TEACH Public Schools

TEACH, Inc. Special Board Meeting

Date and Time

Tuesday October 21, 2025 at 5:00 PM PDT

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 September 23rd, 2025 Regular Board Meeting	Vote	Cecilia Sandoval	3 m
III.	**Items for Potential Action**			**5:10 PM**
A.	Executive Director Report / Framing The Meeting	FYI	Matthew Brown	5 m

Description:

Recommended Action:
None—informational item only.

B.	Consider and Approve the Updated Fiscal Policy and Procedures	Vote	Matthew Brown	5 m
C.	Consider and Approve the Updated School Improvement Plan for TEACH Prep Elementary	Vote	Sione Thompson	5 m
D.	Resolution: Resolve to Submit the Petition for Renewal for TEACH Prep Elementary	Vote	Matthew Brown	5 m
E.	Consider and Approve the TEACH Prep Elementary Renewal Application	Vote	Matthew Brown	5 m
F.	Financials - September Close	FYI	Richard McNeel	5 m

		Purpose	Presenter	Time
G.	Principal Reports	Discuss	Sharon Rhee, Joshua DeWeerd, James Cordero	10 m
H.	Approve the Adoption of the Updated LAUSD Conflict of Interest Code	Vote	Beth Bulgeron	2 m

Agenda Item: Adoption of LAUSD Conflict of Interest Code

Background:

The Conflict of Interest Code establishes policies and procedures to ensure that all Board Members and designated employees of the organization act in the public interest and avoid situations where personal financial interests could conflict with their official duties. The Code is required under the California Political Reform Act (Government Code §87300 et seq.) and provides the framework for disclosure of economic interests through the filing of Statements of Economic Interests (Form 700).

Purpose:

By adopting the Los Angeles Unified School District (LAUSD) Conflict of Interest Code, the Board affirms its commitment to transparency, ethical governance, and compliance with state law. Adoption of the LAUSD Code ensures that the organization follows the same disclosure categories, filing procedures, and oversight standards established by the District and approved by the Fair Political Practices Commission (FPPC).

Recommendation:

It is recommended that the Board adopt the LAUSD Conflict of Interest Code as the organization's official policy governing conflicts of interest, including any future amendments approved by LAUSD or the FPPC.

IV. Closing Items — 5:52 PM

A.	Board or Public Comment	FYI	Cecilia Sandoval	5 m
B.	Adjourn Meeting	Discuss	Cecilia Sandoval	

Coversheet

Approve the Current Agenda and Approve the Minutes from the September 23rd, 2025 Regular Board Meeting

Section: II. Consent Items
Item: A. Approve the Current Agenda and Approve the Minutes from the September 23rd, 2025 Regular Board Meeting
Purpose: Vote
Submitted by:
Related Material: 2025_09_23_board_meeting_minutes (1).pdf

DRAFT

TEACH Public Schools

Minutes

TEACH, Inc. Special Board Meeting

Date and Time
Tuesday September 23, 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 Academy of Technologies
1000 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 Special Board Meeting
Time: Sep 23, 2025 02:00 PM Hawaii
Join Zoom Meeting
https://teachpublicschools-org.zoom.us/j/89343349332
Meeting ID: 893 4334 9332

One tap mobile
+12532050468,,89343349332# US
+12532158782,,89343349332# US (Tacoma)
Join instructions
https://teachpublicschools-org.zoom.us/meetings/89343349332/invitations?signature=iqMFZYJH-ZoM1wEMW2QRTPL-4XPaS9M--UkjUFsUG1k

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Directors Present

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

Directors Absent
None

Guests Present
B. Bulgeron, M. Brown, M. Pimienta

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

J. Lobdell called a meeting of the board of directors of TEACH Public Schools to order on Tuesday Sep 23, 2025 at 5:01 PM.

C. Public Comment

There was no public comment.

II. Consent Items

A. Approve the Current Agenda and Approve the Minutes from the July 29, 2025 Regular Board Meeting

A. Dragon made a motion to Approve the Consent Agenda.
M. Maye seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

A. Dragon made a motion to approve the minutes from July 29, 2025 Regular Board Meeting TEACH, Inc. Regular Board Meeting on 07-29-25.
M. Maye seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

III. Items for Potential Action

A. Executive Director Report / Framing The Meeting

Matt Brown framed the meeting and gave a brief overview of the important items on the agenda.

B. 2024-2025 Unaudited Actuals

M. Maye made a motion to Approve the 2024-2025 Unaudited Actuals.
A. Dragon seconded the motion.
Rich McNeel gave a detailed presentation of the financials at close of 2025. He went over each schools cash on hand and other key financial indicators and overall presented a strong financial position for the organization.
The board **VOTED** to approve the motion.

Roll Call

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

C. August 2025 Financials

Rich McNeel gave the August financial report and detailed the projected surpluses, key financial indicators and enrollment shortfalls anticipated at the high school. Matt Brown emphasized that forecasting this early in the school year is tricky until enrollment stabilizes and the financial team is keeping a close watch on all indicators.

D. Consideration of Candidate Dr. Cindy Guardado

M. Maye made a motion to Approve Dr. Cindy Guardado as a new board member.
A. Dragon seconded the motion.
Board Member (Acting Chair) Lobdell introduced this agenda item and enthusiastically recommended Cindy for the board. Other board members agreed and she graciously accepted.
The board **VOTED** to approve the motion.

Roll Call

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

E. Update on Renewal Process for TEACH Preparatory Elementary School

Matt Brown gave an update on the renewal process for TEACH Prep and explained the timing of the release of the state's renewal tiers and the timeline for submitting an application. He emphasized that it would be likely that TEACH would be considered a middle performing school but we are in a unique position moving from low to middle

performing during the renewal process. He described a strategy that preserves an opportunity to appeal.

F. Consider and Approve the Elementary School Improvement Plan

M. Maye made a motion to Approve the Elementary School's Improvement Plan.
A. Dragon seconded the motion.
Sione Thompson gave a detailed presentation describing the school's strategies for improving student academic outcomes. He emphasized the creation of a cohesive viable curriculum, aligned professional development and a focus on student subgroup improvement.
The board **VOTED** to approve the motion.

Roll Call

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

G. Approve the Declaration of Need for Highly Qualified Educators and Resolve to Approve the Assignments Pursuant to Ed Code Section 44256.

M. Maye made a motion to Approve the Declaration of Need for Highly Qualified Educators and Resolve to Approve the Assignments Pursuant to Ed Code Section 44256.
A. Dragon seconded the motion.
Dr. Pimienta presented this agenda item and provided context and explanation to the board.
The board **VOTED** to approve the motion.

Roll Call

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

H. Board Reporting Calendar

Beth presented the board reporting calendar and emphasized it was a flexible document meant to provide an overview of the reporting seasons and to ensure the board heard regular reporting on the financial, academic and organizational health of the school.

I. Consider and Approve the Updated Bell Schedule for the Middle School

M. Maye made a motion to Approve the Updated Bell Schedule for the Middle School.
A. Dragon seconded the motion.
Sione Thompson presented the updated schedule and explained it allowed for two lunches, provided more safety to students, less crowding and overall improved the school climate.

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

Roll Call

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

J. Authorization to Open Checking Account for Get Strategic Inc.

A. Dragon made a motion to Authorize a new checking account for Get Strategic, Inc.
M. Maye seconded the motion.
Matt Brown explained the need for a checking account for Get Strategic Inc. Board member Lobdell asked about the signatories and Matt explained it was himself and Shawnna, and that the same fiscal policy is followed.
The board **VOTED** to approve the motion.

Roll Call

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

K. Consider and Approve the Updated Independent Study Policy

M. Maye made a motion to Approve the Updated Study Policy.
A. Dragon seconded the motion.
Matt Brown explained the updated study policy and explained how it works.
The board **VOTED** to approve the motion.

Roll Call

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

L. Consider and Approve the Safe Passage / Crossing Guard — Contract

M. Maye made a motion to Approve the Safe Passage/ Crossing Guard Contract.
A. Dragon seconded the motion.
Matt Brown presented this agenda item and explained how the vendor selected is unique for the area and works in conjunction with the Sheriff's office to provide services for Teach.
The board **VOTED** to approve the motion.

Roll Call

A. Dragon	Aye
C. Sandoval	Absent
J. Lobdell	Aye

Roll Call

M. Maye	Aye

M. Consider and Approve the MOA — County of Los Angeles / Jesse Owens Park (P.E. & Sports Practice)

M. Maye made a motion to Approve the MOA with the County of Los Angeles/ Jesse Owens Park.
A. Dragon seconded the motion.
Matt Brown described the purpose for the MOU and how the school uses the park for PE and sports practice.
The board **VOTED** to approve the motion.

Roll Call

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

IV. Closing Items

A. Board or Public Comment

B. Upcoming Meeting Date: Need for Special Meeting

The board agreed to hold a special meeting on October 21st at 5 pm to consider the renewal application.

C. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:01 PM.

Respectfully Submitted,
J. Lobdell

Coversheet

Consider and Approve the Updated Fiscal Policy and Procedures

Section:	III. Items for Potential Action
Item:	B. Consider and Approve the Updated Fiscal Policy and Procedures
Purpose:	Vote
Submitted by:	
Related Material:	Draft_TEACH_Fiscal_Policy_10.21.25.docx

TEACH, Inc. Fiscal Policies and Procedures
Policy Numbers: 6620, 6320, 6325, 6470, 6460, 6520, 6605, 6650
Board Approved: 10/21/25

TEACH Inc.

Fiscal Policies and Procedures

OVERVIEW AND GENERAL BUSINESS POLICIES

The Board of TEACH Inc. dba TEACH Public Schools, dba Get Strategic governing TEACH Academy of Technologies, TEACH Tech High School and TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School (or "TEACH") has reviewed and adopted the following policies and procedures to ensure the most effective use of the funds of the Organization to support the mission and to ensure that the funds are budgeted, accounted for, expended, and maintained appropriately.

1. The Board approves financial policies and procedures, delegate's administration of the policies and the procedures to the Executive Director/Chief Executive Officer (ED), or Director of Business Services (DBS) and reviews operations and activities on a regular basis.

2. The ED has responsibility for all operations and activities related to financial management. However, the Board and ED can appoint or delegate someone else to perform the responsibilities.

3. Financial duties and responsibilities must be separated so that no one employee has sole control authorizing transactions, recording financial transactions and custody of assets.

4. TEACH will maintain in effect the following principles in its ongoing fiscal management practices to ensure that:

    a. expenditures are authorized by and in accord with amounts specifies in the board-adopted budget,

    b. TEACH's funds are managed and held in a manner that provides a high degree of protection of the school's assets, and

    c. all transactions are recorded and documented in an appropriate manner.

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Budget Development, Oversight Calendar and Responsibilities

TEACH will develop and monitor its budget in accord with the annual budget development and monitoring calendar as specified below.

January – April

Charter Impact works with ED to review Governor's proposed state budget for the upcoming fiscal year and identify the likely range of revenues for the school's upcoming fiscal year (July 1 - June 30) based on projected enrollment. Once the revenue estimates are complete, Charter Impact and the ED develop the remainder of the budget including staffing levels, review of fixed costs and discretionary spending. Then a five-year budget projection is developed in accordance with TEACH's established strategic and growth plans.

Budget Development, Oversight Calendar and Responsibilities (continued)

May – June

Charter Impact and the ED reviews revenue projections subsequent to the Governor's annual "May Revise" budget figures, fine-tunes the upcoming fiscal year budget to accommodate any changes. This budget will include monthly cash flow projections. The Board reviews and formally adopts a budget for upcoming fiscal year before June 20. A copy of the final budget is provided to the charter-granting agency.

July – August

Books for prior fiscal year are closed by Charter Impact, all transactions are posted, and records assembled for audit.

The budget is reviewed subsequent to the adoption of the state Budget Act and
necessary adjustments are made. A copy of the revised final budget is provided to the charter-granting agency, if applicable.

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September – December

The independent auditor performs audit of the closed fiscal year and prepares audit report for submission to the Audit Committee.

At the end of the first full week of school, the Executive Director, or Director of Operations reviews each of the school's actual attendance figures and notifies the Board if actual attendance is below budget projections. If needed, the school's budget is revised to match likely revenues.

The Audit Committee of the Board reviews a copy of the audit. The Executive
Director address any audit exceptions or adverse findings. Once the Board approves the audit report, it is submitted to charter-granting agency.

On a monthly basis, the ED and Board reviews current year actual versus budgeted revenues and expenditures and other financial reports as presented by Charter Impact. The Board approves any needed changes to the annual budget.

Budget Transfers

The ED may transfer up to $50,000 from one unrestricted budget item to another without board approval but shall notify the Board of the transfer at the next regularly scheduled meeting.

Banking Arrangements

TEACH will maintain its accounts either in the County Treasury or at a federally insured commercial bank or credit union. Funds will be deposited in non-speculative accounts including federally insured savings or checking accounts or invested in non-speculative federally backed instruments or in the County's Pooled Money Investment Fund. If funds are held in accounts outside of the County Treasury, the Board must appoint and approve all individuals authorized to sign checks or warrants in accord with these policies and all checks over

$50,000 must be signed by two authorized signatories. Charter Impact will reconcile TEACH's ledger(s) with its bank accounts or accounts in the county treasury monthly.

Record Keeping

Transaction ledgers, duplicate unsigned checks, attendance and entitlement records, payroll records, and any other necessary fiscal documents will be maintained by TEACH staff in a secure location for at least three years, or as long as required by applicable law, whichever is longer.

Appropriate back-up copies of electronic and paper documentation, including financial and attendance accounting data, will be regularly prepared and stored in a secure off-site location, separate from the school.

Charter Impact will retain electronic records at their site for a minimum of two (2) years; after which, the remaining five years will be the responsibility of the TEACH.

Property Inventory

The ED, DBS and Director of Operations and Data Systems (DOS) shall together establish and maintain an inventory of all non-consumable goods and equipment worth over $2,000. This inventory shall include the original purchase price and date, a brief description, serial numbers, and other information appropriate for documenting the school's assets. This property will be inventoried on an annual basis and lists of any missing property shall be presented to the Board.

All non-consumable school property lent to students shall be returned to the school no later than 5 working days after end of the school year. Any excess or surplus property owned by the school may be sold or auctioned by the ED or DBS provided the ED, or DBS engages in due diligence to maximize the value of the sale or auction to the school. The sale or auction of property owned by the school with a fair market value in excess of $2,000 shall be approved in advance by the Board.

The ED, or DBS will immediately notify Charter Impact of all cases of theft, loss,

damage, or destruction of assets.

Attendance Accounting

The Director of Operations and Data Systems will establish and maintain an appropriate attendance accounting system to record the number of days students are actually in attendance at the Schools and engaged in the activities required of them by the Schools. The annual audit will review actual attendance accounting records and practices to ensure compliance. The attendance accounting practices will be in conformance with the Charter Schools Act and the applicable California Administrative Code sections defining Charter School Average Daily Attendance. Therefore:

1. ADA will be computed by dividing the actual number of days of student attendance by the number of calendar days of Instruction by the School.

2. The School's Instructional calendar will include at least 175 days of instruction to avoid the fiscal penalty for providing fewer than 175 days of Instruction as provided by the Administrative Code regulation. The calendar must also document that the school offers an amount of annual minutes of instruction as required pursuant to applicable law.

3. Independent study must be pre-arranged by the student's adult guardian and the School and that the adult guardian will be required to complete and submit documentation of engagement in instructional activity to the school on forms prepared by the school. As applicable, such study shall be in full compliance with law governing independent study.

Annual Financial Audit

The Board shall annually contract for the services of an independent certified public accountant to perform an annual fiscal audit. The audit shall include, but not be limited to (1) an audit of the accuracy of school's financial statements, (2) an audit of the school's attendance accounting and revenue claims practices, and in conjunction with (1) and (2) above, review the school's internal controls over financial reporting. The audit shall be prepared in accordance with any relevant Office of Management and Budget audit circulars if TEACH spends in excess of

the amount which requires an audit. The Audit shall be completed, reviewed by the Board, and submitted to the charter-granting agency, the County Office of Education, the Office of the State Controller, and California Department of Education prior to December 15 of each year.

Required Budget and Other Fiscal Reports

The ED, DBS or DOS working in conjunction with Charter Impact, will produce and submit to the charter granting agency any and all required fiscal reports as may be required by state or federal law, or mandated by the terms of the school's charter. These include, but are not limited to, attendance reports, enrollment and other data reports required by the California Basic Education Date System, and other related data.

Property and Liability Insurance

The ED, DBS or DOS shall ensure that TEACH retains appropriate property and liability insurance coverage. Property insurance shall be obtained and address business interruption and casualty needs, including flood, fire, earthquake, and other hazards with replacement cost coverage for all assets listed in the school's Property Inventory and consumables. Premises and Board errors and omissions liability insurance shall also be obtained and kept in force at all times on a "claims made" form with a self-insured retention of no more than $50,000 per occurrence and limit of no less than $5 million per occurrence. The school's ED, or DBS and other staff who manage funds shall be placed under a fidelity bond.

Board Compensation

Board members may not receive compensation for their services as directors or officers. They may receive reimbursement of expenses by resolution to be just and reasonable as to the time the resolution is adopted.

Fundraising, Grant Solicitation, and Donation Recognition

All fundraising or grant solicitation activities on behalf of the school must be approved in advance by the ED. The ED shall inform the Board on any

conditions, restrictions, or compliance requirements associated with the receipt of such funds, including grants or categorical programs sponsored by the state or federal government. The Board shall be notified no later than the next regular board meeting of the award or receipt of any funds and shall approve the receipt of any grants, donations, or receipts of fundraising proceeds prior to their deposit in the school's accounts.

Contracts

Consideration will be made of in-house capabilities to accomplish services before contracting for them. Except as otherwise provided in these policies, the ED and DBS may enter into contracts and agreements not to exceed $50,000 without Board approval, provided funds sufficient for the contract or agreement are authorized and available within the school's board- adopted budget. Contracts and agreements in excess of $50,000 must be submitted for board approval and may be executed by the ED, or DBS or other person specifically designated by the Board after the Board has duly approved the contract or agreement. Board approval is only required if a contract is entered into that exceeds $50,000 in value or an individual transaction exceeds the $50,000 threshold. The $50,000 board approval threshold does not apply to cumulative expenditures that may exceed $50,000 in a fiscal year if no contract exists.

Office staff will keep and maintain a contract file evidencing the competitive bids obtained (if any) and the justification of need for any contracts over $25,000. Competitive bids will be obtained where required by law or otherwise deemed appropriate and in the best interests of the school.

Written contracts clearly defining work to be performed will be maintained for all contract service providers (i.e. consultants, independent contractors, subcontractors). Contract service providers must show proof of being licensed and bonded, if applicable, and of having adequate liability insurance and worker's compensation insurance currently in effect. The ED, or DBS may also require that contract service providers list the school as an additional insured.

If the contract service provider is a sole proprietor or a partnership (including LP, and LLP), the DBS will obtain a W-9 from the contract service provider prior to submitting any requests for payments to Charter Impact.

The ED, or DBS will approve proposed contracts and modifications in writing.

Contract service providers will be paid in accordance with approved contracts as work is performed. The ED, or DBS will be responsible for ensuring the terms of the contracts are fulfilled. Potential conflicts of interest will be disclosed upfront, and the ED, or DBS and/or Member(s) of the Governing Board with the conflict will excuse themselves from discussions and from voting on the contract.

