TP. Provide staffing, materials and management of after school grant.
b.) Will follow and abide funding terms and conditions of ASES grant and submit all required reports to CDE with copies to TP.

II. TERMS OF AGREEMENT

The term of this Agreement shall be effective from July 1, 2025, through June 30, 2026. The

III. PAYMENT FOR SERVICES

a.) Amount not to exceed *$153,612.13* for services performed in accordance with agreement.
b.) The Consultant shall submit a monthly invoice reconciling with submitted CDE Expenditure Reports. TP will pay for services rendered and costs incurred within 30 days of receipt of invoice.

IV. RESPONSIBILITY FOR PROFESSIONAL SERVICES

TP, not being skilled in the special services contemplated herein, relies upon the professional ability of the Consultant as a material inducement to enter into this Agreement. The Consultant agrees to use all reasonable care and diligence to perform these services in a manner acceptable to the Superintendent/President. It is understood that the acceptance of services or advice by TP shall not operate as a waiver or release of the Consultant.

V. TERMINATION

TP may, by written notice to the Consultant, terminate this Agreement in whole or in part at any time, for TP's convenience. Upon receipt of such notice, the Consultant shall:

A. Immediately discontinue all services affected (unless otherwise directed); and

B. Deliver to TP all information and material related to the provision of services, whether provided by TP or generated by the Consultant, whether completed or in process.

Termination shall be effective upon the date the Consultant receives written notice. If termination is for convenience, the Consultant shall submit a final invoice within 60 days of termination, and TP shall pay the

Consultant for services actually performed prior to the termination date, and other costs reasonably incurred to implement termination.

This Agreement may be terminated at any time, for any unspecified reason, at the sole discretion of TP. TP will only pay for services provided prior to the date of termination.

VI. SCHOOL/DISTRICT COOPERATION

TP will cooperate with the Consultant by furnishing all necessary records and providing access to TP personnel as needed to perform the required work.

VII. CONFIDENTIALITY OF INFORMATION

It is mutually agreed that the Consultant shall regard all information received during the performance of services as confidential and shall not disclose such information to any person without prior written consent of TP.

VIII. CONSULTANT NOT AN EMPLOYEE OF DISTRICT

The Consultant shall have no authority to contract on behalf of TP. The Consultant is an independent contractor and not an officer, agent, or employee of TP.

IX. HOLD HARMLESS AGREEMENT

The Consultant agrees to indemnify and hold harmless TP, its officers, agents, and employees from each claim or demand made and every liability, loss, damage, or expense incurred by reason of:

a.) Liability for damages including (1) death or bodily injury to persons; (2) injury to property; (3) design defects; or (4) any related loss or damage arising from the Consultant's work under this Agreement, except for liability resulting from the sole negligence or willful misconduct of TP, its officers, employees, agents, or independently contracted personnel.

b.) Any injury to or death of persons or damage to property sustained by any person, firm, or corporation, including TP, caused by the acts or omissions of the Consultant or its agents.

c.) The Consultant, at their own expense, shall defend all actions or proceedings brought against TP on any such claim and shall pay any resulting judgment.

X. INSURANCE

CONTRACTOR shall at his, her or its sole cost and expense, maintain in full force and effect, during the term of this Agreement, the following insurance coverage from a California licensed insurer with an A minus (A-), VII or better rating from A.M. Best, sufficient to cover any claims, damages, liabilities, costs and expenses (including counsel fees arising out of or in connection with CONTRACTOR'S fulfillment of any of its obligations under this Agreement or either party's use of the Work or any component or part thereof:

A. Commercial Form General Liability Insurance, including both bodily injury and property damage, with limits as follows:
    - $1,000,000 per occurrence
    - $100,000 fire damage
    - $5,000 medical expenses
    - $1,000,000 personal and adv. Injury

- $3,000,000 general aggregate (or if CONTRACTOR provides services solely over the Internet or some other means that does not require face to face contact between CONTRACTOR'S employees, agents, or subcontractors and DISTRICT students, CONTRACTOR shall have at least $1,000,000 per occurrence and general aggregate for all damages arising from each accident or occurrence)
- $3,000,000 products/completed operations aggregate

B. Business Auto Liability Insurance for owned scheduled, non-owned or hired automobiles with a combined single limit of no less than $1,000,000 per occurrence. If CONTRACTOR provides transportation services to students, CONTRACTOR shall ensure that CONTRACTOR keeps in effect a liability insurance policy providing at least $5,000,000 per occurrence and $5,000,000 in aggregate coverage

C. Worker's Compensation and Employer's Liability Insurance in a form and amount covering CONTRACTOR'S full liability under the California Worker's Compensation Insurance and Safety Act and in accordance with applicable state and federal laws.

Part A - Statutory Limits

Part B - $1,000,000/$1,000,000/$1,000,000 Employer's Liability

D. Errors and Omissions (Professional Liability) coverage, when applicable, with the following limits: $1,000,000 per occurrence/$1,000,000 aggregate.

XI. CRIMINAL BACKGROUND CHECK AND TUBERCULOSIS CLEARANCE CERTIFICATION

Prior to providing services under this Agreement, the Consultant shall certify compliance with California Education Code Section 45125.1 et seq. and complete the Criminal Background Check and Tuberculosis Clearance Certification, on an annual basis, as provided in Exhibit B. The Consultant shall maintain an up-to-date staff/volunteer roster as listed in Exhibit B and promptly notify TP of any changes, additions, or renewed clearances.

XII. INCIDENT REPORTING REQUIREMENTS

The Consultant shall notify TP by the next working day and submit a written report within seven (7) days of any health- or safety-related incident, including but not limited to issues involving criminal background clearances, building safety, or any event described under Education Code Section 8483.4(b), subdivision (c).

XIII. ASSIGNMENT AND SUBLETTING

The Consultant shall not assign, sublet, or transfer interest in this Agreement without prior written consent of TP.

XIV. AGREEMENT MODIFICATIONS

This Agreement may not be modified, revised, or amended without the express written consent of TP.

IN WITNESS WHEREOF, the parties to this agreement have hereunto caused the same to be executed the day and year written below.

TEACH PREPARATORY MILDRED S. CUNNINGHAM & EDITH H. MORRIS ELEMENTARY
8505 S. Western Ave
Los Angeles, CA. 90047

BY _____

AFTER-SCHOOL ALL-STARS, LOS ANGELES (ASAS, LA)
6501 Fountain Ave
Los Angeles, CA 90028

BY: 

Signature of Authorized

Hector LaFarga Jr.
Printed Name

91-2162719
Employer I. D. / Social Security Number

6/3/2025
Date

TEACH Academy of Technologies
AGREEMENT FOR CONSULTANT SERVICES
2025-2026

This Agreement, entered into this 3rd day of June 2025, is made by and between AFTER-SCHOOL ALL-STARS, LOS ANGELES (ASAS, LA), herein called "Consultant," and TEACH ACADEMYOF TECHNOLOGIES, hereinafter called "TAT".