Before entering into a contract with a vendor, TEACH will use due diligence to ensure that the vendor or contractor has not been suspended by the state or county or federal agencies for any cause. In awarding contracts, consideration will be given to the contractor's integrity, compliance with public policy, a record of past performance, and financial and technical resources. TEACH will not subcontract with or award sub-grants to any person or company who is debarred or suspended. For all contracts, TEACH verifies that the vendor with whom the school intends to do business is not excluded or disqualified. 2 C.F.R. part 200, Appendix II(1) and 2 C.F.R. §§ 180.220 and 180.300. All successful contractors must provide written certification that they have not been suspended or debarred from federal projects. The DBS will be responsible for verification. Such verification may include accessing the Online federal System for Award Management (SAM) to determine whether any relevant party is subject to any suspension or debarment restrictions.

Procedure:
Before entering into a contract with a vendor, the DBS will check the potential vendor or contractor against the debarment or suspension databases. If the vendor has not been debarred or suspended, the DBS will record the date and results of the search in the Contract Log. In addition, the DBS will conduct an annual review of existing contractors for suspension or debarment annually each May and will record the results of the annual review in the Contract Log document. The Contract Log will be kept by the DBS and made available to the fiscal team. The Contract Log will note the results of the review, the date of the review, and other pertinent contract information.

PURCHASING AND VENDOR PAYMENT

Segregation of Duties

TEACH will develop and maintain purchase order forms to document the authorization of non-payroll and non-recurring expenditures. All proposed expenditures must be approved by the ED, or DBS, who will review the proposed expenditure to determine whether it is consistent with the Board-adopted budget. In the absence of a vendor invoice, TEACH will develop and maintain a check request form to document the approval of payment for specific items.

All transactions will be posted in an electronic general ledger maintained by Charter Impact. To ensure segregation of recording and authorization, the bookkeeper may not co-sign check requests for purchase orders.

General Purchasing Procedures

Purchases of individual items and services over $50,000 must include documentation of a good faith effort to secure the lowest possible cost for comparable goods or services. The ED, or DBS shall not approve purchase orders or check requests lacking such documentation. Documentation shall be attached to all check and purchase order requests showing that at least two vendors were contacted (if appropriate) and such documentation shall be maintained for three years. Purchases in excess of $50,000 must follow a board-approved procurement process that ensures transparency, alignment with organizational goals, and responsible use of public funds.

Competitive bidding shall be used when purchasing goods or services that are **commodities or interchangeable across multiple vendors**. However, competitive bidding is **not required** when the purchase:

- Involves proprietary curriculum, instructional materials, or software platforms selected based on programmatic fit;
- Is a sole-source item with no reasonable alternative;
- Relates to professional services (e.g., legal, accounting, consulting) selected based on expertise and relationship;
- Is necessary to maintain continuity of service with existing approved vendors; or

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- Is required for emergency response to protect health, safety, or property.

All exceptions must be documented by the Executive Director and reported to the Board. Any single purchase or contract exceeding $50,000 must be approved by the Board prior to execution, unless it qualifies as an emergency procurement.

The ED, or DBS may authorize expenditures and may sign related contracts within the approved budget. The Governing Board must review all expenditures. This will be done via approval of a check register which lists all checks written during a set period of time and includes check #, payee, date, and amount. The Governing Board must also approve contracts and non-budgeted expenses over $50,000.

When approving purchases, the ED, or DBS must:

a) Determine if the expenditure is budgeted
b) Determine if funds are currently available for expenditures (i.e. cash flow)
c) Determine if the expenditure is allowable under the appropriate revenue source
d) Determine if the expenditure is appropriate and consistent with the vision, approved charter, school policies and procedures, and any related laws or applicable regulations
e) Determine if the price is competitive and prudent.

Any individual making an authorized purchase on behalf of the TEACH must provide Charter Impact with appropriate documentation of the purchase. Individuals other than those specified above are not authorized to make purchases without pre-approval.

Individuals who use personal funds to make unauthorized purchases will not be reimbursed. Authorized purchases will be promptly reimbursed by a bank check upon receipt of appropriate documentation of the purchase.

The ED, or DBS may authorize an individual to use a school debit card to make

an authorized purchase on behalf of the school, consistent with guidelines provided by the ED, or DBS and/or Governing Board. The following provisions apply to debit card purchases:

1. The school card will be kept under locked supervision in the ED, or DBS's office, and authorized individuals must sign the debit card out and must return the debit card and related documentation of all purchases within 24 hours of the purchases, unless otherwise authorized by the ED, or DBS.
2. If receipts are not available or are "missing", the individual making the charge will be held responsible for payment.
3. Debit cards will bear the names of both the Schools and the ED, or DBS.

Purchase Orders

Non-recurring purchases should be accompanied by a purchase order, which must be approved by the ED, or DBS.

1. The ED, Principals, Directors and DBS all have the ability to generate a PO request in Procurify.
2. The PO is then automatically sent in Procurify to the ED, and/or DBS for approval.
3. Once approved, the PO is then emailed to the vendor or copied and mailed for confirmation.

Payment Authorization

All original invoices will be forwarded to the ED, or DBS via the accountspayable@teachps.org email address and synced with Procurify for approval.

1. The ED, or DBS will carefully review each invoice, attach all supporting documentation (including a PO), and verify that the specified services and/or goods were received. When receiving tangible goods from a vendor, the person designated to receive deliveries should trace the merchandise to the packing list and note any items that were not in the shipment. The

packing list should be submitted to Charter Impact with the invoice.

2. Once approved by the ED, or DBS, he/she will stamp a check authorization on the invoice and complete the required information, including noting the specific budget line item that is to be charged for the specified expenditures. The invoice and supporting documentation will be sent to Charter Impact on at least a weekly basis (ED, or DBS should be aware of invoice due dates to avoid late payments). Charter Impact will then process the invoices with sufficient supporting documentation.
3. The ED, or DBS may authorize Charter Impact to pay recurring expenses (e.g. utilities, leases, etc.) without the ED, of DBS's formal approval (signature) on the invoice when dollar amounts fall within a predetermined range. A list of the vendors and the dollar range for each vendor must be provided to Charter Impact in writing and updated on an annual basis.

Accounts Payable Checks

The Governing Board will approve, in advance, the list of authorized signers on the school account. The ED, or DBS and any other employee authorized by the Governing Board may sign bank checks within established limitations.

1. Charter Impact does not use pre-printed check stock to avoid the risk of theft.
2. When there is a need to generate a check, the DBS will send appropriate approved documentation to Charter Impact. This is usually an approved invoice or Check Request Form.
3. Once approved by the ED, or DBS, Charter Impact prepares the check based on the check authorization prior to obtaining the appropriate signature(s).
4. The ED, or DBS or Board Treasurer will co-sign checks in excess of $50,000 for all non-recurring items. All checks less than $50,000 require only the signature of the ED or DBS.
5. Checks may not be written to cash, bearer, or petty cash. Under no circumstance will any individual sign a blank check.

6. Charter Impact will record the check transaction(s) into the appropriate checkbook and in the general ledger.
7. A copy of any impress check will be sent to Charter Impact with directions to transfer funds from the schools operating account to refresh the impress account balance to $10,000 within 5 business days.
8. Charter Impact will distribute the checks and vouchers as follows:
    a. Original – mailed or delivered to payee
    b. Duplicate or voucher – attached to the invoice and filed by vendor name by a Charter Impact accountant.
    c. Cancelled Checks – maintained with the banking institution.
    d. Voided checks will have the signature line cut out and will have VOID written in ink. The original check will be attached to the duplicate and forwarded to Charter Impact who will attach any other related documentation as appropriate.

Bank Reconciliations

Bank statements will be received directly, unopened, by a district office staff member that does not have access to cash or the authority to approve payments or electronically. This staff member then scans and emails the statement to Charter Impact (or Charter Impact may be granted view-only online access). Once the statement is received:

1. Charter Impact will examine all paid checks for date, name, cancellation, and
   endorsement. Checks will be valid for 6th months, however any discrepancies regarding the paid checks or any checks over 90 days will be researched and if applicable deleted from the accounting system.
2. Charter Impact will prepare the bank reconciliation, verifying the bank statements and facilitating any necessary reconciliation.
3. Charter Impact will compare the reconciled bank balance to the cash in the bank account and to the general ledger, immediately reporting any discrepancies to the ED, or DBS.

CASH RECEIPT MANAGEMENT

General Procedures for Non-Governmental Cash Receipts

For all fundraising activities approved by the board, the School will establish internal controls to ensure the safeguarding of assets. The following are general procedures for recurring activities:

1. All fundraising activities must receive written preapproval from the Executive
   Director/Chief Executive Officer or DBS.

   a. All funds must be collected by the DBS and deposited into the lock box in a sealed envelope, along with any notes, forms, or other descriptions of how the funds are to be used.
   b. The DBS and one other district staff member will jointly open the lock box to verify the cash/check amounts and sign off on the amounts received.
   c. The lock box will be emptied at least two times per week, corresponding to days when deposits are made.

2. All checks will be immediately endorsed with the school deposit stamp, containing the following information: “For Deposit Only”
3. A deposit slip will be completed by the DBS and initialed by the ED, or Director of Operations and Data Systems for approval to deposit. The deposit slip will be duplicated and documentation for all receipts (copy of check, letter, etc.) will be attached to the duplicate deposit slip.
4. Deposits totaling greater than $10,000 will be deposited within 48 hours by the designated school employee. Deposits totaling less than $10,000 will be made weekly by the designated school employee. All cash will be immediately put into a lock box.
5. The duplicate deposit slip and deposit receipt will be attached to the deposit documentation and forwarded to Charter Impact to be filed and recorded weekly.

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Volunteer Expenses

All volunteers will submit a purchase requisition form to the ED, or DBS for all potential expenses. Only items with prior written authorization from the ED, or DBS will be paid/reimbursed.

Returned Check Policy

A returned-check processing fee will be charged for checks returned as non-sufficient funds (NSF). Unless otherwise pre-approved by Charter Impact or the ED, or DBS, payment of the NSF check and processing fee must be made by money order or certified check.

In the event that a second NSF check is received for any individual, in addition to the processing fee, the individual will lose check-writing privileges. Payment of the NSF check, the processing fee and any subsequent payment(s) by that individual must be made by money order or certified check.

In the case of NSF checks written by parents of students, failure to pay may result in the withholding of report cards/transcripts at the end of the semester and/or school year until payment is received, unless other mutually agreeable arrangements are approved by the ED, or DBS and/or Governing Board. If unsuccessful in collecting funds owed, the school may initiate appropriate collection and/or legal action at the discretion of the ED, or DBS and/or Governing Board.

HUMAN RESOURCES AND PAYROLL

Payroll Services and Setup

Charter Impact prepares payroll checks, tax and retirement withholdings, tax statements, and to perform other payroll support functions. The ED, DBS or Director of Human Resources will establish and oversee a system to prepare time and attendance reports and submit payroll check requests. The ED, or Director of Human Resources will review payroll reports each pay period to ensure that (1) the salaries are consistent with staff contracts and personnel policies and (2) the proper tax, retirement, disability, and other withholdings have been deducted and forwarded to the appropriate authority. All staff expense reimbursements will be on checks separate from payroll checks.

Upon hiring of staff, the Director of Human Resources will be responsible for the creation of a personnel file will with all appropriate payroll-related documentation and completing or providing all of the items on the Employee Payroll Set-up/Change Form. Items include a federal I-9 form, tax withholding forms, retirement date, and an accounting of the use of sick leave.

Timesheets

All hourly employees will be responsible for completing a timesheet including vacation, sick, and holiday time (if applicable). The employee and the appropriate supervisor will sign the completed timesheet. Incomplete timesheets will be returned to the signatory supervisor and late timesheets will be held until the next pay period. No employee will be paid until a correctly completed timesheet is submitted. If an employee is unexpectedly absent and therefore prevented from working the last day of the pay period or turning in the timesheet (such as an employee calling in sick), the employee is responsible for notifying the signatory supervisor or for making other arrangements for the timesheet to be submitted. However, the employee must still complete and submit the timesheet upon return.

Overtime

Advanced approval in writing by the authorized supervisor is required for compensatory time and overtime. Overtime only applies to classified employees and is defined as hours worked in excess of eight (8) hours within a day or forty (40) hours within a week. Any hours worked in excess of an employee's regular work schedule must be pre-approved by the supervisor, unless it is prompted by an emergency. Overtime will not be granted on a routine basis and is only reserved for extraordinary or unforeseen circumstances. If a supervisor identifies a recurring need for overtime in any given position, the supervisor should immediately consult with the
ED, or Director of HR for further guidance.

Payroll Processing

For hourly employees, employees must sign timesheets to verify appropriate hours worked, resolve absences and compensations, and monitor number of hours worked versus budgeted. The Principal or Director of Human Resources will

approve these timesheets. No overtime hours should be listed on timesheets without the supervisor's initials next to the day on which overtime was worked. For school site salaried employees, employees must sign into a logbook to verify working days for accuracy. The Director of Human Resources will provide the designated school employee with any payroll-related information such as sick leave, vacation pay, and/or any other unpaid time.

For substitute teachers, the School Operations Manager (SOM) will maintain a log of teacher absences and the respective substitutes that work for them. The SOM will verify that the substitutes initial the log next to their names before they leave for the day and that teacher, upon returning back to work, initial next to their names. The ED, or DBS will notify Charter Impact of all authorizations for approved stipends.

Payroll is processed within 10 days after the period in which it is earned for hourly employees.

1. The signatory supervisor will submit a Payroll Summary Report of timesheets to Charter Impact for processing.
2. Charter Impact will prepare the payroll worksheet based on the summary report.
3. The payroll checks (if applicable) will be delivered to the district office. The DBS or Director of Human Resources will document receipt of the paychecks and review the payroll checks prior to distribution.

Payroll Taxes and Record Keeping

Paychex will prepare payroll check summaries, tax and withholding summaries, and other payroll tracking summaries based on the reporting submitted.

Paychex will also prepare the state and federal quarterly and annual payroll tax forms for income tax withholdings, Social Security and Medicare and submit the forms to the respective agencies on behalf of the school. Charter Impact will prepare the quarterly state returns for unemployment and disability, review the forms with the ED, or DBS, and submit the forms to the state on behalf of the school.

The designated TEACH employee will maintain written records of all full time employees' use of sick leave, vacation pay, and any other unpaid time.

1. The designated school employee will immediately notify the Director of Human Resources or DBS if an employee exceeds the accrued sick leave or vacation pay or has any other unpaid absences.
2. Records will be reconciled when requested by the employee. Each employee must maintain personal contemporaneous records.

Expense Reports

Employees will be reimbursed for expenditures within thirty (30) business days of presentation of appropriate documentation. Receipts or other appropriate documentation will be required for all expenses over five dollars and all reports must be approved by the ED, or DBS. Expenses greater than two months old will not be reimbursed.

ED, or DBS expense reports must be approved by another staff member (one of the other not receiving the reimbursement) and always be submitted to Charter Impact for processing and payment, petty cash may not be used.

Travel

Employees will be reimbursed for mileage when the activity is pre-approved by the ED, or DBS. Mileage will be reimbursed at the government-mandated rate for the distance traveled, less the distance from the employee's residence to the school site for each direction traveled. For incidental travel, mileage will only be reimbursed if the one-way mileage exceeds 10 miles.

The ED, or DBS must pre-approve all out-of-town travel. Employees will be reimbursed for overnight stays at hotels/motels when pre-approved by an administrator and the event is more than 50 miles from either the employee's residence or the school site. Hotel rates should be negotiated at the lowest level possible, including the corporate, nonprofit or government rate if offered, and the lowest rate available. Employees will be reimbursed at the established per diem rate for any breakfast, lunch, or dinner that is not included as part of the related event.

Travel advances require written approval from the ED, or DBS and receipts for all advanced funds not returned. After the trip, the employee must enter all of the appropriate information on a Travel Expense Report and submit it to the ED, or DBS for approval and then on to Charter Impact for processing. If the advance exceeds the amount of the receipts, the employee will pay the difference

immediately in the form of a check. If the advance is less than the amount of the receipts, the difference will be reimbursed to the employee in accordance with the expense report.

FINANCE AND FINANCIAL REPORTING

Monthly Reporting

Charter Impact will submit a monthly financial report including:

a. Statement of Financial Position
b. Budget vs. Actual Report
c. Monthly Forecast
d. Accounts Payable Aging
e. Monthly Check Register

The report will be reviewed at the scheduled board meeting and action will be taken, if appropriate.

Third Party Loans

The ED, or DBS and the Board will approve all loans from third parties. In the case of a long- term loan, approval may also be required from the charter-granting agency in accordance with the terms of the charter petition and/or other lenders in accordance with the loan documents.

Once approved, a promissory note will be prepared and signed by the ED, or DBS before funds are borrowed.

Fund Balance Reserve

A cash reserve of at least 5% of the annual expenses will be maintained. Charter Impact will provide the ED, or DBS with a Statement of Financial Position monthly. It is the responsibility of the ED, or DBS and the Governing Board to understand the school's cash situation. It is the responsibility of the ED, or DBS to prioritize payments as needed.

Coversheet

Resolution: Resolve to Submit the Petition for Renewal for TEACH Prep Elementary

Section: III. Items for Potential Action
Item: D. Resolution: Resolve to Submit the Petition for Renewal for TEACH Prep Elementary
Purpose: Vote
Submitted by:
Related Material: TEACH_Prep_Renewal_Resolution_2025.docx

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

Resolution of the Governing Board

Authorizing Submission of the Charter School Renewal Petition Application

2025–2026 School Year

WHEREAS, the Governing Board of TEACH Inc., a nonprofit public benefit corporation operating TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School, a public charter school under the laws of the State of California, has reviewed and approved the charter school renewal petition to be submitted to the Los Angeles Unified School District (LAUSD) for the renewal of the school's charter for a subsequent term; and

WHEREAS, the renewal petition includes all elements required under California Education Code § 47605 and the LAUSD 2025–2026 Renewal Petition Application requirements; and

WHEREAS, the Governing Board recognizes the importance of ensuring a complete and timely submission in compliance with the requirements set forth in the LAUSD Charter Schools Division Petition Intake Checklist;

NOW, THEREFORE, BE IT RESOLVED that the Governing Board of TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School hereby authorizes the submission of the Charter Renewal Petition to the Los Angeles Unified School District and identifies the following individuals as responsible for purposes of submission and correspondence with the LAUSD Charter Schools Division:

Lead Petitioners:

- *Matt Brown, Executive Director*
- *Sione Thompson, Chief Academic and Strategic Initiatives Officer*
- *Beth Bulgeron, Chief Legal and Organizational Strategy Officer*
- *Sharon Rhee, Principal*

Executive Director:

- *Matt Brown*

Principal:

- *Sharon Rhee*

Financial Manager (not Executive Director or Principal):

- *Shawnna Lawson, Director of Business Services*

BE IT FURTHER RESOLVED, that the Executive Director, or designee, is authorized to finalize, certify, and submit the renewal petition and all supporting documentation on behalf of the Governing Board.

BE IT FURTHER RESOLVED, that required documents may be submitted digitally or physically, in accordance with LAUSD submission guidelines.

PASSED AND ADOPTED by the Governing Board of TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School on this 21st day of October, 2025, by the following vote:

	Vote
AYES	____
NOES	____
ABSENT	____
ABSTAIN	____

CERTIFICATION

I, the undersigned, hereby certify that the foregoing is a true and correct copy of a resolution duly adopted in accordance with the Brown Act by the Governing Board of TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School at a duly noticed meeting held on October 21, 2025.

_____

Marc Maye, Secretary of the Governing Board

Coversheet

Consider and Approve the TEACH Prep Elementary Renewal Application

Section: III. Items for Potential Action
Item: E. Consider and Approve the TEACH Prep Elementary Renewal Application
Purpose: Vote
Submitted by:
Related Material: 10.19.25mbbb Folder 1- Renewal Main Draft Elements 1-15.docx
TPES Financial Cash Flow- 2 Years.xlsx
FY26-Financial Narrative- TPES- 2 Years.pdf

TEACH Preparatory Mildren S. Cunningham & Edith H. Morris Elementary School

Date of Submission: October 30, 2025

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Assurances, Affirmations, and Declarations

Preparatory Mildren S. Cunningham & Edith H. Morris Elementary School (also referred to herein as " TEACH Prep" and "Charter School") shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter "Ed. Code") § 47605(e)(1).)

- Not charge tuition. (Ed. Code § 47605(e)(1).)

- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status. (Ed. Code § 47605(e)(1); Ed. Code § 220.)

- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)

- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)

- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School's capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as "LAUSD" and "District"). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)

- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)

- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)

- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)

- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(2).)

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School's employees for the purposes of the

Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

NOTE: This Charter contains specific "Federal, State and District Required Language" (FSDRL), including the *Assurances, Affirmations, and Declarations* section above. The FSDRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the FSDRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the FSDRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the FSDRL contained in the addendum, the provisions of the FSDRL addendum shall control.

"The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners." **(Ed. Code § 47605(c)(5)(A)(i).)**

"The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals." **(Ed. Code § 47605(c)(5)(A)(ii).)**

"If the proposed charter school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A" to "G" admissions criteria may be considered to meet college entrance requirements." **(Ed. Code § 47605(c)(5)(A)(iii).)**

LOCAL CONTROL FUNDING FORMULA (LCFF) AND LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(c)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School "shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan." (Ed. Code § 47606.5(d).)

ACADEMIC CALENDAR AND SCHEDULES

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by *California Code of Regulations*, title 5, section 11960.

MATHEMATICS PLACEMENT

Charter School shall comply with all applicable requirements of the California Mathematics Placement Act of 2015.

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School's admissions, enrollment, and lottery.

WASC ACCREDITATION

If Charter School serves students in grades 9-12, before Charter School graduates its first class of students, Charter School shall obtain, and thereafter maintain, Western Association of Schools and Colleges (WASC) accreditation.

ENGLISH LEARNERS

Charter School shall identify potential English Learners in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to Charter School's core academic curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD Master Plan for English Learners and Standard English Learners *or* Charter School's own English Learner (EL) Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School's EL program, and shall address the following:

- How Charter School's EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School's core academic curriculum
- How English Learners' specific needs will be identified
- What services will be offered

- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

Each year, Charter School shall provide to the CSD a report on its annual evaluation of the effectiveness of its EL program. Upon request, Charter School shall provide a copy of its current EL Master Plan to the CSD.

Charter School shall administer the CELDT/ELPAC annually in accordance with federal and state requirements.

Charter School shall reclassify English Learners in accordance with federal and state requirements.

Charter School shall provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding Charter School matters to the same extent as other parents.

STUDENTS WITH DISABILITIES

Federal Law Compliance

Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

Special Education Program

Charter School shall ensure that no student otherwise eligible to enroll in Charter School shall be denied, directly or indirectly, admission due to a disability or to Charter School's inability to provide necessary services. Charter School acknowledges that policies and procedures are in place to ensure the recruitment, enrollment, service, and retention of students with disabilities at LAUSD-authorized charter schools, including Charter School.

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a "school of the district" for special education services, Charter School shall execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education and shall be considered a "public school of the District" for purposes of Special Education pursuant to Education Code section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b). In this instance, Charter School will execute a MOU with LAUSD on provisions of special education as a member of a non-LAUSD SELPA.

SELPA Reorganization

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two charter school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding ("MOU"), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to

participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

Use of District's Special Education Policies and Procedures and Data Systems

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of orders imposed upon the District pertaining to special education. All charter schools are required to use the District's Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs ("IEPs") and tracking of related services provided to students during the course of their education.

All charter schools are required to interface with My Integrated Student Information System (MiSiS) via a web-based Application Programming Interface (API). MiSiS is a suite of applications which is designed to capture all student data.

1. **General Information**

Contact person	Matt Brown, Executive Director TEACH Public Schools
Contact Address	10600 S. Western Ave. Los Angeles, CA 90047
Contact phone	323-872-0808
Current school Addresses	8505 S. Western Ave. Los Angeles, CA 90047 & 1750 Century Blvd. Los Angeles, CA 90047
Location is in the LAUSD Board District:	West
LAUSD Region	1
Grade Configuration	TK-5
Number of Students in first year	380
Grade levels	TK-5
Total enrollment capacity	380
Type of Instructional Calendar	Traditional
Regular bell schedule	8:00AM-3:30PM M, T, TH, F and 8:00AM - 1:00PM on Weds.
Term for Middle and High performing schools	July 1, 2026-June 30, 2031
If approved, the term for this Charter for low performing schools	July 1, 2026-June 30, 2028

2. **Self-Reflection for Charter School**

Renewal Framework and Current Placement- Criterion 1

Under AB1505, Criterion 1 places schools into renewal categories based on performance across the California School Dashboard. A charter school is considered high-performing if all Dashboard indicators are green or blue for the past two years. A school is considered low-performing if all indicators are red or orange for two consecutive years. Schools that do not fit neatly into either definition are reviewed under Criteria 2a and 2b.

TEACH Prep does not fall neatly into either extreme category under Criterion 1. The school earned a Blue rating in the Suspension Rate Indicator from 2022–2023 through 2023–2024, with a suspension rate of 0.0% compared to the statewide average of 3.2%. At the same time, other Dashboard indicators reflected a mix of red, orange, and yellow. This mixed performance demonstrates that TEACH Prep cannot be classified as either a

high-performing or a low-performing school solely under Criterion 1. Instead, under state law, TEACH Prep advanced to Criterion 2 for further evaluation.

Criterion 2

Criterion 2 examines three specific Dashboard indicators: English Language Arts (ELA), Mathematics, and the English Learner Progress Indicator (ELPI). The state compares schoolwide results and subgroup outcomes against statewide averages. Schools where most outcomes fall below the state average may be identified as Low-Performing under Criterion 2b, particularly if numerically significant subgroups (e.g., Hispanic/Latino, Black/African American, English Learners, Students with Disabilities) show widespread performance gaps.

In the 2024 Dashboard year, TEACH Prep was formally identified as a Low-Performing charter school. This determination was based on the following:

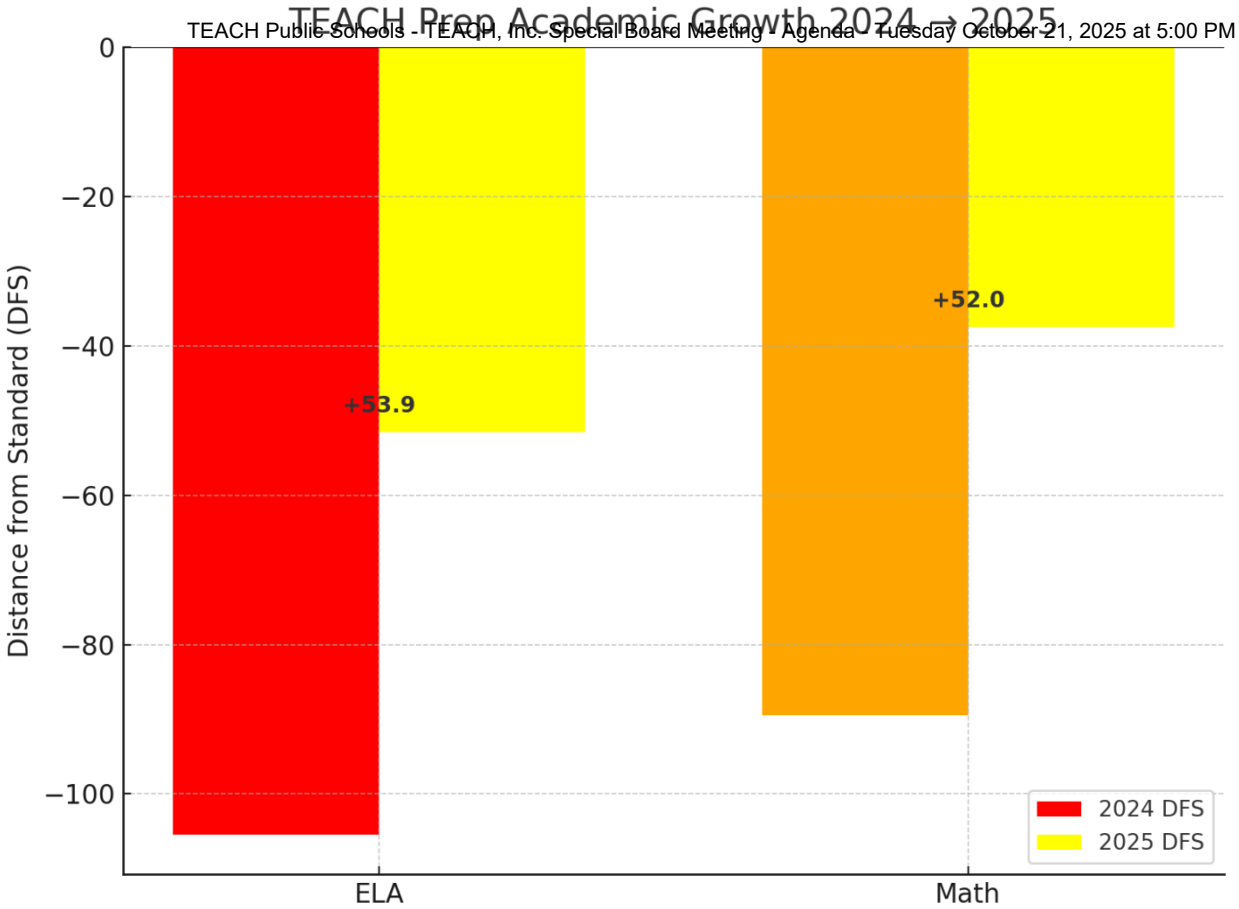
- **ELA:** Red performance level with a DFS of –105.5, compared to –13.2 statewide. None of the numerically significant subgroups (African American, Hispanic, English Learners, Socioeconomically Disadvantaged) scored above statewide averages.
- **Math:** Orange performance level with a DFS of –89.5, compared to –47.6 statewide. Less than a majority of subgroups performed above statewide DFS.
- **ELPI:** Orange performance level at 36.4%, below the state's 45.7%.
- **Chronic Absenteeism:** Yellow at 50%, significantly higher than the state's 18.6%.
- **Suspension Rate:** Blue at 0.0%, outperforming both state and district.

As a result, TEACH Prep met the threshold for Criterion 2b and was categorized as Low-Performing for renewal purposes under the 2023–2024 Dashboard.

2024-2025 Renewal Placement Shift and Verified Data

Under AB 1505, authorizers must give greater weight to measurements of academic performance, specifically the California School Dashboard and state-approved verified data. TEACH Prep's 2025 CAASPP results—state-verified assessments that feed directly into Dashboard calculations—show the school has moved out of the Low-Performing category and into the Middle-Performing track.

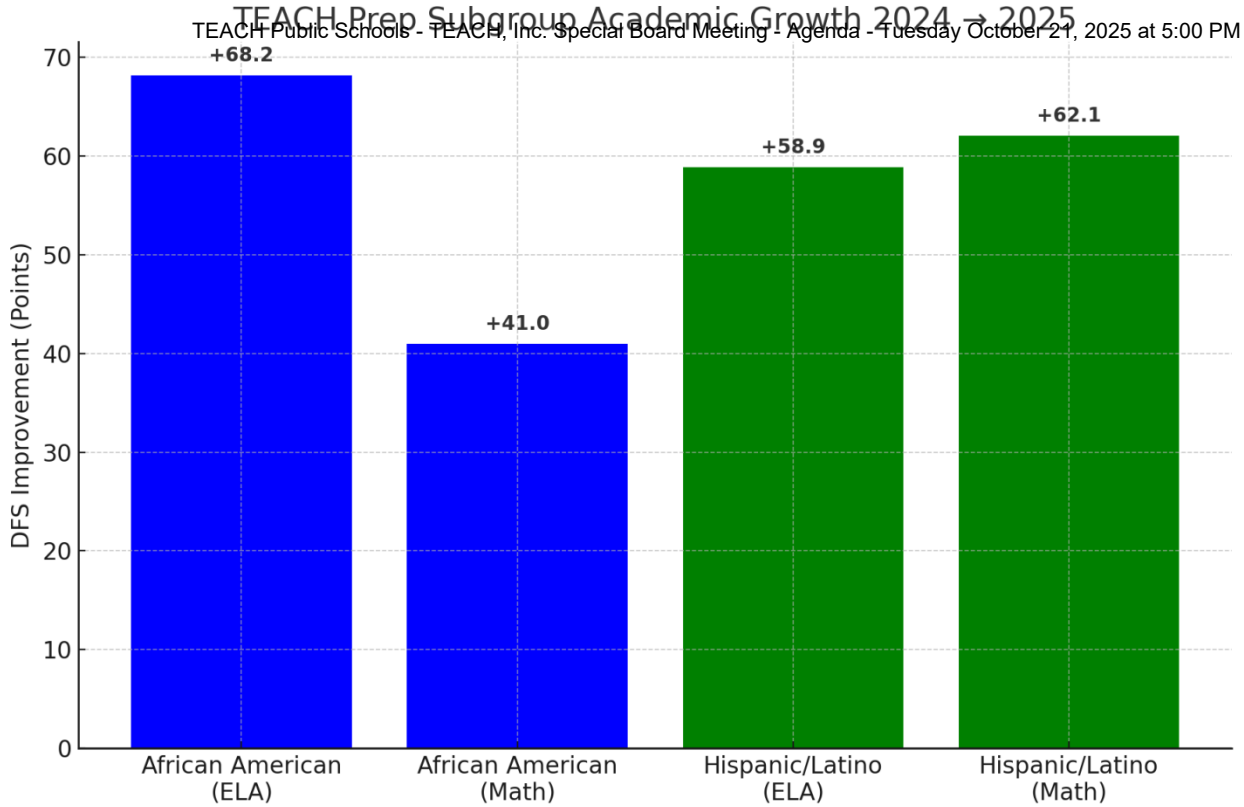
- ELA: Improved from –105.5 DFS in 2024 to –51.6 in 2025, a gain of +53.9 points. This shifts the indicator from Red to Yellow, a two-level improvement.
- Math: Improved from –89.5 DFS in 2024 to –37.5 in 2025, a gain of +52 points. This shifts the indicator from Orange to Yellow and places the school above the statewide average.



The 2025 Dashboard projection, based on these results, shows Yellow status for both ELA and Math, which defines Middle-Performing placement.

Importantly, subgroup growth exceeds the overall schoolwide gains:

- African American students: +68.2 DFS in ELA, +41.0 in Math.
- Hispanic/Latino students: +58.9 DFS in ELA, +62.1 in Math.



These are the very subgroups that triggered Criterion 2b identification in 2024, and they are now showing rapid and measurable improvement.

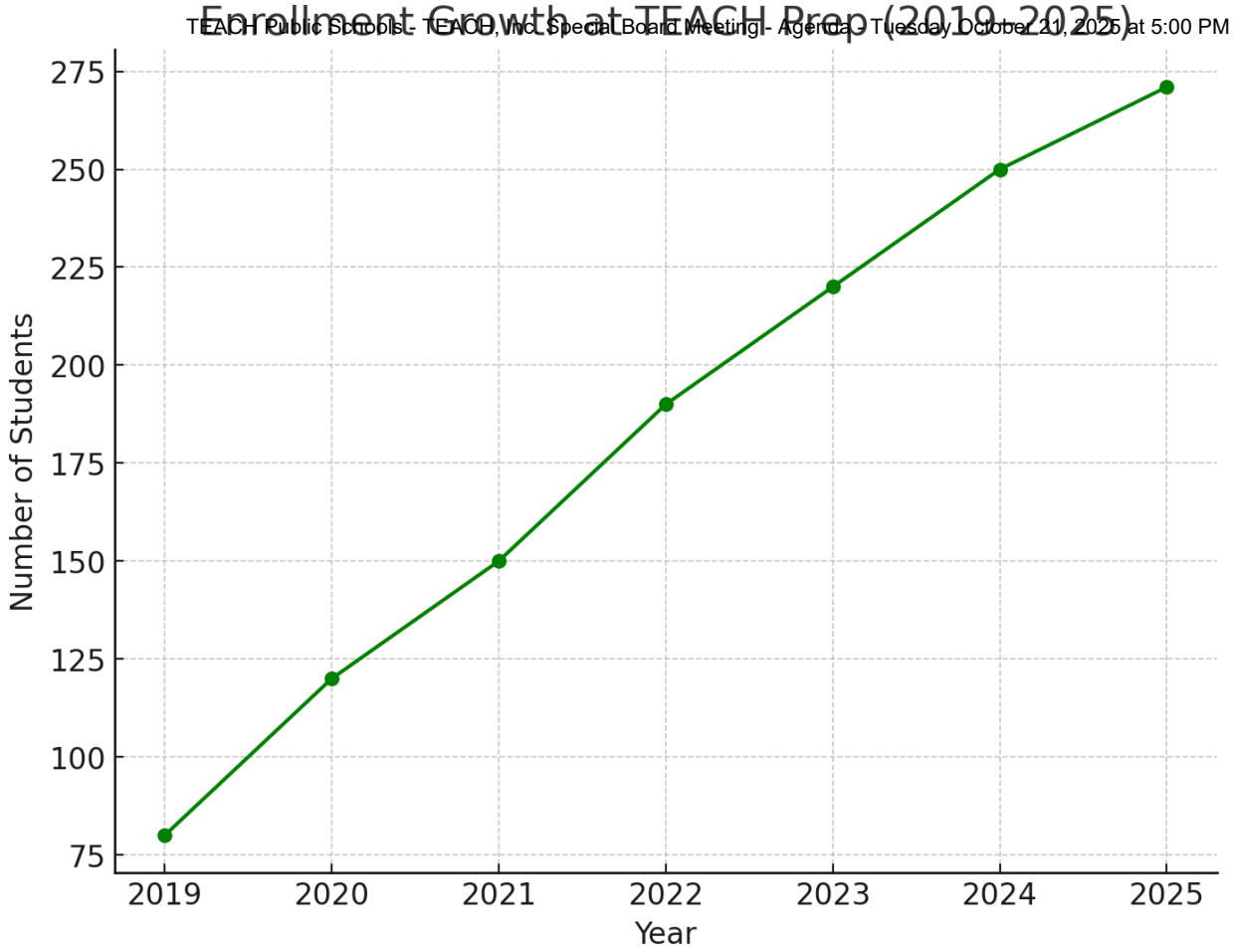
Summary of Renewal Criteria Status

- 2023–2024: Identified as Low-Performing under Criterion 2b.
- 2024–2025: Verified CAASPP data and projected Dashboard placement show Yellow in both ELA and Math.
- Current Placement: TEACH Prep qualifies for renewal under the Middle-Performing track, supported by state-verified data, demonstrated subgroup progress, and strong governance, fiscal, and operational ratings in LAUSD oversight reports.