WITNESSETH:

WHEREAS, the Consultant agrees to render the services herein stated in accordance with directions stipulated by the TAT Principal or designee:

I. CONSULTANT SERVICES

TAT requires the services of an after-school consultant. The Consultant agrees to provide the following services:

a.) Coordinate and manage a Elementary School After School Program at TAT. Provide staffing, materials and management of after school grant.
b.) Will follow and abide funding terms and conditions of ASES grant and submit all required reports to CDE with copies to TAT.

II. TERMS OF AGREEMENT

The term of this Agreement shall be effective from July 1, 2025, through June 30, 2026. The

III. PAYMENT FOR SERVICES

a.) Amount not to exceed *$165,146.67* for services performed in accordance with agreement.
b.) The Consultant shall submit a monthly invoice reconciling with submitted CDE Expenditure Reports. TAT will pay for services rendered and costs incurred within 30 days of receipt of invoice.

IV. RESPONSIBILITY FOR PROFESSIONAL SERVICES

TAT, not being skilled in the special services contemplated herein, relies upon the professional ability of the Consultant as a material inducement to enter into this Agreement. The Consultant agrees to use all reasonable care and diligence to perform these services in a manner acceptable to the Superintendent/President. It is understood that the acceptance of services or advice by TAT shall not operate as a waiver or release of the Consultant.

V. TERMINATION

TAT may, by written notice to the Consultant, terminate this Agreement in whole or in part at any time, for TAT's convenience. Upon receipt of such notice, the Consultant shall:

A. Immediately discontinue all services affected (unless otherwise directed); and

B. Deliver to TAT all information and material related to the provision of services, whether provided by TAT or generated by the Consultant, whether completed or in process.

Termination shall be effective upon the date the Consultant receives written notice. If termination is for convenience, the Consultant shall submit a final invoice within 60 days of termination, and TAT shall pay

the Consultant for services actually performed prior to the termination date, and other costs reasonably incurred to implement termination.

This Agreement may be terminated at any time, for any unspecified reason, at the sole discretion of TAT. TAT will only pay for services provided prior to the date of termination.

VI. SCHOOL/DISTRICT COOPERATION

TAT will cooperate with the Consultant by furnishing all necessary records and providing access to TAT personnel as needed to perform the required work.

VII. CONFIDENTIALITY OF INFORMATION

It is mutually agreed that the Consultant shall regard all information received during the performance of services as confidential and shall not disclose such information to any person without prior written consent of TAT.

VIII. CONSULTANT NOT AN EMPLOYEE OF DISTRICT

The Consultant shall have no authority to contract on behalf of TAT. The Consultant is an independent contractor and not an officer, agent, or employee of TAT.

IX. HOLD HARMLESS AGREEMENT

The Consultant agrees to indemnify and hold harmless TAT, its officers, agents, and employees from each claim or demand made and every liability, loss, damage, or expense incurred by reason of:

a.) Liability for damages including (1) death or bodily injury to persons; (2) injury to property; (3) design defects; or (4) any related loss or damage arising from the Consultant's work under this Agreement, except for liability resulting from the sole negligence or willful misconduct of TAT, its officers, employees, agents, or independently contracted personnel.

b.) Any injury to or death of persons or damage to property sustained by any person, firm, or corporation, including TAT, caused by the acts or omissions of the Consultant or its agents.

c.) The Consultant, at their own expense, shall defend all actions or proceedings brought against TAT on any such claim and shall pay any resulting judgment.

X. INSURANCE

CONTRACTOR shall at his, her or its sole cost and expense, maintain in full force and effect, during the term of this Agreement, the following insurance coverage from a California licensed insurer with an A minus (A-), VII or better rating from A.M. Best, sufficient to cover any claims, damages, liabilities, costs and expenses (including counsel fees arising out of or in connection with CONTRACTOR'S fulfillment of any of its obligations under this Agreement or either party's use of the Work or any component or part thereof:

A. Commercial Form General Liability Insurance, including both bodily injury and property damage, with limits as follows:
    - $1,000,000 per occurrence
    - $100,000 fire damage
    - $5,000 medical expenses
    - $1,000,000 personal and adv. Injury

- $3,000,000 general aggregate (or if CONTRACTOR provides services solely over the Internet or some other means that does not require face to face contact between CONTRACTOR'S employees, agents, or subcontractors and DISTRICT students, CONTRACTOR shall have at least $1,000,000 per occurrence and general aggregate for all damages arising from each accident or occurrence)
- $3,000,000 products/completed operations aggregate

B. Business Auto Liability Insurance for owned scheduled, non-owned or hired automobiles with a combined single limit of no less than $1,000,000 per occurrence. If CONTRACTOR provides transportation services to students, CONTRACTOR shall ensure that CONTRACTOR keeps in effect a liability insurance policy providing at least $5,000,000 per occurrence and $5,000,000 in aggregate coverage

C. Worker's Compensation and Employer's Liability Insurance in a form and amount covering CONTRACTOR'S full liability under the California Worker's Compensation Insurance and Safety Act and in accordance with applicable state and federal laws.

Part A - Statutory Limits

Part B - $1,000,000/$1,000,000/$1,000,000 Employer's Liability

D. Errors and Omissions (Professional Liability) coverage, when applicable, with the following limits: $1,000,000 per occurrence/$1,000,000 aggregate.

XI. CRIMINAL BACKGROUND CHECK AND TUBERCULOSIS CLEARANCE CERTIFICATION

Prior to providing services under this Agreement, the Consultant shall certify compliance with California Education Code Section 45125.1 et seq. and complete the Criminal Background Check and Tuberculosis Clearance Certification, on an annual basis, as provided in Exhibit B. The Consultant shall maintain an up-to-date staff/volunteer roster as listed in Exhibit B and promptly notify TAT of any changes, additions, or renewed clearances.

XII. INCIDENT REPORTING REQUIREMENTS

The Consultant shall notify TAT by the next working day and submit a written report within seven (7) days of any health- or safety-related incident, including but not limited to issues involving criminal background clearances, building safety, or any event described under Education Code Section 8483.4(b), subdivision (c).

XIII. ASSIGNMENT AND SUBLETTING

The Consultant shall not assign, sublet, or transfer interest in this Agreement without prior written consent of TAT.

XIV. AGREEMENT MODIFICATIONS

This Agreement may not be modified, revised, or amended without the express written consent of TAT.

IN WITNESS WHEREOF, the parties to this agreement have hereunto caused the same to be executed the day and year written below.