Because placement under AB 1505 is determined by Dashboard performance, and CAASPP is the basis of Dashboard indicators, TEACH Prep's 2025 results trigger a Middle-Performing placement now. Under the law, a Middle-Performing charter may only be denied renewal if the authorizer makes specific written findings that closure is in the best interest of pupils. Far from justifying closure, the data show that TEACH Prep is making clear, convincing, and equitable progress—the precise outcome AB 1505 was designed to recognize.

Student Demographics and Community Context

TEACH was founded in 2010 by longtime Los Angeles educators Mildred Cunningham and Edith Morris. Since then, the TEACH network has grown to three schools serving grades K–12 in the Westmont/Gramercy Park community. TEACH Prep opened in 2018 and has expanded from 80 students in 2019 to 271 in 2025. Families continue to choose TEACH Prep despite nearby school options, demonstrating parent trust and community demand.



TEACH Prep serves a student population with higher needs than both LAUSD and the State. In 2024, 42.3% of students identified as Black/African American (compared to 7.4% in LAUSD and 4.9% statewide) and 56.3% as Hispanic/Latino. The proportion of English Learners was 34.6%, significantly higher than LAUSD (21.2%) and the State (18.4%). Socioeconomically disadvantaged students made up 97.1% of enrollment, compared to 84.6% in LAUSD and 62.7% statewide. Students with disabilities represented 7.0% of enrollment, lower than LAUSD (15.4%) and the State (13.7%) but higher than at the start of the current charter term. These demographics underscore that TEACH Prep is serving historically underserved populations in significant numbers.

Academic Performance in Context

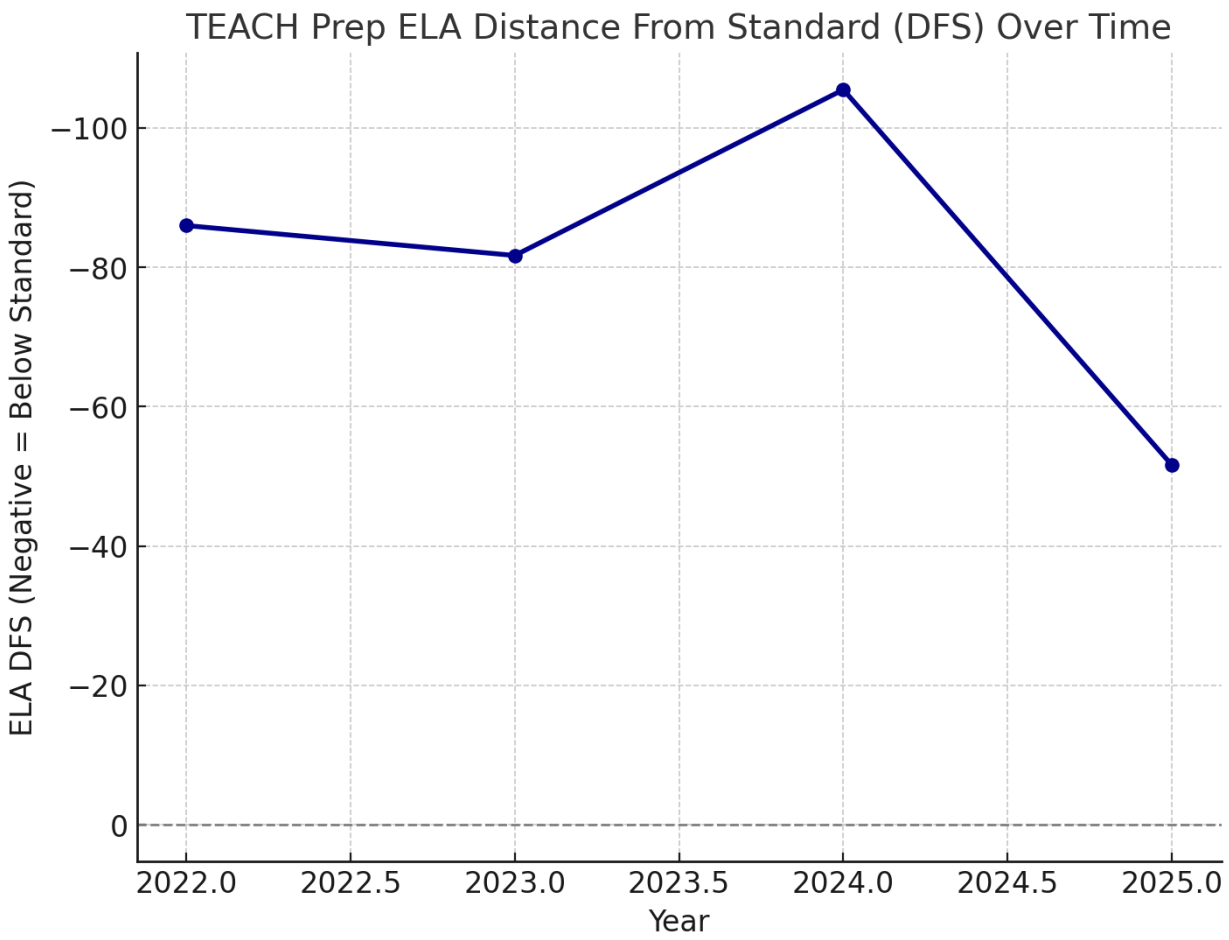
English Language Arts (ELA)

TEACH Prep's results in English Language Arts must be understood in context. In 2019, TEACH Prep only served kindergarten and first-grade students, who were not eligible for the CAASPP. For federal accountability purposes, the state assigned TEACH Prep the average ELA performance of LAUSD's third graders in 2019. This means that the steep decline visible between 2019 and 2022 is not an accurate reflection of the school's performance.

The first year that TEACH Prep's own students took the CAASPP was 2022. In that year, the average DFS in ELA was already well below the state, district, and neighboring schools. By 2024, the DFS in ELA was –105.5 for all students, compared with –28.2 in LAUSD and –13.2 in the State. Subgroup analysis shows that TEACH Prep students scored lower than LAUSD and State averages across nearly every category.

However, a key point of comparison is with Invictus Leadership Academy, the school most demographically similar to TEACH Prep. In 2024, TEACH Prep outperformed Invictus in every student subgroup except Black/African American students. This demonstrates that within the context of similarly situated schools, TEACH Prep is producing competitive results.

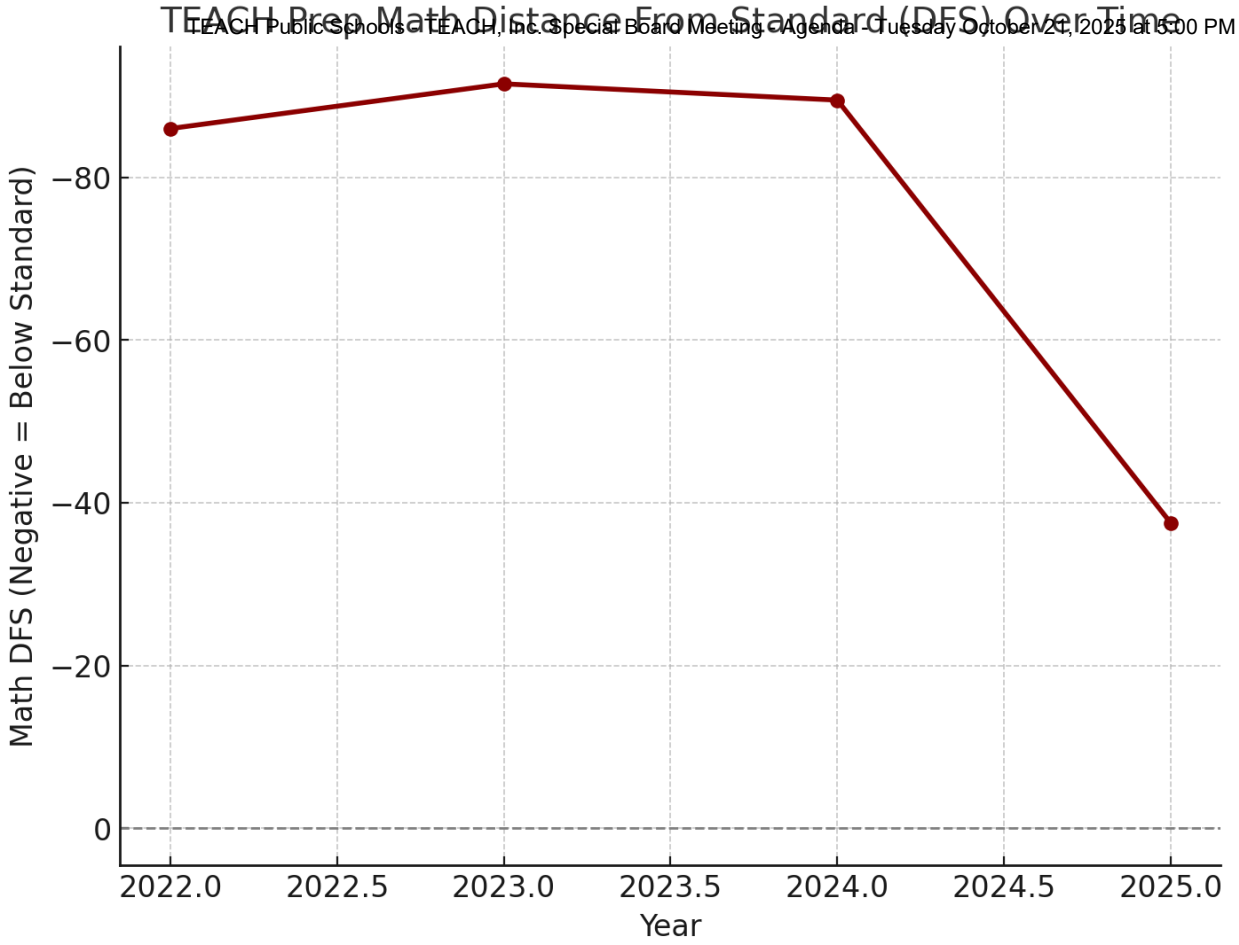
Most importantly, 2025 data show that TEACH Prep's ELA DFS improved from –105.5 to –51.6, a gain of nearly 54 points in one year. This growth moves the school into the Yellow performance band, a substantial step forward toward parity with state averages.



Mathematics

As in ELA, TEACH Prep's 2019 Mathematics results were not based on its own students but on LAUSD's average third-grade results. Beginning in 2022, TEACH Prep reported its own student outcomes.

Between 2022 and 2024, Math scores remained relatively flat, shifting only slightly from –86 to –89 DFS. In 2024, the school scored below LAUSD and State averages in Mathematics for all students, with an all-student DFS of –89.5 compared with –60.4 for LAUSD and –47.6 for the State.



However, subgroup analysis reveals areas of strength. Black/African American students at TEACH Prep were closer to meeting the Math standard than peers in most neighboring schools, LAUSD, and the State. Socioeconomically disadvantaged students also performed competitively when compared to statewide averages. Across all subgroups, TEACH Prep outperformed Invictus Leadership Academy in Mathematics.

2025 shows a dramatic gain of 52 points in Mathematics, with the school moving from –89.5 to –37.5 DFS. This improvement elevates the school into the Yellow performance band and brings the Mathematics indicator above the state average.

English Learner Progress Indicator (ELPI)

TEACH Prep's English Learner Progress Indicator (ELPI) shows variation over time. In 2022, the school's ELPI was 65 percent, which was higher than LAUSD, the State, and neighboring schools. By 2024, however, the ELPI had declined to 36.4 percent, falling below peers. This dip has been identified as a focus area for intervention. The school's demonstrated ability to exceed averages in 2022 shows that it has the capacity to return to stronger outcomes in this area.

School Climate and Engagement

Chronic Absenteeism

Chronic absenteeism at TEACH Prep has improved, moving from 56 percent in 2023 to 50 percent in 2024. Although this rate remains higher than LAUSD at 23.3 percent and the State at 18.6 percent, it is lower than Invictus Leadership Academy across nearly all student subgroups. This suggests that within the high-need context that TEACH Prep serves, the school is outperforming comparable peers while still identifying absenteeism as an area of continued focus. Tiered outreach, transportation supports, and parent engagement initiatives are in place.

Suspension Rates

TEACH Prep has maintained a suspension rate of zero percent across all years of its charter term and across all student subgroups. This is an outstanding result that far surpasses LAUSD's suspension rate of 0.4 percent and the State average of 3.2 percent. It also positions TEACH Prep as a leader in safe and supportive school culture, particularly as the school serves higher percentages of high-need students than district and state peers.

Organizational Stability and Capacity

TEACH Prep's improvement is supported by a stable organizational foundation. Oversight ratings include Governance as **Proficient (3)**, Organizational Management, Programs, and Operations as **Proficient (3)**, and Fiscal Operations as **Accomplished (4)**. The FY24 independent audit confirmed financial stability. Strong fiscal and governance systems provide the foundation for sustaining academic progress.

Reflection on Improvement and Sustained Practices

The 2024–25 school year marked a true turning point for TEACH Prep. For several years, our academic outcomes in English Language Arts (ELA) and Mathematics had not met our aspirations or the needs of our students. In the summer of 2024, our staff, leadership, and community undertook a comprehensive root cause analysis to examine why our students were not achieving at the levels we knew they could. That process revealed gaps in instructional consistency, limited alignment of curriculum across grade levels, professional development that was too often disconnected from daily practice, and accountability structures that did not ensure fidelity or urgency.

Instead of treating these as isolated problems, we redesigned our approach to instruction, curriculum, professional learning, staff responsibilities, and accountability as an integrated system of reform. The results were dramatic: matched-cohort growth of +35.1 points in ELA and +29.8 points in Math, with Black/African American students growing by +68.2 DFS in ELA and +41.0 in Math, and Hispanic/Latino students gaining +58.9 DFS in ELA and +62.1 in Math. These subgroup improvements directly address the very performance gaps that led to our Criterion 2b designation, providing clear and convincing evidence of measurable increases in academic achievement for our numerically significant student groups, as required by AB1505. Just as important, these outcomes represent the first evidence of a durable system that will continue producing growth, not a one-year anomaly.

Transforming Instruction: From Coverage to Clarity

One of the most significant shifts was moving away from "coverage" teaching—where classrooms attempted to address too many standards superficially—toward clarity and focus. Teachers identified Priority Standards using endurance, leverage, and readiness filters, and these standards became the backbone of every unit. Lessons now begin with clear, student-friendly objectives, accompanied by scaffolds tailored to English Learners and students below grade level. Frequent formative assessments allow teachers to monitor progress in real time, making mid-course corrections before gaps widen. Perhaps the most impactful innovation was the introduction of Reteach and Enrich (R/E) blocks four to five times each week. In these blocks, every student participates in targeted small-group sessions designed either to reteach skills not yet mastered or to enrich learning through extension. By embedding these sessions into the daily schedule, intervention and enrichment are no longer optional or occasional—they are guaranteed for all students.

In the 2024–25 school year, the school strengthened its academic program by adding a Literacy Specialist to the elementary instructional team. This role was designed to ensure that every student acquires the foundational reading and writing skills necessary for long-term academic success. The Literacy Specialist provides direct intervention for students performing below grade level and acts as an instructional leader to improve teaching practice across classrooms. Through a combination of coaching, data-informed intervention, and collaborative planning, this position is establishing a sustainable system for literacy growth that is both equitable and aligned with the science of reading.

Schoolwide Leadership in Literacy Instruction: The Literacy Specialist serves as the anchor of the school's literacy framework**,** providing ongoing guidance and instructional leadership to ensure consistent implementation of research-based practices. Key responsibilities include:

- Developing and Leading a Coherent Literacy Vision: The specialist has articulated a literacy framework that integrates phonemic awareness, phonics, fluency, vocabulary, and comprehension instruction across grade levels. This framework provides clear expectations for balanced literacy and structured literacy practices in every classroom.
- Instructional Coaching and Professional Learning:
    - Conducts classroom observations using evidence-based rubrics focused on reading instruction and provides actionable feedback aligned to the school's instructional priorities.
    - Leads coaching cycles with individual teachers, including co-planning lessons, modeling small-group instruction, and conducting post-observation reflections to refine practice.
    - Facilitates monthly professional development sessions for all K–5 teachers that focus on implementing phonics routines, using decodable texts, conducting guided reading, and incorporating explicit writing instruction.
    - Hosts "learning labs" where teachers observe model lessons and engage in collaborative analysis of student work.
- Curriculum Alignment: The specialist ensures that classroom teachers use materials and pacing that are vertically aligned to the California Common Core State Standards (CCSS) for English Language Arts. This includes verifying that daily lessons integrate decoding and comprehension strategies and that all students have access to complex, grade-level texts supported by scaffolds as needed.

Data-Driven Intervention and Tiered Support: The Literacy Specialist leads the school's Multi-Tiered System of Support (MTSS) for reading. This work ensures that early identification and targeted intervention are consistent, equitable, and effective.

- Universal Screening and Assessment:
    - Coordinates benchmark literacy assessments at least three times per year using schoolwide tools such as DIBELS, i-Ready, or Fountas & Pinnell BAS.
    - Oversees the collection and analysis of formative data from classroom-based assessments to monitor ongoing skill development.
- Targeted Interventions:
    - Designs and delivers Tier 2 and Tier 3 interventions for students reading below grade level, using evidence-based programs that emphasize phonological awareness, decoding, and fluency.
    - Provides push-in and pull-out small group sessions that directly address specific reading deficits, often three to five times weekly.
    - Supports classroom teachers in differentiating Tier 1 instruction to ensure students exiting interventions maintain growth.
- Progress Monitoring and Continuous Improvement:
    - Maintains an intervention tracker that monitors individual student progress, facilitating timely instructional adjustments.
    - Leads grade-level data meetings after each benchmark assessment window to review literacy data, identify students who need additional support, and refine instructional strategies.
    - Uses longitudinal data to evaluate intervention effectiveness and inform adjustments to core curriculum pacing or support structures.

Building Staff Capacity and Professional Collaboration: The Literacy Specialist strengthens teacher capacity to deliver high-quality literacy instruction by cultivating a culture of professional learning and shared accountability.

- Collaborative Planning: The specialist meets regularly with grade-level teams to co-develop reading and writing lessons that integrate vocabulary, comprehension strategies, and writing in response to text.
- Model Classrooms and Peer Learning: By modeling lessons in classrooms and supporting "look-for" protocols, the specialist helps teachers align practice across grade levels, promoting continuity and coherence in instruction.
- Mentoring New Teachers: The specialist serves as a mentor for early-career teachers, ensuring they receive consistent support in phonics routines, balanced literacy planning, and literacy-rich classroom environments.

- Literacy Leadership Team: The specialist facilitates a cross-grade Literacy Leadership Team composed of teachers and administrators to ensure ongoing communication and strategic alignment of literacy goals.

Family and Community Engagement in Literacy: Recognizing that reading growth extends beyond the school day, the Literacy Specialist has expanded family and community engagement efforts around literacy.

- Family Literacy Workshops: Hosts quarterly family nights focused on helping parents understand grade-level reading expectations, home reading routines, and strategies to build fluency and comprehension at home.
- Communication of Progress: Develops family-friendly reports that share each student's reading level, progress toward grade-level benchmarks, and recommended at-home activities.
- Community Partnerships: Collaborates with local libraries, after-school programs, and community organizations to ensure students have access to books, reading challenges, and literacy events throughout the year.