TEACH Academy of Technologies
10045 S. Western Ave.
Los Angeles, CA. 90047

BY _____

AFTER-SCHOOL ALL-STARS, LOS ANGELES (ASAS, LA)
6501 Fountain Ave
Los Angeles, CA 90028

BY: 

Signature of Authorized

Hector LaFarga Jr.
Printed Name

91-2162719
Employer I. D. / Social Security Number

6/3/2025
Date

Coversheet

Consideration of One-Year Extension of Business Services Agreement with Charter Impact

Section: III. Items for Potential Action
Item: M. Consideration of One-Year Extension of Business Services Agreement with Charter Impact
Purpose: Vote
Submitted by:
Related Material: 25-26 Charter Impact Renewal Letter_TEACH.pdf
CI Contract FY24-25-TEACH_signed.pdf

2025-26 Business Services Renewal

Charter Impact has proudly supported TEACH Public Schools (TEACH Inc.) for over a decade. Throughout our partnership, we've been able to provide timely and accurate financial information, empowering the school and board to not only maintain financial stability but also provide a sense of stability during turbulent times.

Please consider this letter a confirmation of a one-year extension of our agreement dated September 1, 2024 in accordance with section 2.02 of the agreement and is effective June 1, 2025. This will extend until June 30, 2026 with no other changes in terms.

Thank you for the opportunity to participate in and support your school mission. We look forward to continuing our partnership next year and for many more to come.

Sincerely,

David P. Lueck

David P. Lueck
Co-CEO
Charter Impact

CHARTER IMPACT

CHARTER IMPACT, INC.

MANAGEMENT AND ACCOUNTING SERVICES AGREEMENT

This agreement (the "Agreement") is entered into as of September 1, 2024 (the "Effective Date") by and between Charter Impact, Inc. ("CI"), and TEACH Inc. ("Client").

ARTICLE 1. DUTIES AND RESPONSIBILITIES

Section 1.01. CI, a provider of business management and accounting services, will provide accounting, budgeting, compliance, strategic planning, documentation, deliverables, and other related services necessary to fulfill Client's business management and accounting requirements, as more particularly described in Exhibit A, B and C attached hereto and incorporated herein by this reference (the "Services").

Section 1.02. Client will provide CI with the compensation and business expense reimbursement specified in Article 3 of this Agreement.

ARTICLE 2. TERM OF AGREEMENT

Section 2.01. Client will retain CI to work as a consultant for Client in the field of business management, accounting and consulting, beginning September 1, 2024, and ending June 30, 2025. CI accepts this engagement. CI will use CI's best efforts to accomplish the technical and commercial goals identified by Client during the term of this Agreement. Client acknowledges that CI may have other confidentiality commitments. Client will not require CI to perform tasks which might reasonably result in CI's breach of any confidentiality commitment.

Section 2.02. This Agreement will be renewed automatically for succeeding terms of one year each, unless either party gives notice to the other at least 30 days before the expiration of any term of his or her or its intention not to renew.

CHARTER IMPACT

ARTICLE 3. COMPENSATION AND EXPENSES

Section 3.01. Fees.

Business Management Services: For services in Exhibit A, the Client will pay CI a fee equal to $233,604 per year. Annual fees will escalate three percent (3%) per year beginning July 1, 2025 or at a rate equal to California's annual COLA increase, whichever is lower. The services outlined in Exhibit A include support for the following entities: TEACH Public Schools; TEACH Foundation, Inc; TEACH Academy of Technology; TEACH Tech High School; TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School; Wooten Avila, LLC; C & M LLC.

Purchase Order, Budgeting, and AP Software: For the use of Procurify software suite, Client will pay CI a fee of $16,000 annually plus a one-time implementation fee of $3,500.

Payroll Processing: For services in Exhibit B, the Client will pay CI a fee of $22 per Client employee per month.

Student Data Services: For services in Exhibit C, the Client will pay CI a fee of $37.50 per student per year.

Rush Check Processing (optional): Upon special request of Client, emergency checks can be processed on a same-day basis in addition to the regular weekly cycle described in Exhibit A, Section 2C. For these rare occasions, an expedited processing fee of $75 per check will be charged in addition to the reimbursement for shipping charges noted in Section 3.02 below.

Other Services: For other services requested by Client outside of the items included in Exhibit A, B or C, the Client will pay CI a fee based on CI's standard hourly rates as listed in Exhibit D.

Section 3.02. Expenses. In addition to the compensation specified in Section 3.01, CI will be paid for actual reasonable out-of-pocket expenses incurred in providing the Services, including mileage reimbursement for Client-requested meeting attendance. Reimbursement of aggregate monthly expenses will not exceed $500, without written approved by Client before being incurred, unless Client elects to reimburse CI after the fact.

CHARTER IMPACT

Section 3.03. Invoicing. CI will invoice Client on a monthly basis for Business Management, starting July 1st, 2021 and will CI will automatically update the amount based on 1/12th of the Client's projected annual revenue pursuant to the percentage based fee in Section 3.01. Student Data, Other Services and expenses pursuant to sections 3.01 and 3.02 above will be billed monthly based on the actual time and expenses incurred during the preceding month. Payroll processing fees will be invoiced upon processing of the payroll. CI will automatically prepare a check from Client on the invoice date for payment from Client. Payment for all services and expenses is due upon presentation of invoices.

Section 3.04. Right to Suspend Performance. In the event of default or delay in payment greater than 30 days from the date of the invoice, CI reserves the right to suspend part or all of its performance of duties under this contract until all amounts for Services and Expenses are paid in full. In the event Client disputes all or any portion of an invoice, Client shall notify CI within 15 days of receipt of the invoice; and initiate the dispute resolution process under Section 15 hereof, but shall pay the invoice in full, pending the outcome of such process.

Section 3.05. Late Payments. Payments made after the payment terms are subject to a late payment penalty equal to an annual rate of twelve percent (12%).

Section 3.06. Price Changes. The prices and related charges for the Services are subject to increase upon renewal of this Agreement. CI reserves the right to immediately pass through increases in costs incurred from third parties, e.g., vendors, subcontractors and licensors, to the extent such services and supplies are identified in Exhibit A, B and C. In addition, CI will give Client not less than 30 days prior written notice of any price increases for Services.

ARTICLE 4. REPRESENTATIONS AND WARRANTIES

Section 4.01. Organization of Client. Client is a non-profit public benefit corporation, duly organized, validly existing, and in good standing under the laws of the State of California and has all requisite power and authority to own, lease and operate its properties and to carry on its educational operations as it is now being conducted.

Section 4.02. No Breach. Each party hereto warrants and represents that neither the execution and delivery of this Agreement, nor the consummation of the transactions contemplated hereby, will (i) violate any, statute, regulation, rule, injunction, judgment, order, decree, ruling, charge, or other restriction of any government, governmental agency, or court to which it is subject, or any provision of its Articles of Incorporation, Bylaws or Charter, nor (ii) conflict with, result in a breach of, constitute a default under, result in the acceleration of, create in any party the right to accelerate, terminate, modify, or cancel, or require any notice under any agreement, contract, lease, license, instrument or other arrangement to which it is a party or by which it is bound or to which any of its assets is subject.

CHARTER IMPACT

Section 4.03. CI represents and warrants that it has the requisite personnel, equipment, expertise, experience and skill to perform its obligations hereunder and provide the Services to Client in a timely and professional manner.

ARTICLE 5. DISCLAIMER OF WARRANTIES

Section 5.01. THERE ARE NO WARRANTIES THAT EXTEND BEYOND THOSE THAT ARE EXPRESSLY CONTAINED HEREIN. CI DISCLAIMS ALL OTHER REPRESENTATIONS AND WARRANTIES, EXPRESS OR IMPLIED, REGARDING THE SERVICES, INCLUDING, BUT NOT LIMITED TO, ANY IMPLIED WARRANTIES OF MERCHANTABILITY; FITNESS FOR A PARTICULAR PURPOSE; THIRD PARTY SOFTWARE OR HARDWARE; OR, RESPONSIBILITY FOR CLIENT DATA.

Section 5.02. Limited Remedy. Client's exclusive remedy for defective Services is re-performance of the Services by CI at CI's expense, subject to CI's confirmation of the existence of such defect after receiving notice of a claimed defect from Client.

ARTICLE 6. LIMITATION OF LIABILITY

Section 6.01. EVEN IF CI CANNOT OR DOES NOT RE-PERFORM ANY DEFECTIVE SERVICES, AND CLIENT'EXCLUSIVE REMEDY FAILS OF ITS ESSENTIAL PURPOSE, CI'S ENTIRE LIABILITY SHALL IN NO EVENT EXCEED $50,000. CI HAS NO LIABILITY FOR GENERAL, CONSEQUENTIAL, INCIDENTAL OR SPECIAL DAMAGES ARISING FROM A DEFECT IN ANY SERVICES.

Section 6.02. EXCEPT FOR DAMAGES FLOWING FROM GROSS NEGLIGENCE OR INTENTIONALLY TORTIOUS CONDUCT, IN NO EVENT SHALL EITHER PARTY BE LIABLE TO THE OTHER PARTY FOR ANY LOSS OR INJURIES TO EARNINGS, PROFITS OR GOODWILL, OR FOR ANY INCIDENTAL, SPECIAL, PUNITIVE OR CONSEQUENTIAL DAMAGES OF ANY PERSON OR ENTITY WHETHER ARISING IN CONTRACT, TORT OR OTHERWISE, EVEN IF EITHER PARTY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES. THE LIMITATIONS SET FORTH IN THIS SECTION SHALL APPLY EVEN IF ANY REMEDIES FAIL IN THEIR ESSENTIAL PURPOSE. Client acknowledges that the pricing of the Services and the other terms of this Agreement have been set based on the foregoing sections of this Agreement providing for an agreed allocation of the risk for any defective Services between the parties. Client further acknowledges that the pricing and terms would have been different if there had been a different allocation of the risk.

CHARTER IMPACT

ARTICLE 7. CONFIDENTIAL BUSINESS INFORMATION

Section 7.01. CI agrees that all of the business information related specifically to Client developed by or communicated by or to CI in the performance of the services described in this Agreement is of a highly confidential nature, and that, unless the CI has the prior written approval of Client, no use or oral or written disclosure of that information by CI will be made either during or after the term of this Agreement, except that CI may disclose that information to persons or companies who may be designated by Client to work with the CI in connection with CI's performance of the Services. Nothing herein shall be construed as restricting CI in performing the Services, which require routine disclosure of such information to auditors, regulatory agencies, insurance carriers, and providers, and the Client as its agent. With the Client's consent, CI will provide financial references upon request by certification organizations, financial institutions, and potential grantors.

Section 7.02. For purposes of this Agreement, "Confidential Information" means any and all technical and non-technical information including copyright, trade secret, and proprietary information, inventions, know-how, processes and algorithms, software programs, software source documents. Confidential Information includes, without limitation, financial information, procurement requirements, purchasing information, and plans and personnel information of the parties and students as protected under FERPA, HIPPA, and other privacy protection laws. The restriction of Section 7.01 does not apply to information which CI can demonstrate was at the time of the execution of this Agreement:

(a) In the public domain or is otherwise considered public information; or

(b) Part of CI's prior knowledge; or

(c) Learned from a third party without the breach of a confidential relationship with Client.

ARTICLE 8. OBLIGATIONS OF CLIENT

Section 8.01. Authorized Personnel. The Client must identify to CI, in writing, the authorized staff member(s) to work with CI with respect to: general information about the Client, accounts payable, personnel and payroll, attendance records as well as funding compliance and reporting.

Section 8.02. Principal Contact. The Client must also identify, in writing to CI, its key or principal contact who is authorized to receive and disclose Confidential Information, receive payroll checks and discuss personnel issues.

CHARTER IMPACT

Section 8.03. Financial Records and Audit.

(i) The Client will maintain customary and reasonably correct, complete and accurate books and records of account as required by the United States government, the State of California (and any other funding authority). The Client will deliver all supporting documentation in accordance with the monthly close timeline developed by CI. Unless otherwise stated, this deadline will be 5 calendar days following the end of the month.

(ii) The Client will obtain a timely annual audit of its books and records from an independent certified public accounting firm (reasonably acceptable to CI) and immediately provide CI with a copy of any annual audit and related reports, notes or statements. Client authorizes and instructs its independent accountants to speak and work directly with CI on any matter or issue pertinent to the Services.

(iii) Client covenants that it will respond promptly and professionally to any and all questions or investigations from any investigating or funding authority or Client's accountants, including exceptions noted in any independent accountant's report.

Section 8.04. Coordination and Cooperation. Client, its authorized staff members and principal contact will work closely and cooperatively with CI to facilitate the effective performance and delivery of the Services. Client will comply with and respond promptly to all reasonable requests of CI for information or documents from the Client. Client covenants to assist CI in reconciling outstanding invoices, and to provide CI with copies or originals of vendor invoices and correspondence, as well as other statements and receipts in accordance with the monthly close deadline established by CI. In the case where CI is required to incur additional time researching, obtaining or documenting transactions, re-processing payments or re-classifying expenses outside of the standard processes and procedures and established by CI, CI may charge additional fees based on the standard hourly rates for actual time spent as noted in Section 3.01 above.

Section 8.05. Payroll. Client will provide all necessary and proper data to CI for payroll processing.

(i) All original documents as it relates to personnel files or payroll logs will be maintained at the Client site.

(ii) Client will use, and purchase if necessary to use, commercially reasonable time clocks for hourly personnel if CI systems are not used.

Section 8.06. Attendance Records and Reports. Client must take all necessary and proper steps to provide regular, accurate and timely responses to daily attendance tracking reports.