Early Evidence of Impact: Although recently established, the Literacy Specialist has already contributed to measurable improvement in literacy instruction and student outcomes.

- Increased Teacher Consistency: Walkthrough data indicate a marked increase in the use of explicit phonics routines and small-group reading instruction in primary grades.
- Improved Student Growth: Preliminary assessment data show growth in the percentage of students meeting benchmark reading goals, particularly in grades K–2 where early decoding skills are critical.
- Reduction in Intervention Caseloads: Early literacy interventions are demonstrating success, with students exiting Tier 3 support at higher rates than in prior years.
- Greater Family Engagement: Attendance at literacy workshops and home reading participation have

Sustaining and Expanding the Work: In future years, the Literacy Specialist will continue to build a schoolwide culture of reading through systematized practices and long-term goals:

- Institutionalizing Data Cycles: Establishing a consistent, schoolwide data cycle that integrates literacy benchmarks into all professional learning community (PLC) agendas.
- Expanding Structured Literacy Practices: Supporting teachers in grades 3–5 to integrate explicit vocabulary, morphology, and comprehension strategies for complex texts.
- Curriculum Refinement: Leading the selection and implementation of an aligned writing curriculum that reinforces reading comprehension and analytical thinking.
- Mentorship and Capacity Building: Training additional teachers to serve as literacy leads in each grade-level team to sustain the work beyond a single position.
- Vertical Articulation: Collaborating with the middle school to ensure smooth transitions and continued reading growth for upper-grade students.

The Literacy Specialist represents a strategic investment in the school's mission to ensure that every child becomes a proficient, confident reader. Through coaching, data analysis, targeted intervention, and community partnership, this role has begun to transform literacy instruction from a classroom-by-classroom endeavor into a coherent, schoolwide system of continuous improvement**.** Over time, this work will lead to sustained increases in reading proficiency rates, improved student engagement with complex texts, and greater academic achievement across all subject areas.

Strengthening Curriculum: Building a Guaranteed Pathway

Before 2024, curriculum implementation varied across classrooms, which meant that students did not consistently have access to rigorous learning experiences. Beginning in summer 2024, our team developed a Guaranteed and Viable Curriculum (GVC), supported by pacing guides and curriculum maps across grade

levels. This shift ensured that every student, regardless of teacher assignment, experienced the same coherent, rigorous sequence of instruction. Units of study now integrate explicit language objectives, allowing English Learners to build academic language while mastering content. Diagnostic assessments such as iReady and DIBELS are embedded into planning and delivery, helping teachers anticipate areas of difficulty and design scaffolding before students fall behind. The school schedule itself was restructured to protect core instructional time, safeguarding ELA and Math blocks and guaranteeing space for R/E sessions. Every minute of instructional time is now protected, reflecting our belief that time on task is essential for achievement.

Professional Development That Fuels Change

The transformation at TEACH Prep was not driven by programs alone but by people. Professional development shifted from isolated workshops to a continuous cycle of learning. During 2024–25, staff engaged in intensive training on Marzano's high-yield strategies, data analysis protocols, and subgroup-specific supports. Teachers learned to set clear learning objectives, check for understanding systematically, and design lessons that engaged all learners. We also created professional learning communities (PLCs) that meet monthly to analyze data, regroup students, and plan interventions collaboratively. Coaching cycles provide individualized support: instructional coaches model lessons, co-teach, and deliver real-time feedback. Instructional aides and intervention staff, once peripheral, now participate in targeted training so that they too can deliver effective Tier 2 and Tier 3 supports. The result is a culture where growth is not confined to students—every adult is also a learner, refining practice in service of better outcomes.

Redefining Staff Responsibilities: Every Adult, Every Role

We recognized that true turnaround required rethinking the role of every adult on campus. Teachers are now responsible for both Tier 1 instruction and the orchestration of R/E blocks. Instructional coaches deliver Tier 3 interventions while modeling lessons and guiding data analysis with grade-level teams. Instructional aides are no longer limited to support roles; they now run small groups, manage digital learning stations, conduct progress monitoring, and provide feedback logs to teachers. Leaders—including the principal, assistant principal, and academic dean—coordinate these systems by monitoring fidelity to the GVC, scheduling and leading professional development, and ensuring that all instructional decisions are grounded in evidence. This redistribution of responsibility created a culture where every adult is directly accountable for student learning.

Building a Culture of Accountability: No Excuses, Just Results

We built systems of accountability that ensured our improvement work was not optional. Teachers are observed three times per semester, with feedback focused on instructional clarity, student engagement, and alignment to the GVC. Instructional aides submit weekly logs, while coaches document Tier 3 intervention outcomes and model lessons for every grade level. Leaders report quarterly to the Board on CAASPP and iReady growth, subgroup performance, and professional development participation. PLC documentation is reviewed to confirm that data is being used to drive instructional decisions. At the board level, members now receive regular reports that include subgroup analyses, verified data, and progress against renewal criteria, holding leadership accountable for sustaining results. These systems send a clear message: accountability is not punitive but purposeful, and improvement is non-negotiable. Every role has a feedback loop tied to student outcomes. This culture of shared responsibility has been essential in sustaining our gains.

Addressing Attendance and English Learner Progress

We also recognize that chronic absenteeism and the English Learner Progress Indicator (ELPI) remain areas requiring focused attention. Chronic absenteeism, while still elevated, has already declined with tiered outreach, transportation supports, and home visits. We are applying the same continuous improvement systems that fueled academic gains to attendance, ensuring families receive targeted interventions and incentives to promote regular attendance. Similarly, ELPI dipped in 2024, but explicit language objectives are now embedded across the GVC, bilingual support is provided during core instruction, and English Learners receive priority for after-school tutoring and ELPAC preparation. These targeted reforms are designed to ensure that progress for English Learners accelerates just as it has for ELA and Math overall.

Moving Forward: Sustaining and Deepening Progress

The breakthroughs of 2024–25 are not the end of our story but the beginning of a sustained trajectory. We know these reforms explain our dramatic growth, and we are committed to continuing and deepening them. In 2025–26 and beyond, we will refine our cycle of continuous improvement so that instructional clarity, curriculum alignment, professional learning, role accountability, and data-driven decisions remain the cornerstones of our work. These reforms were only possible because TEACH Prep is fiscally strong, with oversight ratings of Proficient in Governance and Accomplished in Fiscal Operations, ensuring the stability to sustain progress. Families are also affirming the impact of our work, as enrollment has grown from 80 students in 2019 to 271 in 2025, reflecting community trust.

The message to our authorizer and our community is simple: these are the practices that produced massive academic gains, and these are the practices we will continue to do. With urgency, coherence, and commitment, we will ensure that TEACH Prep's improvement is not temporary but enduring, that our students continue to grow at accelerated rates, and that our school remains a place where every child can achieve at the highest levels. In doing so, TEACH Prep not only meets the statutory requirements for renewal under AB1505 but also demonstrates the systems, stability, and equity-focused results that will drive sustainable success.

Conclusion

In summary, TEACH Prep's renewal status has evolved from Low-Performing under Criterion 2b in 2023–2024 to Middle-Performing under the 2024–2025 Dashboard. The school has demonstrated dramatic gains in ELA and Math, verified by independent growth measures, while serving a uniquely high-need population. Chronic absenteeism is declining, suspension rates remain at zero, and enrollment continues to grow. TEACH Prep combines equity-driven outcomes with strong governance and fiscal health, ensuring that the rapid progress achieved in 2024–2025 is not temporary but sustainable. For these reasons, TEACH Prep meets the statutory requirements for renewal under AB1505 and is positioned to continue its upward trajectory.

3. **Enrollment Rollout Plan- Not applicable**

2-year Term Enrollment Plan		
Grade	**2026-27**	**2027-28**
TK	**20**	**20**
K	**60**	**60**
1	**60**	**60**
2	**60**	**60**
3	**60**	**60**
4	**60**	**60**
5	**60**	**60**
Total	**380**	**380**

4. Goals and Philosophy

The following mission and vision statements continue to guide TEACH Elementary School and remain fully aligned with the needs of our targeted student population—primarily socioeconomically disadvantaged students, English learners, and those requiring additional academic and social-emotional supports—and with our comprehensive educational program.

Mission

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

Vision

TEACH ES will reach students of all backgrounds by teaching the entire child which includes the social, physical, emotional and intellectual needs of the student. Upon graduation, the knowledge and the experiences acquired at TEACH will be effectively applied to students' daily lives. TEACH ES will create an educational environment that will foster success in the classroom as well as the community.

5. Educated Person in the 21st Century and How Learning Best Occurs

An educated person in the 21st century is a critical thinker, problem solver, and effective communicator who can adapt to a rapidly changing world. TEACH Elementary School believes that an educated person is not only proficient in literacy and core academics but also possesses social-emotional awareness, creativity, and the ability to work collaboratively across diverse settings. Our goal is to develop students who are self-motivated, competent, and lifelong learners who take ownership of their education and apply their knowledge to improve their own lives and contribute positively to their communities.

At TEACH, we believe that learning best occurs in an environment that is safe, supportive, and engaging, where high expectations are coupled with individualized support. Students learn most effectively when instruction is rigorous, relevant, and connected to real-world applications, and when they are given opportunities to explore, question, and collaborate. Learning is deepened through the integration of technology, arts, and enrichment experiences, as well as through strong social-emotional supports that foster resilience and self-confidence. By cultivating a culture of inquiry, creativity, and perseverance, TEACH ensures that students not only master essential academic skills but also develop the character and motivation to continue learning throughout their lives.

6. LCFF Goals

The tables below describe the Charter School's annual goals for all students and each student group for each of the eight state priorities identified in the Education Code Section 52060(d). The table also describes specific annual actions the Charter School will take to achieve each of the identified annual goals:

LCFF STATE PRIORITIES (Charter Term Commencing July 1, 2026)	
GOAL #1	
Goal 1: Close the achievement gap for student subgroups and ensure all students are on track for long-term success **TEACH Prep Elementary will close the achievement gap for English Learners, socioeconomically disadvantaged students, students with disabilities, and foster/homeless youth while continuing to strive for academic excellence by ensuring all students are on track to meet or exceed grade-level standards and prepared for middle school and beyond.** **Related State Priorities:** ☒ 1 ☒ 2 ☒ 4 ☒ 7 ☒ 8	Related State Priorities: X 1 x 4 X 7 x 2 ☐ 5 ✕ 8 ☐ 3 ☐ 6 Local Priorities: ☐: ☐:
Specific Annual Actions to Achieve Goal	
Specific Annual Actions to Achieve Goal • Ensure all teachers are fully credentialed and appropriately placed in self-contained and departmentalized classrooms (Priority 1). • Provide all students with their own copies of standards-aligned instructional materials in ELA, math, science, and social studies for use at school and at home (Priority 1).	

- Fully implement the California Common Core State Standards (ELA & Math), Next Generation Science Standards (NGSS), and English Language Development Standards through high-quality instruction (Priority 2).
- Guarantee access to a broad course of study, including visual/performing arts, technology, and physical education, so that all students receive a well-rounded education (Priority 7).
- In addition to English Language Arts and Math, TEACH Prep Elementary will monitor and improve student outcomes in science, social studies, and enrichment content areas to ensure students master all grade-level standards. (Priority 8).
- Use NGSS-aligned benchmark assessments (or the CAST in grade 5).
- Track student report card data for science and social studies.
- Provide professional development for science and history/social science instruction.
- Provide ongoing professional development for teachers in standards-based instruction, formative assessment, and differentiated practices to support diverse learners.
- Implement schoolwide benchmark assessments (e.g., iReady) and grade-level data cycles to monitor progress and drive instructional decisions.
- Deliver targeted support for English Learners, including small group instruction, designated ELD, and integrated ELD across content areas, monitored by an EL coordinator.
- Provide additional interventions for Socioeconomically Disadvantaged students, such as small group tutoring, technology-based supports, and access to enrichment programs.
- Strengthen Special Education supports with additional paraprofessionals, co-teaching models, and collaboration between general education and RSP staff to align instruction to grade-level standards.
- Enhance family engagement by expanding access for Spanish-speaking and other language-diverse families to information about student progress, grading, and academic expectations.
- Recruit and retain high-quality teachers through strategic hiring, mentoring, stipends, and community-building initiatives to reduce turnover and strengthen instructional continuity.

Expected Annual Measurable Outcomes

Outcome #1: All TEACH Prep Elementary students will demonstrate increased achievement in English Language Arts.
Metric/Method for Measuring: ELA CAASP

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available) 23-24	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	-106	-91	-76			
English Learner Students	-95	-74.88	-59.88			
Long-Term English Learner Students	*	*	*			
Socioeconomically Disadvantaged Students	-106	-91	-76			
Foster Youth Students	*	*	*			
Students with Disabilities	*	*	*			
African American Students	- 127	-112	-97			
American Indian/Alaska Native Students	*	*	*			
Asian Students	*	*	*			
Filipino Students	*	*	*			

Latino Students	-91					
Native Hawaiian/Pacific Islander Students	*	*	*			
Students of Two or More Races	*	*	*			
White	*	*	*			

Expected Annual Measurable Outcomes

Outcome #2: All TEACH Prep Elementary students will demonstrate increased achievement in Math.
Metric/Method for Measuring: CAASP

APPLICABLE STUDENT GROUPS	Baseline 23-24	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	-90	-75	-60			
English Learner Students	-98	-83	-68			
Long-Term English Learner Students	*	*	*			
Socioeconomically Disadvantaged Students	-90	-75	-60			
Foster Youth Students	*	*	*			
Students with Disabilities	*	*	*			
African American Students	-87	-72	-57			
American Indian/Alaska Native Students	*	*	*			
Asian Students	*	*	*			
Filipino Students	*	*	*			
Latino Students	-93	-78	-63			
Native Hawaiian/Pacific Islander Students	*	*	*			
Students of Two or More Races	*	*	*			
White Students	*	*	*			

Expected Annual Measurable Outcomes

Outcome #3: Teachers are fully credentialed and appropriately placed.
Metric/Method for Measuring: SARC

APPLICABLE STUDENT GROUPS	Baseline 23-24	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	66.7%	90%	100%			
English Learner Students	*	*	*			
Long-Term English Learner Students	*	*	*			
Socioeconomically Disadvantaged Students	*	*	*			
Foster Youth Students	*	*	*			
Students with Disabilities	*	*	*			
African American Students	*	*	*			
American Indian/Alaska Native Students	*	*	*			

Asian Students	*	*	*			
Filipino Students	*	*	*			
Latino Students	*	*	*			
Native Hawaiian/Pacific Islander Students	*	*	*			
Students of Two or More Races	*	*	*			
White Students	*	*	*			

Expected Annual Measurable Outcomes

Outcome #4: All students have access to their own copies of standards-aligned materials
Metric/Method for Measuring: SARC

APPLICABLE STUDENT GROUPS	Baseline 23-24	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	100%	100%	100%			
English Learner Students	*	*	*			
Long-Term English Learner Students	*	*	*			
Socioeconomically Disadvantaged Students	*	*	*			
Foster Youth Students	*	*	*			
Students with Disabilities	*	*	*			
African American Students	*	*	*			
American Indian/Alaska Native Students	*	*	*			
Asian Students	*	*	*			
Filipino Students	*	*	*			
Latino Students	*	*	*			
Native Hawaiian/Pacific Islander Students	*	*	*			
Students of Two or More Races	*	*	*			
White Students	*	*	*			

Expected Annual Measurable Outcomes

Outcome #5: Implementation of all adopted standards and access to a broad course of study
Metric/Method for Measuring: Percentage of implemented or fully implemented standards

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	100%	100%	100%			
English Learner Students	*	*	*			
Long-Term English Learner Students	*	*	*			

Socioeconomically Disadvantaged Students	*	*	*			
Foster Youth Students	*	*	*			
Students with Disabilities	*	*	*			

African American Students	*	*	*			
American Indian/Alaska Native Students	*	*	*			
Asian Students	*	*	*			
Filipino Students	*	*	*			
Latino Students	*	*	*			
Native Hawaiian/Pacific Islander Students	*	*	*			
Students of Two or More Races	*	*	*			
White Students	*	*	*			

Expected Annual Measurable Outcomes

Outcome #6 EL students are improving at least one level on ELPAC
Metric/Method for Measuring: Dashboard ELPI

APPLICABLE STUDENT GROUPS	Baseline 2024-2025	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	36%	45%	55%			
English Learner Students	36%	45%	55%			
Long-Term English Learner Students	*	*	*			
Socioeconomically Disadvantaged Students	36%	45%	55%			
Foster Youth Students	*	*	*			
Students with Disabilities	*	*	*			

African American Students	*	*	*			
American Indian/Alaska Native Students	*	*	*			
Asian Students	*	*	*			
Filipino Students	*	*	*			
Latino Students	36%					
Native Hawaiian/Pacific Islander Students	*	*	*			
Students of Two or More Races	*	*	*			
White Students	*	*	*			

Expected Annual Measurable Outcomes

Outcome #7: Increase in EL reclassification rate
Metric/Method for Measuring: Dashboard

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)

All Students (Schoolwide)	17.66%	25%	35%			
English Learner Students	17.66%	25%	35%			
Long-Term English Learner Students	*	*	*			
Socioeconomically Disadvantaged Students	17.66%					
Foster Youth Students	*	*	*			
Students with Disabilities	*	*	*			

African American Students	*	*	*			
American Indian/Alaska Native Students	*	*	*			
Asian Students	*	*	*			
Filipino Students	*	*	*			
Latino Students	17.66%	25%	35%			
Native Hawaiian/Pacific Islander Students	*	*	*			
Students of Two or More Races	*	*	*			
White Students	*	*	*			

Expected Annual Measurable Outcomes

Outcome #8 Students meet fall to spring growth targets (typical growth) on iReady in ELA.
Metric/Method for Measuring: iReady

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available) 2024 - 2025 Fall to Spring Typical Growth	Year 1 of Term 2025-2026	Year 2 of Term 2026-2027	Year 3 of Term (Not applicable if categorized as	Year 4 of Term (Not applicable if categorized as	Year 5 of Term (Not applicable if categorized as
All Students (Schoolwide)	49%	50%	55%	60%	65%	70%
English Learner Students	53%	55%	55%	60%	65%	70%
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	43%	50%	55%	60%	65%	70%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	33%	35%	40%	45%	50%	55%

African American Students	52%	55%	55%	60%	65%	70%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	46%	50%	55%	60%	65%	70%

Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Expected Annual Measurable Outcomes

Outcome #9 Students meet fall to spring growth targets (typical growth/stretch growth) on iReady in math.
Metric/ Method for Measuring: iReady

APPLICABLE STUDENT GROUPS	Baseline 2024 - 2025 Fall to Spring Meeting or exceeding typical growth targets	Year 1 of Term 2025-2026	Year 2 of Term 2026-2027	Year 3 of Term (Not applicable if categorized as	Year 4 of Term (Not applicable if categorized as	Year 5 of Term (Not applicable if categorized as
All Students (Schoolwide)	47%	50%	55%	60%	65%	70%
English Learner Students	47%	50%	55%	60%	65%	70%
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	39%	45%	50%	55%	60%	70%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	42%	45%	50%	55%	60%	70%
African American Students	44%	50%	55%	60%	65%	70%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	48%	50%	55%	60%	65%	70%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

LCFF STATE PRIORITIES
(Charter Term Commencing July 1, 2026)

GOAL #2

Goal 2: Maintain a safe and inclusive learning environment that nurtures students' intellectual growth, social-emotional development, and sense of belonging, while reducing chronic absenteeism and inspiring each child to reach their full potential as lifelong learners and responsible members of the community.