CHARTER IMPACT

(i) Client is responsible for taking daily attendance records compliant with the California Education Code Statutes. Client must maintain phone logs, tardy logs and other pertinent information related to appropriate attendance tracking.

(ii) If applicable, Client is responsible for summarizing daily attendance into 20 day attendance reports to be submitted to CI within 2 business days of the last day in the 20 day period.

Section 8.07. Grant and Funding Requirements. Client covenants to use its best efforts to comply with all grant and funding requirements, including record keeping, reporting, management and financial controls and policies and procedures. Client also recognizes that it is Client's sole responsibility to know and be aware of all restrictions and requirements of its grants and funding sources including both governmental and non-governmental sources.

Section 8.08. Client Policies and Procedures. Client covenants to develop, apply and follow not less than customary and reasonable policies and procedures applicable to: Human Resources, Payroll Administration, Internal Financial Controls, Accounts Payable and other disbursements and competitive bid procedures for vendors.

Section 8.09. Notice and Information. Client covenants that it will provide CI with prompt, complete and accurate notice of and information concerning any material errors in Client data and Client' books and records, as well as with respect to investigations or inquiries into the Client, its activities, operations and reports by any governmental authority. Client will provide CI promptly with copies of every report, including any schedules or exhibits, provided to any governmental agency.

Section 8.10. Client acknowledges that CI's employees, consultants and any other personnel have been thoroughly trained and employed at great expense, are of great value and provide CI with a substantial competitive advantage in its business. Client agrees not induce or attempt to induce any employees, consultants or other personnel of CI to breach their agreements with CI. Should Client hire or employ any current employee, consultant or any other personnel of CI within one year of their termination from CI, Client agrees to pay CI a fee equal to 100% of the annual starting salary, payment of which is due upon the offer of employment.

Section 8.11. Chartering Agency Requirements. Client covenants to use its best efforts to comply with all material requirements, including policies and procedures, of the Chartering Agency. Client also recognizes that it is Client's sole responsibility to know and be aware of all restrictions and requirements of its Chartering Agency.

CHARTER IMPACT

ARTICLE 9. AGENCY

Section 9.01. It is understood and agreed that the CI is an independent contractor in respect to CI's relationship to Client, and that CI is not and should not be considered an agent or employee of the Client for any purpose. CI agrees not to represent itself as an agent or employee of the Client at any time.

Section 9.02. Nothing in this Agreement will be construed or implied to create a relationship of partners, agency, joint venture partners, or of employer and employee between CI and Client.

ARTICLE 10. INDEPENDENT CONTRACTOR STATUS

Section 10.01. CI and Client are independent contractors. No representations or assertions shall be made nor actions taken by either party that would create any agency, joint venture, partnership, employment or trust relationship between the parties with respect to the subject matter of this Agreement. Neither party shall have any right to bind the other party, to make any representations or warranties, or to perform any act or thing on behalf of the other party, except as expressly authorized under this Agreement or in writing by the other party in its sole discretion. CI will have full control and discretion as to the ways and means of performing any and all services to be provided under this Agreement. It is understood that in the performance of this Agreement CI is not in any way acting as an employee of Client, and CI will be responsible for all taxes, social security payments, and other similar payments or contributions due as a result of any payments made to CI pursuant to the terms of this Agreement.

Section 10.02. As an independent contractor, CI agrees that Client has no obligation to CI under the state or federal laws regarding employee liability, and that Client's total commitment and liability under this arrangement is the performance of its obligations and the payment of CI’s compensation and expenses as described herein. Each party will exercise day-to-day control over and supervision of their respective employees, and all instruction and direction of Client employees shall be the exclusive province of the Client. Each party is responsible for obtaining and maintaining worker’s compensation coverage and unemployment insurance on its employees. Except as expressly stated in this Agreement, CI and Client are responsible for any and all taxes on their respective net incomes, and for payment and withholding of all applicable taxes on the income of their respective employees.

Section 10.03. CI reserves the right to subcontract with other individuals and businesses for the Services. CI will be responsible for all payments to, as well as the direction and control of the work to be performed by, its subcontractors, if any.

CHARTER IMPACT

ARTICLE 11. INDEMNIFICATION

Section 11.01. Indemnification. Client and CI warrant to indemnify each other and hold each other, and each other's officers, directors, employees, agents harmless, from and against any and all direct claims, costs, losses, liabilities and expenses for personal injury and property damage, including reasonable attorneys' fees, attributable to their actions and omissions under this Agreement, but excluding claims that would not be made but for the gross negligence or willful misconduct of the party seeking indemnification.

ARTICLE 12. INSURANCE

Section 12.01. CI carries customary and reasonable comprehensive insurance coverage for errors and omissions.

Section 12.02. Client will obtain and maintain customary and reasonable insurance for its facilities and operations, naming CI as additional insured under all policies.

ARTICLE 13. ETHICAL CONDUCT; RECORDKEEPING

Article 13.01. Client's policy requires ethical conduct in all business activities and practices, including proper recording and reporting of all transactions and compliance with applicable laws. The adequacy and accuracy of CI's billings, supporting documentation, and other information rendered to Client become the basis for Client's further recording and reporting, both internally and externally. CI is not expected or authorized to take any action on Client's behalf that would result in inadequate or inaccurate recording or reporting of assets, liabilities, or any other transaction or that would violate any applicable laws, rules, or regulations.

Section 13.02. Integrity and Financial Responsibility. Client will act with integrity and alert the management of CI to any fraudulent or unethical activity related to Client operations as soon as the Client becomes aware, to the extent permitted by law. Client acknowledges that CI's ability to provide Services is premised upon the Client acting in a financially prudent manner, including but not limited to timely approval of balanced budgets, maintaining a positive variance to budget throughout the year to the extent feasible and proper submission of supporting documentation for incoming and outgoing payments of any kind. Notwithstanding Section 14 hereof, CI may immediately terminate this contract in the event it determines, in its sole discretion, that Client personnel are or have acted in a fraudulent or unethical manner or in the case that CI cannot provide the Services in a professional manner consistent with laws and regulations governing the Client, Client approved policies and procedures or business management best practices, based upon the actions or inaction of the Client.

CHARTER IMPACT

ARTICLE 14. TERMINATION

Section 14.01. If either party defaults in the performance of this Agreement or materially breaches any of its provisions, the non-breaching party may terminate this Agreement by giving written notification to the breaching party. Termination will take effect if either Party breaches any of its material obligations under this Agreement in any respect, which breach is not remedied within sixty (60) days following written notice to such breaching Party. For the purposes of this paragraph, material breach of this Agreement includes, but is not limited to, the following:

(a) Client's failure to pay CI any undisputed compensation due within 30 days after written demand for payment or invoicing.

(b) CI's failure to complete the services specified in Article 1.

(c) Client's material breach of any representation or agreement contained in this Agreement.

Section 14.02. In the event that Client is unable to pay its debts when they become due, declares bankruptcy or insolvency, or makes an assignment for the benefit of its creditors, CI may terminate this Agreement upon written notice to Client.

Section 14.03. Effect of Termination; Survival. Expiration or termination of this Agreement will not relieve either party from its obligations arising hereunder prior to such expiration or termination. Rights and obligations which by their nature continue or should survive will remain in effect after termination or expiration of this Agreement.

Section 14.04. All Services, including preparation of financial statements and compliance reporting related to a period within the term, will cease upon termination or expiration of this Agreement. If Client has compliance needs that stretch beyond the term of this Agreement into the next fiscal year, it is common for a closing agreement to be created upon termination or expiration to clearly define a term and scope of services falling outside this Agreement. The fee for such services is determined at that time based upon the scope of work to be completed past the Agreement term.

Section 14.05. In the event of early termination, the Business Management fee deemed to be earned by and due to CI will be equal to the fee in Section 3.01 and the forecasted revenue from the most recently prepared financial report, prorated from the commencement date of this agreement to the termination date, regardless of fee actually invoiced as of the termination date.

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ARTICLE 15. DISPUTE RESOLUTION

Section 15.01. Any controversy or claim, whether based on contract, tort, strict liability, fraud, misrepresentation, or any other legal theory, arising out of either party's performance of this Agreement ("Dispute") shall be resolved solely in accordance with the terms of this Section.

a. Resolution Sequence. If the Dispute cannot be settled by good faith negotiation between the Chief Executive Officers of the parties – which must take place within thirty days of receipt by one party of a claim of a Dispute – CI and Client will submit the Dispute to non-binding mediation in Los Angeles County. If complete agreement cannot be reached within thirty days of submission to mediation, any remaining issues will be resolved by binding arbitration in accordance with Sections (c) and (d) below. Arbitration will comply with and be governed by the provisions of the California Arbitration Act

b. Arbitrator. A single Arbitrator who is a retired judge and knowledgeable in commercial matters will conduct the arbitration. The Arbitrator's decision and award will be final, must be made in writing with findings of fact and conclusions of law, will be binding and may be entered in any court with jurisdiction. The Arbitrator will not have authority to make errors of law or legal reasoning, nor to modify or expand any of the provisions of this Agreement. The Arbitrator will not have the authority to award damages not permitted by this Agreement.

c. Rules and Expenses. Any mediation or arbitration commenced pursuant to this Agreement will be conducted under the then current rules of the alternate dispute resolution ("ADR") firm in the site selected by the parties. If the parties are unable to agree on an ADR firm, the parties will conduct the mediation and, if necessary, the arbitration, under the then current rules and supervision of the American Arbitration Association. CI and Client will each bear its own attorneys' fees associated with the mediation and, if necessary, the arbitration. CI and Client will pay all other costs and expenses of the mediation/arbitration as the rules of the selected ADR firm provide.

d. Limitation on Actions. Any dispute Client may have against CI with respect to this Agreement must be brought within two years after the cause of action arises.

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ARTICLE 16. GENERAL PROVISIONS

Section 16.01. Any notices to be given under the Agreement by either party to the other will be in writing and may be transmitted by personal delivery or by e-mail, mail, registered or certified, postage prepaid with return receipt requested. Mailed notices will be addressed to the parties at their known place of business, but each party may change that address by written notice in accordance with this section. Notices delivered personally will be deemed communicated as of the date of actual receipt; mailed notices will be deemed communicated as of two days after the date of mailing.

Section 16.02. This instrument contains the entire Agreement of the parties with respect to the subject matter hereof and there are no other promised representations or warranties affecting it. This Agreement supersedes any and all other agreements, either oral or in writing, between CI and Client with respect to the engagement of CI by Client and contains all of the covenants and agreements between the parties with respect to that engagement in any manner whatsoever. Each party to this Agreement acknowledges that no representation, inducements, promises, or agreements, orally or otherwise, have been made by any party, or anyone acting on behalf of any party that are not embodied in the Agreement, and that no other agreement, statement, or promise not contained in this Agreement will be valid or binding on either party.

Section 16.03. Any modification of this Agreement will be effective only if it is in writing and signed by the party to be charged.

Section 16.04. The failure of either party to insist on strict compliance with any of the terms, covenants, or conditions of this Agreement by the other party will not be deemed a waiver of that term, covenant, or condition, nor will any waiver or relinquishment of any right or power at any one time or times be deemed a waiver or relinquishment of that right or power for all or any other times.

Section 16.05. If any provision in this Agreement is held by a court or arbitrator of competent jurisdiction to be unreasonable, invalid, void, or unenforceable, then this Agreement will be deemed amended to provide for the modification of the unreasonable, invalid, void, or unenforceable provision to the extent that the court or arbitrator finds reasonable, and the remaining provisions of this Agreement will continue in full force without being impaired or invalidated in any way.

Section 16.06. Governing Law. This Agreement will be governed by and construed in accordance with the laws of the State of California, without giving effect to its conflict of law provisions or to constructive presumptions favoring either party.

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Section 16.07. Force Majeure. Neither Party shall be in breach of this Agreement to the extent that any delay or default in performance is due to causes beyond the reasonable control of the delayed or defaulting Party; provided, that the delayed or defaulting Party shall immediately notify the other Party of the event, an estimate of the duration of the event, and the delaying or defaulting Party's plan to mitigate the effects of the delay or default.

Section 16.08. Successors and Assigns. Neither this Agreement nor any of its rights or privileges shall be sold, assigned, transferred, shared, or encumbered, by operation of law or otherwise, without the prior written consent of the affected (non-assigning) party. Subject to the foregoing, this Agreement shall be binding upon and shall inure to the benefit of the parties hereto and their respective successors and assigns.

Section 16.09. Publicity. Client agrees to act as a reference for CI with respect to the Services upon CI's reasonable request. CI may issue press releases or identify Client in marketing materials, including the start and termination of the Agreement, provided that all references to Client are fair, accurate and not misleading.

Section 16.10. Corporate Power and Authorization. The parties hereto have full corporate power and authority to execute and deliver this Agreement and to perform their obligations hereunder. The execution, delivery and performance of this Agreement by each party has been duly authorized by all necessary corporate action. This Agreement has been duly executed and delivered by each party and constitutes the valid and legally binding obligation of Client and CI enforceable in accordance with its terms and conditions.

[signature page to follow]

CHARTER IMPACT

Accepted and Agreed, as of the Effective Date first written above:

TEACH INC.

Signed: Matt Brown

Name: Matt Brown

Title: CFO/COO TEACH Inc.