Related State Priorities: ☒ 1 ☒ 3 ☒ 5 ☒ 6

Related State Priorities:
x 1 4 ☐ 7
2 x 5 8
x 3 x6

Local Priorities:
☐:
☐:

Specific Annual Actions to Achieve Goal

- Celebrate student for academic achievement
- Provide ongoing commitment to culturally responsive choices and pedagogical practices, student
- policies, and academic pathways to ensure students are valued in every context
- Commit to continued equitable access for all students' educational needs
- Commit to continue diverse faculty recruitment in all aspects of school organization
- Administer actionable surveys to monitor student perceptions of safety and inclusiveness.
- Schoolwide discipline plan designed by school administration: monitor at-risk groups with
- behavior referrals; behavior incentives
- Professional development to support effective classroom management
- Advisory curriculum
- Attendance Teams and grade level advisors monitor student attendance
- Attendance incentives
- Meet with parents of chronic absentees
- Maintain efficient custodial maintenance staff to ensure school facilities are well-maintained and any necessary repairs will be addressed in a timely manner

Expected Annual Measurable Outcomes

Outcome #1: Reduce the rates of chronically absent students
Metric/Method for Measuring: P-2 attendance report; Dashboard

APPLICABLE STUDENT GROUPS	Baseline 23-24	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	50%	35%	20%			
English Learner Students	45%	32%	18%			
Long-Term English Learner Students	*	*	*			
Socioeconomically Disadvantaged Students	50%	35%	20%			
Foster Youth Students	*	*	*			
Students with Disabilities	60%	35%	20%			
African American Students	57%	35%	20%			
American Indian/Alaska Native Students	*	*	*			
Asian Students	*	*	*			
Filipino Students	*	*	*			
Latino Students	44%	35%	20%			

Native Hawaiian/Pacific Islander Students	*	*	*			
Students of Two or More Races	*	*	*			
White Students	*	*	*			

Outcome #2: Low suspension rates
Metric/Method for Measuring: internal reports; Dashboard

APPLICABLE STUDENT GROUPS	Baseline 23-24	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	0	0	0			
English Learner Students	*	*	*			
Long-Term English Learner Students	*	*	*			
Socioeconomically Disadvantaged Students	*	*	*			
Foster Youth Students	*	*	*			
Students with Disabilities	*	*	*			
African American Students	*	*	*			
American Indian/Alaska Native Students	*	*	*			
Asian Students	*	*	*			
Filipino Students	*	*	*			
Latino Students	*	*	*			
Native Hawaiian/Pacific Islander Students	*	*	*			
Students of Two or More Races	*	*	*			
White Students	*	*	*			

Outcome #3: Outcome #3: Low expulsion rate
Metric/Method for Measuring: Dataquest; internal reports

APPLICABLE STUDENT GROUPS	Baseline 23-24	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	0	0	0			
English Learner Students	*	*	*			
Long-Term English Learner Students	*	*	*			
Socioeconomically Disadvantaged Students	*	*	*			
Foster Youth Students	*	*	*			
Students with Disabilities	*	*	*			
African American Students	*	*	*			

American Indian/Alaska Native Students	*	*	*			
Asian Students	*	*	*			
Filipino Students	*	*	*			
Latino Students	*	*	*			
Native Hawaiian/Pacific Islander Students	*	*	*			
Students of Two or More Races	*	*	*			
White Students	*	*	*			

Outcome #4: Parents and students feel safe at school
Metric/Method for Measuring: Annual local survey (safe/ included)

APPLICABLE STUDENT GROUPS	Baseline 2024-2025	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	87%	93%	95%			
English Learner Students	*	*	*			
Long-Term English Learner Students	*	*	*			
Socioeconomically Disadvantaged Students	*	*	*			
Foster Youth Students	*	*	*			
Students with Disabilities	*	*	*			
	*	*	*			

African American Students	*	*	*			
American Indian/Alaska Native Students	*	*	*			
Asian Students	*	*	*			
Filipino Students	*	*	*			
Latino Students	*	*	*			
Native Hawaiian/Pacific Islander Students	*	*	*			
Students of Two or More Races	*	*	*			
White Students	*	*	*			

Outcome #5: School facilities are in “good” repair *
Metric/Method for Measuring: Facility inspections; Dashboard

APPLICABLE STUDENT GROUPS	*	*	*	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	*	*	*			
English Learner Students	*	*	*			
Long-Term English Learner Students	*	*	*			
Socioeconomically Disadvantaged Students	*	*	*			
Foster Youth Students	*	*	*			

Students with Disabilities	*	*	*			
African American Students	*	*	*			
American Indian/Alaska Native Students	*	*	*			
Asian Students	*	*	*			
Filipino Students	*	*	*			
Latino Students	*	*	*			
Native Hawaiian/Pacific Islander Students	*	*	*			
Students of Two or More Races	*	*	*			
White Students	*	*	*			

7. Innovative Components and Key Features of the Educational Program

The educational program is designed to provide a rigorous, standards-based curriculum that prepares all students for success in college, career, and life. From its inception, the school has emphasized an instructional design that is both academically challenging and responsive to the diverse needs of our students. Over the course of the charter term, the school has faithfully implemented this model and enhanced it with additional features based on evidence of student learning and evolving community needs.

Innovative Components and Key Features

1. **Standards-Based, Literacy-Rich Instruction**
   - Instruction is aligned with state content standards and emphasizes literacy across all subjects.
   - Students engage in structured academic discourse, close reading, and frequent writing opportunities to develop critical thinking and communication skills.
   - Since approval, the school has strengthened its approach to disciplinary literacy, ensuring students read, write, and speak like mathematicians, scientists, historians, and artists.
2. **Personalized Learning and Data-Driven Instruction**
   - Teachers use formative and benchmark assessments to inform instruction, target intervention, and provide enrichment.
   - Instruction is differentiated through small-group work, individualized supports, and digital learning platforms.
   - Weekly data team meetings ensure that teachers continuously adjust instruction to meet the needs of all learners.
3. **STEM and Arts Integration**
   - Hands-on, inquiry-based learning is a hallmark of the program.
   - Students explore STEM through coding, robotics, and design projects, while also participating in orchestra and drama.
   - These opportunities not only foster academic skills but also creativity, problem-solving, and perseverance.
4. **Social-Emotional Learning and Wellness Supports**
   - Social-emotional learning is embedded into the daily program, fostering resilience, collaboration, and leadership.
   - Students benefit from advisory structures, mentorship opportunities, and partnerships with local health and community organizations.
   - These supports address the unique challenges faced by many of our students and ensure that academic and personal growth occur hand in hand.
5. **Extended Learning Opportunities**
   - Learning extends beyond the traditional school day and year through Saturday sessions, intersession programming, and summer learning opportunities.

    - These opportunities provide both targeted academic support and enrichment experiences that broaden students' horizons.
6. **Community Partnerships and Global Perspective**
    - The school partners with local organizations to provide mentoring, wellness services, and college and career exploration.
    - Language instruction and cross-cultural learning prepare students to participate in an increasingly interconnected world.

Commitment to Continuous Improvement
The school's educational program has remained true to its original vision while evolving in response to student data and community feedback. By strengthening literacy, expanding STEM and arts integration, and deepening supports for social-emotional learning, the school continues to provide a high-quality, innovative educational experience for every student.

8. Curriculum and Instruction

The school's curriculum is rigorous, standards-based, and fully aligned with the California Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), History–Social Science Framework, Visual and Performing Arts Standards, and the Physical Education Framework for California Schools. The program is designed to ensure that all students, including English Learners, students with disabilities, and those performing above grade level, are prepared for success in high school, college, and future careers.

Core Curriculum

- English Language Arts (ELA): Students engage in a balanced literacy approach that incorporates close reading of complex texts, writing workshops, structured academic conversations, and vocabulary development. Instruction builds both foundational skills and advanced literacy practices, preparing students to think critically and communicate effectively.
- Mathematics: Instruction emphasizes conceptual understanding, procedural fluency, and problem-solving in alignment with the CCSS Standards for Mathematical Practice. Students apply mathematics through inquiry-based tasks, real-world scenarios, and technology-enhanced exploration.
- Science: Aligned with NGSS, the science curriculum emphasizes hands-on investigation, experimentation, and cross-disciplinary connections. Students engage in engineering design challenges and develop scientific reasoning by analyzing data and constructing explanations.
- History–Social Science: The curriculum builds civic understanding and global awareness. Students analyze primary and secondary sources, study historical events and perspectives, and connect lessons to current events and civic engagement.

Specialty and Enrichment Areas

- STEM Integration: Coding, robotics, and graphic design are woven into instruction to foster technological fluency and creativity.
- Arts Education: Students participate in orchestra, drama, and visual arts, expanding opportunities for self-expression and reinforcing academic learning through the arts.
- Physical Education and Wellness: Physical education develops fitness, teamwork, and healthy lifestyles, while wellness instruction integrates social-emotional learning and positive decision-making.

Instructional Approach
Instruction is guided by research-based practices, including direct instruction, guided inquiry, cooperative learning, and project-based learning. Lessons are differentiated to address diverse learner needs through scaffolding, small-group instruction, and personalized supports. Technology is integrated across subjects to increase engagement and provide real-time feedback.

Assessment and Data Use
Teachers employ formative assessments, benchmark exams, and adaptive digital platforms to monitor student

progress. Weekly professional learning community (PLC) meetings are used to analyze data, adjust instruction, and plan targeted interventions or extensions.

Program Growth Since Last Renewal
Since the last charter approval, the school has:

- Expanded STEM and arts pathways, including orchestra and coding.
- Embedded social-emotional learning across content areas.
- Adopted updated curricular resources aligned to new state frameworks.
- Strengthened extended learning opportunities through Saturday, intersession, and summer programming.

Through this comprehensive, standards-aligned curriculum and instruction program, the school continues to provide a high-quality education that is rigorous, equitable, and innovative, ensuring that every student is prepared to thrive in the next stage of their academic journey.

9. Curriculum

The school's TK–5 curriculum is fully aligned to the California Common Core State Standards (CA CCSS), the Next Generation Science Standards (NGSS), the California History–Social Science Framework, the California Visual and Performing Arts Standards, and the Physical Education Framework for California Schools. The curriculum is designed to ensure students develop strong foundational skills in literacy and numeracy, while also engaging in inquiry, creativity, and wellness. Instruction is differentiated to meet the needs of all students, including English Learners and students with disabilities, and is grounded in research-based practices.

English Language Arts (Core/College Preparatory)
The English Language Arts curriculum provides a balanced literacy approach, beginning with phonemic awareness, phonics, and decoding in the primary grades, and advancing to fluency, comprehension, and written expression. Students read a wide range of literature and informational texts and participate in structured academic discussions that promote critical thinking. Writing instruction includes narrative, opinion, and informative genres, aligned with the CA CCSS writing standards. Students also engage in close reading and text-based analysis, preparing them for higher-level literacy demands.

English Language Development (Core/College Preparatory)
English Learners receive daily English Language Development instruction aligned with the California ELD Standards. Instruction is designed to build proficiency in listening, speaking, reading, and writing, with a focus on academic vocabulary and discourse. Teachers integrate ELD strategies into core instruction and monitor student progress closely, ensuring English Learners advance toward full proficiency and reclassification.

Mathematics (Core/College Preparatory)
The mathematics program is aligned to the CA CCSS for Mathematics and emphasizes conceptual understanding, procedural fluency, and problem-solving. In the primary grades, instruction builds a strong foundation in number sense, operations, and place value, progressing to fractions, geometry, and multi-step problem-solving in upper elementary. Lessons emphasize reasoning and mathematical discourse, enabling students to explain their thinking and apply concepts in real-world contexts.

History–Social Science (Core/College Preparatory)
The History–Social Science curriculum is aligned with the California Framework and provides students with knowledge of communities, geography, state history, and civic values. Instruction emphasizes inquiry, analysis of primary sources, and connections to students' own experiences. Students learn about U.S. symbols, traditions, and democratic principles while also developing an understanding of cultural diversity and global interdependence.

Science (Core/College Preparatory)
Science instruction is guided by NGSS and emphasizes hands-on, inquiry-based learning. Students conduct experiments, make observations, and engage in engineering design challenges to explore physical, life, and earth sciences. The curriculum fosters curiosity and scientific reasoning by encouraging students to ask questions, gather evidence, and construct explanations.

Visual and Performing Arts (Non-Core, Non-College Preparatory)
Students are provided with a rich arts program, including visual arts, drama, and music. Instruction develops creativity, self-expression, and appreciation of the arts, while reinforcing academic learning through cross-disciplinary projects. Enrichment opportunities such as orchestra and theater productions extend students' artistic experiences beyond the classroom.

Health and Physical Education (Core/College Preparatory)
The physical education curriculum is aligned to the California Physical Education Framework and emphasizes physical fitness, motor skills, and teamwork. Health education includes topics such as nutrition, safety, wellness, and decision-making. Together, these programs promote lifelong healthy habits and support students' physical and emotional well-being.

World Languages (Grades 7–12)
Not Applicable.

Electives and A–G Courses (Secondary Schools)
Not Applicable.

10. Intervention and Enrichment Programs

The school provides a comprehensive system of intervention and enrichment designed to meet the needs of all learners. This system ensures that students who are not yet meeting grade-level expectations receive timely and targeted support, while students performing at or above grade level are challenged and extended in their learning.

Intervention
Students are identified for intervention through multiple measures, including formative assessments, benchmark exams, teacher observations, and state assessments. Intervention supports may include:

- Small-group instruction during the school day.
- Targeted reading and math intervention using evidence-based curricula.
- After-school and Saturday academic support.
- Intersession and summer programs that provide additional instructional time for remediation.
  Progress monitoring tools are used to evaluate growth and adjust supports as needed. English Learners and students with disabilities receive additional, specialized supports consistent with their instructional needs and service plans.

Enrichment
Students performing at or above grade level are provided enrichment opportunities both during and beyond the school day. Enrichment opportunities include:

- Participation in orchestra, drama, and visual arts.
- Coding, robotics, and project-based STEM activities.
- Leadership development, service learning, and mentoring.
- Enrichment clubs and extended learning opportunities during intersession and summer.
  These opportunities are designed to engage student interests, build confidence, and encourage exploration beyond core academics.

Independent Study
The school offers an Independent Study (IS) program as an optional alternative instructional strategy, consistent with California Education Code. Independent Study is designed to provide students with continuity of learning when they are unable to attend in-person classes for a limited period of time.

Program Features

- **Voluntary Participation:** Independent Study is entirely optional. Parents/guardians may choose to return their child to in-person learning at any time.

- **Assignments and Attendance:** Student attendance and grades are based on the timely completion of assigned work, which mirrors classroom instruction. Work is generally due within 15 school days, with an extension of up to 30 days possible with administrative approval.
- **Instructional Requirements:**
  - TK–3 students receive daily live lessons with their teacher.
  - Grades 4–8 students participate in daily check-ins and at least one weekly live lesson.
  - Grades 9–12 students (if applicable in the future) participate in weekly live lessons.
- **Check-ins and Communication:** Teachers provide support through Zoom, email, or in-person meetings. If a student misses more than 10% of assigned work in a four-week period, the school develops a re-engagement plan in partnership with the family.
- **Resources and Supports:** Students in Independent Study have access to textbooks, technology devices, and internet support. The program provides English language development services, accommodations for students with disabilities (as determined by their IEP or 504 plan), and access to mental health, foster youth, and homeless student supports.

Parent/Guardian Responsibilities
Parents/guardians play an active role in supervising and supporting their child's Independent Study program. This includes ensuring the timely completion and submission of assignments, maintaining regular communication with teachers, and ensuring that school materials are returned in good condition.

Independent Study is intended as a temporary support option to keep students on track academically while maintaining the integrity of the school's instructional program. The school encourages full-time in-person attendance as the best pathway for student engagement and achievement.

11-15 Not Applicable

16. Transitional Kindergarten

Program Overview: TEACH Preparatory elects to offer Transitional Kindergarten consistent with California Education Code and CDE Universal TK guidance. TK is the first year of a two-year kindergarten program using a developmentally appropriate, modified kindergarten curriculum aligned to the California Preschool/Transitional Kindergarten Learning Foundations.

Age Eligibility: TEACH makes TK available to all children who will have their fourth birthday by September 1 of the school year (inclusive of that date).

Early Admittance: (Case-by-Case) With parent/guardian consent and a best-interest determination by the governing body, the school may admit a child whose fifth birthday falls after the eligibility cut-off but during the same school year; such students do not generate ADA until their fifth birthday.

Class Size and Ratios: The school maintains a site-average TK class enrollment ≤24 and an average adult-to-student ratio ≥1:10 across the instructional day. Staffing is planned to meet the ratio for the full school day to the extent practicable.

Program Design
The TK program bridges early childhood education and kindergarten readiness. Instruction focuses on building foundational skills in language, literacy, mathematics, and social-emotional learning through developmentally appropriate, play-based, and inquiry-driven activities. Students engage in structured and unstructured learning opportunities that emphasize exploration, collaboration, and problem-solving.

Curricular Approach

- Early literacy instruction includes phonemic awareness, oral language development, and emergent reading and writing.
- Early numeracy activities build number sense, pattern recognition, and problem-solving through hands-on experiences.

- Social-emotional learning is embedded in daily routines, supporting self-regulation, peer interaction, and positive classroom community.
- Enrichment opportunities in art, music, and movement are integrated to support creativity and physical development.

16. – 19 Academic Calendar, daily schedule, Instructional Minutes table

This section provides an overview of the Charter School's academic calendar and schedules. In the subsections below, we include an academic calendar for the first year of the new charter term. We put forward a comprehensive set of sample daily schedules, and we detail the instructional days and minutes for each grade level served.

Academic Calendar for the First Year of Charter Term

The academic calendar for the first year of the charter term is below:

2026-2027 TEACH Public Schools Instructional Calendar

July 2026

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

July	
3	Independence day Observed

January 2027

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

January	
1 - 8	Winter Break
11	Professional Development Day #2
18	Martin Luther King Jr. Day

August 2026

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August	
3 - 11	Summer Institute
12	First Day of School

February 2027

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

February	
15	President's Day

September 2026

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

September	
7	Labor Day
21	Professional Development Day #1

March 2027

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

March	
22-26	Spring Break
29	Cesar Chavez Day Observed

October 2026

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17

October	
9	Mental Health Day #1
12	Columbus Day / Indigenous Peoples' Day

April 2027

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17

April	
5	Professional Development Day #3

18	19	20	21	22	23	24
25	26	27	28	29	30	31

18	19	20	21	22	23	24
25	26	27	28	29	30	

November 2026

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

November	
11	Veterans Day
23-27	Thanksgiving Break

May 2027

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

May	
28	Mental Health Days #3
31	Memorial Day

December 2026

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

December	
19	Last Day of Fall Semester
22 - 31	Winter Break / TEACH-wide closure

June 2027

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

June	
10	Last Day of Instruction
11	Pupil Free Day
16-17	TEACH Closed
18	Juneteenth Observed

180

LEGEND

- Start/End of Semester
- Local/State/Federal Holiday (Teachers off)
- Local/State/Federal Holiday (Campus Closed)
- Professional Development Day (Pupil Free Day)
- Mental Health Day (Campus Closed)
- Minimum Day

Our Mission

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

Sample Daily Schedule

The Charter School's sample daily schedules are outlined below. Please note that integrated ELD is incorporated in every content area within the content block through strategically incorporated scaffolds aligned to lesson objectives:

2026-2027 Bell Schedule

Regular Schedule (Monday, Tuesday, Thursday and Friday)											
Transitional Kinder and Kinder				Grades 1 & 2				Grades 3 & 4			
Start Time	End Time	Session	Duration	Start Time	End Time	Session	Duration	Start Time	End Time	Session	Duration
7:55 AM	8:10 AM	Breakfast (Grab-and-Go)	15	7:55 AM	8:10 AM	Breakfast (Grab-and-Go)	15	7:55 AM	8:10 AM	Breakfast (Grab-and-Go)	15
8:15 AM	9:00 AM	Instructional Time 1	45	8:15 AM	9:35 AM	Instructional Time 1	80	8:15 AM	10:05 AM	Instructional Time 1	110
9:00 AM	9:30 AM	Nutrition	30	9:35 AM	10:05 AM	Nutrition	30	10:05 AM	10:35 AM	Nutrition	30
9:30 AM	11:00 AM	Instructional Time 2	90	10:05 AM	11:35 AM	Instructional Time 2	90	10:35 AM	12:10 PM	Instructional Time 2	95
11:00 AM	11:30 AM	Lunch	30	11:35 AM	12:05 PM	Lunch	30	12:10 PM	12:40 PM	Lunch	30
11:30 AM	2:30 PM	Instructional Time 3	180	12:05 PM	2:45 PM	Instructional Time 3	160	12:40 PM	3:00 PM	Instructional Time 3	140
			315				330				345

Minimum Day Schedule (Typically Wednesdays)											
Transitional Kinder and Kinder				Grades 1 & 2				Grades 3 & 4			
Start Time	End Time	Session	Duration	Start Time	End Time	Session	Duration	Start Time	End Time	Session	Duration
7:55 AM	8:10 AM	Breakfast (Grab-and-Go)	15	7:55 AM	8:10 AM	Breakfast (Grab-and-Go)	15	7:55 AM	8:10 AM	Breakfast (Grab-and-Go)	15
8:15 AM	9:00 AM	Instructional Time 1	45	8:15 AM	9:35 AM	Instructional Time 1	80	8:15 AM	10:05 AM	Instructional Time 1	110
9:00 AM	9:30 AM	Nutrition	30	9:35 AM	10:05 AM	Nutrition	30	10:05 AM	10:35 AM	Nutrition	30
9:30 AM	12:30 PM	Instructional Time 2	180	10:05 AM	12:45 PM	Instructional Time 2	160	10:35 AM	1:00 PM	Instructional Time 2	145
12:30 PM	12:45 PM	Grab 'n Go Lunch	15	12:45 PM	1:00 PM	Grab 'n Go Lunch	15	1:00 PM	1:15 PM	Grab 'n Go Lunch	15
			225				240				255

		Grade Level			
	Days	TK/K	1 & 2	3	4

Regular Instructional Days	148	46620	48840	51060	51060
Minimum Instructional Days	32	7200	7680	8160	8160
Total	**180**	**53820**	**56520**	**59220**	**59220**
Requirement		36,000	50,400	50,400	54,000
Over/Under		17,820	6,120	8,820	5,220

Instructional Minutes

The table below details the instructional days minutes for each grade level served:

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/ Below State Req't.
TK/K	Yes	148	315	0	0	32	225	0	0	180	36000	53820	17820
1	Yes	148	330	0	0	32	240	0	0	180	50400	56520	6120
2	Yes	148	330	0	0	32	240	0	0	180	50400	56520	6120
3	Yes	148	345	0	0	32	255	0	0	180	50400	59220	8820
4	Yes	148	345	0	0	32	255	0	0	180	54000	59220	5220
5	No	0	0	0	0	0	0	0	0	0	0	0	0
6	No	0	0	0	0	0	0	0	0	0	0	0	0
7	No	0	0	0	0	0	0	0	0	0	0	0	0
8	No	0	0	0	0	0	0	0	0	0	0	0	0
9	No	0	0	0	0	0	0	0	0	0	0	0	**0**
10	No	0	0	0	0	0	0	0	0	0	0	0	**0**
11	No	0	0	0	0	0	0	0	0	0	0	0	**0**
12	No	0	0	0	0	0	0	0	0	0	0	0	**0**

21. Professional Development

Overview:

TEACH Prep provides ongoing professional development to ensure that all teachers and instructional staff have the capacity to deliver the educational program with excellence and fidelity. Professional development is aligned to the California Common Core State Standards, the school's instructional framework, and the diverse needs of our student population. The school's approach emphasizes continuous reflection, collaborative learning, and instructional improvement driven by data and student outcomes.

Professional Development Plan:

At the beginning and end of each school year, the TEACH Prep community engages in collective reflection on the school's mission and progress toward achieving its academic and organizational goals. This process identifies strengths, areas for growth, and priorities for professional learning in the upcoming year.

Before the school year begins, teachers participate in a comprehensive Pre-Service Training Program that introduces or revisits the school's instructional priorities, curriculum resources, and expectations for classroom culture. Once the school year begins, the administrative team provides weekly targeted professional development sessions covering high-leverage instructional topics such as standards-based lesson design,

differentiation for English Learners and students with disabilities, classroom management, literacy across content areas, and use of data to inform instruction.

Professional learning communities (PLCs) meet regularly by grade level and content area to review assessment data, analyze student work, and collaboratively plan lessons. Site leaders and instructional coaches provide individualized coaching through classroom observations, feedback cycles, and co-planning meetings to ensure that teachers receive consistent, actionable support.

Specialized professional development is provided for teachers who implement the school's unique program components—including STEM, coding and design, orchestra, and drama—ensuring high-quality, integrated learning experiences across disciplines. Training in inclusive practices, trauma-informed instruction, and culturally responsive pedagogy is woven throughout the professional development calendar.

This cycle of professional learning, coaching, and reflection builds teacher capacity, supports instructional consistency, and ensures all students receive engaging, rigorous, and equitable learning experiences.

Sample Professional Development Schedule:

Month	Focus Topics
August / Pre-Service	Mission and Vision Alignment • Instructional Framework Overview • Classroom Management • Data Systems Training • Curriculum Internalization • English Learner Supports • Inclusive Practices • STEM / Arts Program Orientation
September	Lesson Internalization and Planning with the End in Mind • Administering Beginning-of-Year Assessments (DIBELS, i-Ready) • Building Classroom Culture • Family Engagement Strategies • PLC Launch
October	Executing Effective Lesson Openings and Guided Practice • Using Assessment Data to Plan for Small Groups • Trauma-Informed Classrooms • Classroom Observation Calibration • PLC Data Review
November	Differentiation for English Learners and Students with Disabilities • Culturally Responsive Teaching • Using Interim Assessment Data for Reteach Cycles • Literacy Integration Across Content Areas
December	Reflecting on Instructional Growth • Data Analysis and Mid-Year Goal Setting • Culturally Relevant Pedagogy • Building Inclusive Learning Environments
January	Mid-Year Data Review (MOY Assessments) • Strategic Small-Group Planning • Advanced Technology Integration • PBIS Refresh • Student Goal-Setting Conferences
February	Analyzing Student Work Protocols • Collaborative Lesson Design • Supporting Student Engagement in Arts and STEM • Equity and Access in Instruction
March	Responding to Interim Data • Standards-Aligned Reteaching Strategies

Month	Focus Topics
	• Family-Teacher Conferences and Communication • Assessment Preparation and Student Motivation
April	Reviewing Student Progress toward Standards • Differentiation in Project-Based and Creative Learning • Continuous Improvement Planning
May	Long-Term Planning and Vertical Articulation • Reflection on Instructional Practice • Preparing for End-of-Year Assessments and Performances
June	Year-End Data Analysis • Reflecting on Progress Toward Mission • Planning for Summer and Next Year's PD Priorities
Summer	Onboarding New Teachers • Mission, Values, and Culture Training • Start Strong Conference (Content-Specific Best Practices, Student Engagement, and Classroom Management) • Family and Community Engagement • Performance Management and Goal Setting

22. Teacher Recruitment

The school recruits and retains highly qualified, credentialed teachers who are prepared to deliver the school's educational program. All teachers meet the requirements of the California Commission on Teacher Credentialing (CTC) for their teaching assignments.

Recruitment efforts include outreach to teacher preparation programs, universities, professional networks, and charter school associations, as well as use of online platforms to reach a broad pool of candidates. In selecting teachers, the school places emphasis on both credentials and alignment with the school's mission of serving a diverse student population.

New teachers are supported through orientation and mentoring to ensure successful integration into the instructional program. Ongoing coaching, professional development, and opportunities for teacher leadership support long-term growth and retention. The school also actively recruits teachers with specialized skills in innovative program areas such as STEM, coding and graphic design, orchestra, and drama, ensuring that these components are implemented with fidelity.

Through thoughtful recruitment and ongoing support, the school maintains a teaching staff that is both credentialed and deeply committed to delivering rigorous, equitable, and innovative instruction.

23. Meeting the Needs of All Students: English Learners

The charter school adopts and implements the LAUSD Master Plan for English Learners and Standard English Learners and adheres to all applicable federal and state laws regarding services for English Learners (ELs). The school provides English Learners with targeted support to ensure timely acquisition of English language proficiency and meaningful access to grade-level curriculum.

Identification of English Learners
All students enrolling in the school complete a Home Language Survey at registration. Based on results, students are assessed using the English Language Proficiency Assessments for California (ELPAC) Initial Assessment. Students identified as English Learners are placed in the school's ELD program and parents are notified in writing of placement, services, and program options, consistent with the LAUSD Master Plan.

Educational Program for English Language Acquisition
The school provides both Designated English Language Development (ELD) and Integrated ELD, in alignment with the English Language Arts/English Language Development Framework.

- Designated ELD is delivered daily by the classroom teacher or ELD specialist in targeted small groups, using curriculum aligned to the California ELD Standards. Instruction focuses on listening, speaking, reading, and writing, with emphasis on academic vocabulary and discourse.
- Integrated ELD is provided by all teachers within core content instruction. Teachers use scaffolding, visuals, sentence frames, structured academic talk, and other strategies to ensure English Learners have meaningful access to grade-level curriculum.

Use of Assessment Results
Results of the ELPAC Initial and Summative Assessments are used to place students appropriately, monitor progress, and design targeted interventions. Teachers analyze assessment results to differentiate instruction, and progress is reviewed regularly in professional learning communities. Families are informed of results and student progress each year.

Access to the Full Curriculum
The school ensures that English Learners at all proficiency levels access the full range of curriculum, including ELA, math, science, history-social science, and enrichment. Instructional strategies include scaffolding of text and tasks, use of visuals and graphic organizers, structured oral language practice through collaborative conversations, and explicit instruction in academic vocabulary across content areas.

Annual Evaluation of the EL Program
The school annually evaluates the effectiveness of its EL program through analysis of ELPAC results, CAASPP data, reclassification rates, and internal assessments. Results are used to make adjustments to the program, guide professional development, and inform parent advisory groups.

Reclassification Process
The school follows the LAUSD Master Plan criteria for reclassification, which include:

1. ELPAC score demonstrating English proficiency
2. Teacher evaluation of curriculum mastery
3. Parent consultation
4. Comparison of student performance on state and local assessments

Reclassification criteria are applied consistently across all grade levels served by the school.

Monitoring ELs, RFEPs, and LTELs

- English Learners: Progress is monitored through formative assessments, ELPAC results, and classroom performance. Teachers adjust instruction as needed.
- RFEP Students: The school monitors reclassified students for at least four years to ensure continued academic success.
- Long-Term English Learners (LTELs) and At-Risk Students: Data is reviewed to identify students who may become LTELs. Individualized support, including intervention in literacy and academic vocabulary, is provided to accelerate progress.

By fully adopting and implementing the LAUSD Master Plan for English Learners, the school ensures that English Learners develop English proficiency in a timely manner while engaging fully in rigorous, grade-level instruction that prepares them for long-term academic success.

24. Gifted and Talented (GATE) Students and Students Achieving Above Grade Level

TEACH Prep follows LAUSD policies and procedures for the identification of gifted and talented students. Although no students have been formally identified as GATE at this time, the school has systems in place to identify students who may qualify in the future and to provide appropriate supports and enrichment to students demonstrating performance above grade level.

Identification of GATE Students
The school administers assessments and reviews multiple measures of student performance, including

standardized test scores, classroom performance, teacher recommendations, and other district-approved criteria for GATE identification. Should students qualify in the future, the school will implement the required GATE program components in alignment with LAUSD's guidelines.

Educational Program for Advanced Learners
Even without formally identified GATE students, the school provides opportunities for students achieving above grade level to engage in enriched and differentiated instruction. Teachers implement strategies such as:

- Differentiated assignments that provide depth and complexity.
- Project-based learning and independent research opportunities.
- Leadership opportunities and peer mentoring.
- Access to enrichment activities in STEM, orchestra, drama, and other specialized programs.

Instructional supports are provided during the regular instructional day by classroom teachers, with additional enrichment opportunities offered through after-school, Saturday, and intersession programming.

Monitoring Progress
Classroom teachers and site administrators monitor the progress of students performing above grade level through formative assessments, benchmark data, and classroom work. This information is used to adjust instruction and ensure that students remain challenged and engaged.

Onsite Designee
The school designates the Principal (or site administrator) as the contact person for families regarding GATE identification, services, and enrichment opportunities. Families are informed that, while no students are currently formally identified as GATE, the school is committed to challenging advanced learners and will implement formal GATE services if and when students qualify.

Students Achieving Below Grade Level
Students who are not yet meeting grade-level expectations are identified through formative and benchmark assessments. Targeted supports include small-group instruction, intervention programs in reading and mathematics, after-school tutoring, Saturday sessions, and intersession remediation. Progress is monitored regularly, and supports are adjusted to ensure academic growth.

26. Socio-Economically Disadvantaged

TEACH Prep is committed to providing equitable opportunities and supports to socioeconomically disadvantaged students. Recognizing that barriers outside the classroom can impact student success, the school ensures that students from low-income backgrounds have full access to academic, social-emotional, and enrichment resources.

Identification of Students in this Group
Students are identified as socioeconomically disadvantaged based on eligibility for free or reduced-price meals, CalWORKs participation, or other indicators established by the California Department of Education. This information is collected through school registration forms and verified annually.

Meeting the Unique Needs of Students
The school provides a range of supports and services to address the unique needs of socioeconomically disadvantaged students, separate from interventions tied to academic performance. These supports include:

- **Basic Needs and Access:** Free breakfast and lunch through the National School Lunch Program; access to technology devices and internet connectivity to ensure participation in digital learning.
- **Social-Emotional and Wellness Supports:** Counseling, mental health services, and partnerships with community-based organizations that provide healthcare, housing resources, and social services.
- **Enrichment Opportunities:** Access to orchestra, drama, coding, after-school clubs, Saturday sessions, and summer programs at no cost to families. The school ensures that socioeconomically disadvantaged students are not excluded from extracurricular or enrichment activities due to financial barriers.

- **Family Engagement and Support:** Parent workshops on academic support at home, navigating community resources, and strategies for student success. Translation services and flexible meeting times are provided to ensure accessibility.

Monitoring Progress
The school monitors the progress of socioeconomically disadvantaged students through multiple measures, including attendance, participation in enrichment programs, engagement with family services, and social-emotional well-being indicators. Administrators and counselors track access to supports, while classroom teachers ensure that these students are fully engaged in instruction and enrichment opportunities. The school leadership team reviews data regularly to evaluate whether services are effectively addressing barriers to success and to make adjustments as needed.

By addressing the whole child and removing barriers related to socioeconomic status, the school ensures that all students—regardless of background—are supported in accessing a rigorous, equitable, and enriching educational program.

27. Students in Other Subgroups

TEACH Prep recognizes that Foster Youth and students experiencing homelessness face unique challenges that can impact their educational stability and success. In alignment with federal and state laws, the school ensures that these students receive coordinated services, support, and advocacy to promote equity and opportunity.

Identification of Students

- Foster Youth are identified through enrollment documentation and information provided by child welfare agencies.
- Students experiencing homelessness are identified through the annual housing questionnaire, enrollment forms, and staff referrals in compliance with the McKinney-Vento Homeless Assistance Act.
- The school maintains strict confidentiality in the identification process and ensures that families and guardians are supported in accessing services.

Meeting the Needs of Students
The school provides targeted supports and services to address barriers faced by Foster Youth and students experiencing homelessness, including:

- Immediate enrollment and full participation in school, even without records, in compliance with McKinney-Vento requirements.
- Priority access to after-school, intersession, and summer programming at no cost to families.
- Access to free meals, technology devices, and internet connectivity.
- Counseling and mental health services, as well as referrals to community-based organizations that provide housing, food security, medical care, and other social services.
- Coordination with child welfare workers, case managers, and shelter staff to ensure stability and continuity of educational services.
- Transportation assistance, when necessary, to support school attendance and stability.

Monitoring Progress
The school's Homeless and Foster Youth Liaison, typically a site administrator or counselor, is responsible for coordinating services, ensuring compliance, and serving as the point of contact for families and outside agencies. Progress for these students is monitored through:

- Regular review of attendance and engagement data
- Monitoring of academic progress through formative and benchmark assessments
- Collaboration among teachers, counselors, and administrators to identify additional supports as needed
- Communication with case workers and families to ensure consistency of support

Other Relevant Student Groups
The school also provides services to additional student populations that may be overrepresented in the

community, such as students in need of mental health supports or students with limited access to enrichment opportunities. These students are supported through counseling, mentoring, and access to after-school and enrichment programming.

By providing coordinated supports, removing barriers, and designating clear responsibilities for oversight, the school ensures that Foster Youth, students experiencing homelessness, and other vulnerable student populations have equitable access to a rigorous academic program and the full range of enrichment opportunities

Element 2: Measurable Pupil Outcomes

Element 3: Method By Which Pupil Progress Toward Outcomes is Measured

Note: these two are together in the guidance

"The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school." **(Ed. Code § 47605(c)(5)(B).)**

"The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card." **(Ed. Code § 47605(c)(5)(C).)**

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(d)(1), 60605.)

Charter School shall comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School. Upon request, Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

Measurable Pupil Outcomes: Summative Assessment Performance Targets

These goals are the same as those described in Element 1**,** in accordance with Education Code Section 47605(c)(5)(A)(ii)**.**
The "LCFF State Priorities" table in Element 1 is incorporated herein by reference.

Methods for Measuring Pupil Progress Towards Outcomes

Instructional Cycle and Assessment: All of TEACH Prep's teachers use a standards-based instructional cycle designed to ensure that teaching and learning are driven by student data and mastery of the California State Standards. The instructional cycle focuses on developing critical thinkers, readers, writers, and problem-solvers across all subject areas. The model is designed to provide coherence across grade levels and alignment between instruction, assessment, and intervention.

The TEACH instructional cycle includes the following recurring phases:

1. Analyze prior performance data to identify learning gaps and instructional priorities.
2. Establish clear, measurable learning objectives aligned with state standards.

3. Plan differentiated instruction and select aligned instructional materials.
4. Deliver high-quality, standards-based instruction.
5. Conduct formative assessments (exit tickets, quizzes, quick checks for understanding).
6. Analyze assessment data collaboratively.
7. Provide targeted re-teaching, intervention, or enrichment.
8. Monitor ongoing student progress and adjust instruction.
9. Engage in coaching, feedback, and professional reflection.
10. Plan for the next instructional cycle.