Board approved August 29, 2024

CHARTER IMPACT, LLC

By _____
David Lueck, President & CEO

CHARTER IMPACT

EXHIBIT A
SCOPE OF WORK: BUSINESS MANAGEMENT SERVICES

1. **IMPLEMENTATION AND TRAINING**
    a. Create a customized accounting database based specifically on the school's reporting needs (both internal and external)
    b. Import historical data to the extent possible (typically monthly balances as far back as data is available) to allow for maximum comparability of financial information
    c. Review existing contracts for terms, requirements and school responsibilities
    d. Create, refine or replace existing processes and procedures to increase efficiency and improve the strength of internal controls
    e. Provide training in specific processes and procedures including to school site staff including: accounts payable, accounts receivable/deposits, petty cash accounts, student stores, payroll, etc.
    f. Provide training to new and/or existing board members on:
        i. Charter school funding - including drivers, calculations, restrictions and cash flow timing,
        ii. Reading and interpreting financial reports, and
        iii. Internal controls and the board's responsibility for oversight and maintenance

2. **ACCOUNTS PAYABLE PROCESSING**
    a. Review all invoices sent to Charter Impact for proper approval and coding
        i. Any discrepancies will be reported to the Client within three business days of CI becoming aware of the discrepancy. CI is not responsible for communicating any information to Client vendors. The fees described in Section 3.01 are based upon Client cooperation and compliance with CI processes and procedures. Time incurred to process payments outside of the pre-established timeline is subject to additional fees as described in Section 8.04 above.
    b. Enter invoices for each reporting entity, process check payments, and send checks directly to vendors to reduce turn-around time
    c. Provide weekly check registers, accounts payable aging reports, vendor payment history or other ad hoc reports on a recurring or as needed basis
    d. On an emergency basis, same day payments can be processed in addition to the weekly cycle (*additional processing fees apply).
    e. Complete 1099s for all independent contractors.
        i. It is the Client's sole responsibility to obtain and submit to CI the IRS Form W-9 for all vendors. Client acknowledges that CI is not responsible for processing of Form 1099 for any vendor for which CI has not received a Form W-9 or for any vendor that has not been paid through CI's vendor payment process.

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3. **ACCOUNTS RECEIVABLE PROCESSING**
    a. Monitor the receipt of State approved ADA funding amounts and verify balances paid are correct
    b. Work directly with governmental agencies to resolve any issues or discrepancies identified
    c. Review all donor letters and grant agreements for proper coding and revenue recognition in accordance with GAAP
    d. Maintain independent records, as necessary, for both public and private sources to ensure accurate reporting and compliance

4. **BANK RECONCILIATION AND GENERAL LEDGER MAINTENANCE**
    a. Reconcile all bank accounts on a weekly basis for a heightened level of security and monitoring
    b. Maintain general ledger in accordance with GAAP on an ongoing basis, ensuring all revenues and expenses are recorded and reported accurately
    c. Maintain an inventory of fixed assets over the school-designated capitalization threshold and calculate depreciation on a monthly basis

5. **CASH MANAGEMENT**
    a. On a weekly basis, use reconciled bank balance to project daily cash balances for 30 days (for analysis of cash for any period of time over 30 days, the monthly forecast will be utilized)
    b. On a weekly basis, provide schools with amount of cash available for accounts payable or other discretionary spending while ensuring sufficient funds for regularly recurring transactions such as payroll, taxes, rent, insurance, etc.
    c. Plan and manage payment of outstanding debt as needed
    d. Prepare all financial reporting necessary for renewal of loans or lines of credit
    e. Present line of credit status to board and obtain board resolutions as needed
    f. Monitor compliance with all debt covenants as a part of the ongoing budgeting and forecasting process
    g. Analyze future cash flow and determine whether schools need to make adjustments to spending or seek other funding options.

6. **MONTHLY FINANCIAL REPORTING**
    a. Provide a monthly reporting package by the 20th day of the following month, assuming all necessary data is received from the school site on a timely basis, to ensure management has the necessary information to make sound business decisions
    b. Create financial reporting package based on customized business segments. This includes budgets and forecasts as well.
    c. Offer a menu of report options for the monthly financial reports including, but not limited to:
        i. Monthly summary by financial section with bulleted highlights for presentation purposes
        ii. Monthly Cash Flow Forecast and comparison to approved budget
        iii. Budget vs. Actual Report (both current month and year-to-date)

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iv. Schedule of Revenue and Expenses by Period
v. Comparative Statement of Financial Position
vi. Combining/Consolidating Statements of Activities and Financial Position
vii. Statement of Cash Flows (both current month and year-to-date)
viii. Accounts Payable/Receivable Aging
ix. Check Register(s)
x. General Ledger Detail
xi. Other customized reports as requested by the school, executive team or board

d. On a monthly basis, review and present the financial package with the school staff and/or board members to assess the current fiscal condition of the school
e. Provide access to the accounting database via a VPN connection allowing school staff to run reports and see real-time data as it exists in the system
f. On an as needed basis, provide or present financial information or training to lenders, board members, community members, parents or other external parties as requested by the school.

7. **COMPLIANCE AND GRANT REPORTING**
   a. Support school with LCAP development, including preparation of the budget, ensuring adherence to Supplemental and Concentration funding requirements and integrating the LCAP budget into the overall school operating budget
   b. Assist the school with grant applications including the development of grant-specific budgets as well as school long-term projections
   c. In the event that new funding programs become available, funding program elements and pricing will be revised if the Client wishes CI to pursue such funding. These applications will be subject to the timelines and conditions of the funding programs and will be the primary responsibility of the Client.
   d. Track all restricted revenues (both public and private) to ensure compliance with governmental and donor-required restrictions
   e. Provide financial information and reporting to governmental entities, donors, and other supporting organizations for grant compliance

8. **CHARTER AUTHORIZER SUPPORT**
   a. Support the school with all financial and business communications with the charter authorizer. This includes, but is not limited to: Prepare regular financial reporting (budget and interims)
   b. Provide ad hoc financial documents and reports as requested
   c. Partner with school leaders to meet with authorizer staff to discuss fiscal health and outlook of the school
   d. Assist in the renewal process by preparing and/or reviewing fiscal narratives, preparing the required forecasts and cash flow projections, and calculating the LCFF with assumptions.

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9. **ANNUAL BUDGET CREATION AND REVISIONS**
    a. Work with school staff on an annual basis to create a 5-year budget and cash flow projection on an annual basis to ensure proper future planning
    b. Provide a monthly budget and cash flow report to monitor the cash balance and protect against the gap caused by revenue and expenditure seasonality
    c. Revise the annual forecasts on an as-needed basis (but at least monthly) to provide school staff and board members with accurate year-end projections and the information necessary in a constantly changing environment

10. **AUDIT PREPARATION AND OVERSIGHT WITH AUTHORIZERS**
    a. Maintain electronic records of all transaction support
    b. Work directly with the independent auditors to provide information, thereby reducing client time commitment and audit fees
    c. Participate in, and support all oversight reviews from charter authorizers and governmental agencies to improve outcomes

11. **TAX PREPARATION AND SUPPORT**
    a. Prepare and electronically submit Form 1096 (summary of all 1099 forms) to the IRS for all required vendors and service providers
    b. Prepare and report sales and use tax returns
    c. Provide any and all information necessary for the preparation and submission of Form 990. *Payroll tax reporting is included in the payroll processing Exhibit B below.*

12. **STRATEGIC PLANNING**
    a. Work with school management and the Board of Directors to develop long-term strategies to ensure the school's prosperity
    b. Provide second opinions and act as sounding board for school management and the Board on business and financial matters

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EXHIBIT B
SCOPE OF WORK: PAYROLL SERVICES

1. **PAYROLL PROCESSING**
    a. Provide support and assistance with the creation of internal processes and procedures, forms, and tracking systems
    b. Provide minimum wage guidance and support for compliance with state labor laws
    c. Assist in the development of a payroll schedule that is compliant with state labor laws and consistent with employee contracts
    d. Research staff with CalSTRS and CalPERS to ensure proper membership is established based on retirement regulations
    e. Ensure proper STRS & PERS forms are provided to staff when applicable
    f. Complete the new hire setup and existing staff setup in the payroll system
    g. Create and assign employee earning, deduction, and benefit codes to be in compliance with retirement and tax regulations
    h. Ensure all timesheets within the payroll system have been approved by managers for processing
    i. Assist with paid time off audits and make corrections in the payroll system
    j. Assist with Benefit audits to ensure correct medical deductions are being taken
    k. Assist with Verification of Employment paperwork
    l. Process payroll, and supplemental payroll runs as needed for:
        (1) Involuntary terminations
        (2) Voluntary termination without notice
        (3) Scheduled bonuses/stipends
        (4) Additional unscheduled/emergency payroll runs
    m. Oversee garnishments are handled and paid by the payroll system
    n. Ensure that all other retirement deductions such as 403b, 457, 401a, etc. are processed and submitted to the third-party administrator in compliance with state and federal laws
    o. Review payroll taxes processed and paid by the payroll system
    p. Review quarterly tax returns for all agencies
        i. Federal 941
        ii. State DE9 & DE9C
    q. Oversee year end W-2 and W-3 process
    r. Provide payroll processing reports as needed
    s. Assist with general payroll related questions
    t. Work with the payroll provider to setup the coding to track expenses related to restricted grants, LCAP, multiple school sites, etc
    u. Work directly with the payroll provider to create a payroll journal entry to record detailed payroll expenses

2. **RETIREMENT REPORTING**
    a. Process and submit monthly STRS and PERS reports to the third-party administrator or directly to CalSTRS and CalPERS
    b. Submit payment via ACH or live check within the timeframe as requested

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c. Work directly with the County Office of Education and CalSTRS/CalPERS related to questions and required supplemental reporting such as:
    i. F496 files to SEW (if applicable)
    ii. Newly elected or mandatory qualified members into the CalSTRS and CalPERS websites
    iii. Ensuring the proper forms are completed and distributed such as the Permissive Election ES350 form
    iv. Entering corrections from payroll to CalSTRS/CalPERS and sending corrections to payroll as needed
d. Provide ongoing updates to Client administrative staff regarding:
    i. Processes and procedures related to retirement programs
    ii. Changes to eligibility and classification
    iii. Compensation limits
    iv. Rate changes
e. Monitor and manage CalSTRS and CROWE audits
f. Manage internal retirement audits, corrections, and reconciliations

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EXHIBIT C
SCOPE OF WORK: STUDENT DATA SERVICES

1. **CALPADS REPORTING**
    a. Reconcile all attendance data on a monthly basis
    b. CALPADS Fall 1 Data submission, including SSID Enrollment, Student Information Record, English Learner Program Record and Student Program Records
    c. CALPADS Fall 2 Data submission, including Staff Assignment, Staff Demographics, Course Section and Student Course Section
    d. CALPADS EOY 1-3 submission, including Student Discipline, Student Waiver, Student CTE and Student Absence
    e. Maintain monthly enrollment synchronization with CALPADS and SIS retrieval
    f. Report CALPADS anomalies to school management
    g. Report development, including transcripts, report cards and custom reports

2. **ATTENDANCE TRACKING AND REPORTING**
    a. Monthly attendance reconciliation
    b. Independent Studies setup
    c. Revised monthly submission
    d. Attendance audit report tracking
    e. Monthly ADA calculation
    f. Prepare Monthly, P-1, P-2 and Annual attendance reports from school-provided records, and submit to the chartering agency
    g. Attendance alerts
    h. Report all requisite attendance data to the charter authorizer and State agencies

3. **STUDENT INFORMATION SYSTEM (SIS) SUPPORT**
    a. Conduct multiple trainings for various school staff as needed:
        i. Initial product training, including but not limited to system navigation, student and staff account management, student scheduling task management, and import and export of data and reports
        ii. Client Counselor and Registrar/Office Manager trainings on system components, including but not limited to entering and managing historical grades, graduation progress tracking, student demographic data entry (including state required fields), parent/emergency contact data entry, and data quality checks to run student data audits/exception reports to identify missing data.
        iii. SIS trainings as needed for school staff on entering attendance, attendance changes, and running attendance reports, working with attendance data grid, truancy reports/letters, and attendance audits.
        iv. PowerLunch, Admin and PowerTeacherPro trainings
    b. System Setup Assist with Beginning of Year and End of Year tasks such as:
        i. importing student records, create years/terms, final grade setup, create sections, etc.

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ii. Configure bell schedules and calendars that mirror regular, minimum and assembly day bell schedules
iii. Configure adequate attendance, incident, entry and exit codes that capture data at a desired level of granularity
iv. Track student activities such as: Independent Studies, Basketball team, academic decathlon, etc.
v. Setup teacher grading environment via grade scales, assignment categories, standards, teacher comments, etc.
vi. Perform System Administrative tasks such as integration with 3rd party software providers, maintain security groups and new school setup.

4. **DATA AND ANALYSIS**
   a. Generate standard reports based on available data in support of multiyear and subgroup analysis of CAASPP, English Learner, graduation rates, suspension rates, college/career readiness and chronic absenteeism data
   b. Perform ongoing data validation to find and flag missing or incorrect data for correction purposes
   c. Correlation analysis to validate or invalidate assumptions or expected academic achievement impact
   d. Generate grade distribution report by section, teacher and/or course names
   e. Produce English Learner reclassification candidate list based on available data and school criteria
   f. Benchmark data analysis in support of identifying reteaching opportunities
   g. Create perfect attendance, at-risk of chronic absenteeism, attendance rates by subgroups reports

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EXHIBIT D
HOURLY RATES

Level	Rate
Clerk	$100.00
Staff	$150.00
Senior	$175.00
Director	$200.00
Executive	$250.00