The first cycle step occurs during summer planning, while all other phases are ongoing throughout the year. Teachers meet regularly in grade-level or content-area teams to analyze student work, discuss data trends, and plan re-teaching or extension lessons.

TEACH Prep aims for all students to achieve “Standard Met” or “Standard Exceeded” on the CAASPP assessments in English Language Arts (ELA) and mathematics. Fifth- and eighth-grade students also participate in the California Science Test (CAST)**,** aligned to the Next Generation Science Standards (NGSS)**.** Results from these assessments are analyzed to inform instructional decisions and identify needed supports or program modifications.

Data Analysis and Continuous Improvement: The TEACH Prep instructional team disaggregates and analyzes schoolwide and classroom-level data by student group—including English Learners, students with disabilities, foster youth, socioeconomically disadvantaged students, and by race/ethnicity—to monitor progress and ensure equity. Data is reviewed during:

- Weekly grade-level meetings
- Monthly leadership data reviews
- Quarterly professional development days

Parents and guardians receive progress reports each quarter, and data discussions are included in parent-teacher conferences held at least twice yearly. In addition, data summaries are shared during **School Site Council** and LCAP feedback meetings**.**

Assessment data is stored and managed through our student data systems, ensuring accessibility and accuracy. These systems allow teachers to review student performance trends, create dynamic intervention groups, and track mastery across standards.

Formative and Interim Assessments:

TEACH Prep employs a wide range of formative and interim assessments to inform instruction and support.

Initial Assessments: At the start of each year, students take baseline assessments in reading, writing, and mathematics. These initial assessments help teachers determine readiness levels and guide differentiated

Exit tickets are administered frequently to assess understanding of daily objectives. Teachers analyze results within 24 hours and provide timely feedback or reteaching. Unit assessments, aligned to the California Common Core Standards**,** NGSS, and English Language Development (ELD) Standards, occur at the end of instructional units to measure cumulative mastery.

Performance expectations:

Subject	Assessment Type	Performance Target
English Language Arts	Unit Assessments	All students will demonstrate proficiency on at least 55% of standards
Mathematics	Unit Assessments	All students will demonstrate proficiency on at least 50% of standards

Data from these assessments are discussed in grade-level teams and used to adjust pacing, groupings, and instructional strategies.

Standardized Testing:

TEACH Prep adheres to all state-mandated testing requirements for charter schools.

- CAASPP ELA and Math.
- English Learners complete the ELPAC annually.
- Newly enrolled students who have been in the U.S. less than twelve months and indicate Spanish on the Home Language Survey may take the Standards-Based Test in Spanish (STS)**.**

All assessments are administered with fidelity to state testing protocols.

Progress Reporting and Grading Policy

Families are provided clear information about student growth, areas of strength, and targeted next steps.

Promotion and Retention Policies

TEACH Prep expects all students to progress through grade levels within one school year, supported by a robust system of interventions and supports. Students who are not meeting grade-level expectations are identified early through multiple data sources, including:

- Below-grade-level performance on reading/math assessments (e.g., i-Ready, DIBELS, or MAP)
- Failing grades in core subjects
- Chronic absenteeism or behavior concerns
- Below proficiency on state assessments

A Student Success and Progress Team (SSPT) meeting is convened for students at risk of retention. The team develops an intervention plan that includes parent communication, progress monitoring, and targeted academic support. Parents are notified before the end of the third quarter if their child is at risk of retention. Final retention decisions are made collaboratively by the principal, teacher(s), and family.

For students with disabilities, promotion or retention decisions are made by the Individualized Education Program (IEP) team in accordance with state and federal law.

Element 4: Governance

***"The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement."* (Ed. Code § 47605(c)(5)(D).)**

GENERAL PROVISIONS

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall not be operated as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. (Ed. Code § 47604.)

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall comply with the Ralph M. Brown Act ("Brown Act"). All meetings of the Charter School's governing board shall be called, held and conducted in accordance with the terms and provisions of Education Code section 47604.1 and the Brown Act including, but not limited to, those related to meeting access and recording, notice, agenda preparation, posting and reporting.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School's website will satisfy this requirement.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(c).

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

Charter School shall comply with the Brown Act and the California Public Records Act.

The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code section 47604.1.

Charter School shall comply with the Political Reform Act of 1974. (Gov. Code § 81000 et seq.)

Charter School and all employees and representatives of Charter School, including members of Charter School's governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

Charter School shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and section 504 of the Rehabilitation Act of 1973 ("Section 504"), including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all of its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of *California Code of Regulations*, title 5, section 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

RESPONDING TO INQUIRIES

Charter School, including its nonprofit corporation shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter School, including but not limited to its nonprofit corporation, is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School's public funds shall be subject to all necessary and appropriate District charter school oversight.

NOTIFICATION OF THE DISTRICT

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in

corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068 and all student confidentiality and privacy laws including compliance with the Family Educational Rights and Privacy Act (FERPA). Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. (Ed. Code § 47605(n).)

FEDERAL PROGRAM COMPLIANCE

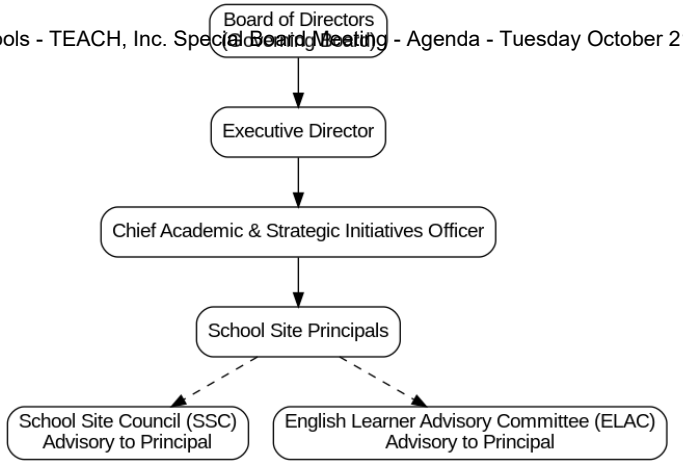
As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

Governance Structure

TEACH Preparatory Elementary School ("TEACH Prep" or "the Charter School") is operated as a program of TEACH Inc., a California nonprofit public benefit corporation recognized as tax-exempt under Section 501(c)(3) of the Internal Revenue Code. TEACH Inc. holds the charter and is legally and fiscally responsible for the operation of the Charter School.

The governance of TEACH Prep is vested in the TEACH Inc. Board of Directors ("Board"), which serves as the governing body of the corporation and has ultimate authority and responsibility for oversight of all TEACH schools. The Board delegates day-to-day management of the Charter School to the Executive Director, who is supported by the Chief Academic & Strategic Initiatives Officer (CASI), site principals, and other CMO-level directors.

Organizational Chart



The governance and management structure is depicted in the organizational chart. This chart demonstrates:

- The relationship between the Charter School and TEACH Inc.
- The Board of Directors' supervisory and fiduciary role.
- The Executive Director's accountability to the Board.
- The CASI's oversight of school site leaders, including the TEACH Prep Principal.
- Advisory and stakeholder relationships, including School Site Councils and English Learner Advisory Committees (as required under federal and state law).

Roles and Responsibilities

- **Board of Directors**: Holds fiduciary and legal responsibility for the Charter School, including governance, policy development, oversight of compliance with applicable laws, and accountability for academic and financial outcomes. The Board evaluates the Executive Director and approves major corporate actions, budgets, audits, and policies.
- **Executive Director**: Serves as the chief executive officer of TEACH Inc., responsible for organizational leadership, fiscal management, compliance oversight, and strategic direction. The Executive Director directly supervises the CMO directors and ensures compliance with charter and legal obligations.
- **Chief Academic & Strategic Initiatives Officer (CASI)**: Oversees instructional quality, school-site leadership, charter compliance, and academic accountability across TEACH schools, including direct supervision of the TEACH Prep Principal.
- **School Principal (TEACH Prep)**: Responsible for daily site-based leadership, instructional oversight, staff supervision, and parent/community engagement, reporting to the CASI.

Governing Board Composition and Member Selection

The TEACH Inc. Board of Directors shall consist of not fewer than five (5) and no more than nine (9) members, consistent with the corporation's bylaws (as last revised May 2025).

- **Terms of Service**: Directors serve staggered two-year terms, with eligibility for re-election.
- **Qualifications**: Directors are selected to ensure a balance of expertise in education, finance, law, governance, community engagement, and nonprofit leadership. Parents of enrolled students may serve but are not required.
- **Selection and Appointment**: Vacancies are filled by a vote of the Board of Directors. In identifying new directors, the Board considers organizational needs, community representation, and the ability to carry out fiduciary and oversight responsibilities.
- **Rotation and Removal**: Directors may be re-elected at the conclusion of their terms; removal or resignation is handled in accordance with the bylaws.

This composition ensures effective governance by combining professional expertise with community knowledge and commitment to the mission.

Governance Procedures and Operations

The TEACH Inc. Board of Directors adheres strictly to the Ralph M. Brown Act, the Public Records Act, and Education Code § 47604.1.

- **Meeting Frequency**: Regular meetings are held monthly. Special meetings may be called as needed.
- **Location of Meetings**: Meetings are held at TEACH school sites, including 8505 S. Western Ave., Los Angeles, CA 90047, or virtually as permitted by law.
- **Annual Calendar**: The Board adopts an annual calendar of regular meetings each fiscal year, typically at the June meeting.
- **Agenda Posting**: Agendas for Board and any committee meetings are posted at each school site, including TEACH Prep, and on the organizational website at www.teachps.org, at least 72 hours in advance of regular meetings and 24 hours in advance of special meetings.
- **Committees**: TEACH Inc. does not maintain standing committees of the Board. Ad hoc committees may be created and dissolved by Board action in accordance with the bylaws.

Decision-Making Procedures

- **Quorum**: A majority of the authorized number of directors constitutes a quorum for the transaction of business.
- **Voting Requirements**: Board action is taken by majority vote of the directors present at a meeting where a quorum exists, unless a greater threshold is required by law or the bylaws.
- **Abstentions**: Directors may abstain when a conflict of interest or other basis exists. Abstentions are recorded in the minutes.
- **Teleconference Participation**: Directors may participate via teleconference in accordance with the Brown Act, provided teleconference locations are accessible to the public and properly noticed.

Parental and Stakeholder Involvement

TEACH Prep values active parental engagement in governance and decision-making. The following structures ensure parent and stakeholder involvement:

- School Site Council (SSC), Title I Parent Advisory Council and English Learner Advisory Committee (ELAC) are established and maintained in compliance with state and federal requirements, providing input on school plans and categorical program expenditures.
- Parents are invited and encouraged to attend and provide public comment at all Board of Directors' meetings.
- The Board may appoint parents to serve on ad hoc advisory groups as needed.

While parents are not required members of the Board of Directors, TEACH Inc. ensures structured opportunities for parent and stakeholder input in governance and decision-making.

Element 5: Employee Qualifications

c***"The qualifications to be met by individuals to be employed by the charter school."*** **(Ed. Code § 47605(c)(5)(E).)**

EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Scope (School-Site Employees Only). The Charter School employs school-site personnel described in this Element. Central-office personnel of the nonprofit operator support the school through a services agreement and are not school employees; see Element 4 for governance/operations and line of authority.

1. Employee Classes/Positions

- **Administrators:** Principal; Assistant Principal; Operations Manager.
- **Certificated:** Elementary Teacher; Education Specialist, Literacy Coach.
- **Classified/Technical:** IT Coordinator; Office Clerk; Instructional Aide; Campus Aide; Custodian.

2. Job Descriptions and Qualifications for Key Positions

A. Principal (School Director) The Principal leads instruction and operations; supervises and evaluates staff; implements MTSS and data cycles; and ensures compliance in Title I/III, SPED/504, EL services, assessment, safety, family engagement, and authorizer reporting.

- **Core Duties:** Supervise and evaluate staff; provide and monitor professional development; ensure curriculum alignment and data-driven improvement; oversee attendance, accountability reporting, and compliance; maintain emergency response and safety plans; manage compliance calendars and authorizer requests.
- **Minimum Qualifications:** Bachelor's degree; 5+ years K–12 experience with leadership responsibilities; expertise in EL/SPED service delivery and assessment; DOJ/FBI fingerprint clearance; TB risk assessment/clearance.
- **Desirable Qualifications:** California Administrative Services Credential; Master's degree; charter/authorizer oversight experience; Spanish preferred.

B. Assistant Principal The Assistant Principal drives daily instruction and professional development, serves as Test Site Coordinator for CAASPP/ELPAC, ensures SIS data integrity, and coordinates site operations and HR processes.

- **Core Duties:** Conduct classroom observations; design and deliver PD; manage state testing logistics and security; ensure SIS accuracy; coordinate internal benchmarks; oversee attendance procedures and meal counts; support after-school programs; collaborate with Operations and IT on facilities/technology needs; assist with SPED coordination.
- **Minimum Qualifications:** 5+ years teaching; prior leadership (department chair, AP, or Dean); DOJ/FBI fingerprint clearance; TB risk assessment/clearance.
- **Desirable Qualifications:** Master's degree and Administrative Services Credential; strong leadership and communication skills; Spanish preferred.

C. Operations Manager The Operations Manager manages the front office and student records; prepares correspondence and reports; serves as a parent point of contact; oversees purchasing, vendors, and inventory; supervises office staff; and ensures smooth daily operations.

- **Core Duties:** Maintain student records in compliance with FERPA; draft and distribute communications; manage supplies and vendors; supervise office staff and reception.
- **Minimum Qualifications:** High school diploma and two years clerical experience; DOJ/FBI fingerprint clearance; TB risk assessment/clearance.
- **Desirable Qualifications:** Strong customer service and reporting skills; charter/public school experience; Spanish preferred.

D. Elementary Teacher (TK–5) Elementary Teachers deliver standards-aligned instruction, differentiate learning, implement data cycles, maintain classroom culture, and partner with families.

- **Core Duties:** Plan and implement lessons aligned to CA Content Standards/CCSS; administer and analyze assessments; reteach based on data; maintain high academic and behavioral expectations; collaborate in grade-level teams.
- **Minimum Qualifications:** Bachelor's degree; valid California Multiple Subject Credential with EL authorization; DOJ/FBI fingerprint clearance; TB risk assessment/clearance.
- **Desirable Qualifications:** Experience in urban schools; Spanish preferred.

E. Education Specialist Education Specialists provide Specialized Academic Instruction, case-manage IEPs, ensure IDEA/Section 504 compliance, monitor progress, and support inclusive practices.

- **Core Duties:** Develop and implement IEPs; deliver services aligned to goals; coordinate related services; maintain documentation; conduct assessments; produce progress reports; participate in SST/IEP meetings; support co-teaching and MTSS interventions.
- **Minimum Qualifications:** Valid California Education Specialist credential; strong knowledge of IDEA/504; DOJ/FBI fingerprint clearance; TB risk assessment/clearance.
- **Desirable Qualifications:** Experience with BIPs, assistive technology, and UDL; bilingual preferred.
- **Service Model:** Services are delivered in compliance with federal/state law, SELPA policy, and IEP team determinations to ensure FAPE.

F. Literacy Coach The Literacy Coach coordinates the EL program and supports structured literacy instruction schoolwide.

- **Core Duties:** Coach teachers on literacy practices; oversee EL identification, placement, and monitoring; lead reclassification planning; ensure EL compliance; collaborate with AP on ELPAC logistics.
- **Minimum Qualifications:** California Multiple Subject or Reading/Literacy Specialist credential; 3+ years elementary literacy instruction; EL authorization; Spanish preferred.
- **Desirable Qualifications:** Training in Science of Reading; evidence of improving EL proficiency.

G. IT Coordinator The IT Coordinator provides Tier-1/2 technology support, manages user accounts/devices, ensures assessment readiness, and liaises with vendors.

- **Core Duties:** Manage accounts/devices; support Google Admin Console and classroom platforms; coordinate network tasks; prepare devices for CAASPP/ELPAC; maintain inventory and helpdesk documentation.
- **Minimum Qualifications:** High school diploma; 2+ years IT support experience; knowledge of Google Admin/MDM and California testing platforms; DOJ/FBI fingerprint clearance; TB risk assessment/clearance.
- **Desirable Qualifications:** CompTIA A+/Network+; scripting/automation; prior school IT experience; Spanish preferred.

H. Office Clerk The Office Clerk provides clerical support, enters attendance, manages files, and assists with enrollment/withdrawal.

- **Core Duties:** Reception and communications; prepare records and reports; manage attendance entry and reconciliation; support cumulative file requests.
- **Minimum Qualifications:** High school diploma; clerical experience; Google Workspace proficiency; FERPA compliance; DOJ/FBI fingerprint clearance; TB risk assessment/clearance.
- **Desirable Qualifications:** Aeries attendance experience; Spanish preferred.

I. Instructional Aide The Aide supports small-group/1:1 instruction, assists classroom management, and documents progress.

- **Core Duties:** Reinforce lessons; support interventions; maintain learning environments; collect and record data.
- **Minimum Qualifications:** High school diploma and ESSA-compliant qualification (48+ semester units, associate's degree, or local assessment).
- **Desirable Qualifications:** AA/AS in Education/Child Development; Title I experience; Spanish preferred.
- **Compliance Statement:** All paraprofessionals meet ESSA qualification requirements for Title I programs.

J. Campus Aide Campus Aides supervise students, enforce rules, and support a safe school environment.

- **Core Duties:** Supervise arrival, dismissal, lunch, and recess; monitor visitor access; reinforce expectations; report incidents.
- **Minimum Qualifications:** High school diploma; DOJ/FBI fingerprint clearance; TB risk assessment/clearance.
- **Desirable Qualifications:** Team-oriented; strong interpersonal skills; Spanish preferred.

K. Custodian Custodians maintain clean and safe facilities, administer cleaning programs, and support safety initiatives.

- **Core Duties:** Perform scheduled cleaning and inspections; support event set-ups and safety checks; assist with minor repairs.
- **Minimum Qualifications:** High school diploma and janitorial experience; DOJ/FBI fingerprint clearance; TB risk assessment/clearance.
- **Desirable Qualifications:** Safety-oriented; bilingual preferred.

3. General Employment Requirements (All Staff)

All positions at TEACH are at-will. Employees must provide DOJ/FBI fingerprint clearance, employment eligibility verification, and TB risk assessment/clearance consistent with public-health guidance. Staff must complete Mandated Reporter and other required trainings, comply with FERPA and data-privacy requirements, and adhere to the Code of Conduct and safety plans. All employees receive annual evaluations and access to professional growth opportunities.

4. Credentialing and Monitoring (Certificated Staff)

Teachers of core and college-preparatory courses must hold valid California Commission on Teacher Credentialing (CTC) credentials with English Learner authorization. Other certificated roles (e.g., Literacy Coach) must hold proper authorizations for assignment. Credential monitoring occurs prior to assignment and at least annually.

5. Cross-References in Element 4 (Governance/Operations)

Central Services. The Charter School is supported by non-school employees of the nonprofit operator pursuant to a services agreement. Central-office personnel (e.g., Executive Director, HR, Finance, Compliance, IT) are not school-site employees and are therefore not listed in Element 5.

Line of Authority. The Board evaluates the Executive Director; the Executive Director supervises and evaluates the Chief Academic & Strategic Initiatives Officer (CASI); the CASI supervises and evaluates the Principal; and the Principal supervises and evaluates school-site staff.

Element 6: Health and Safety Procedures

"The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:
(i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237
(ii) For all schools, the development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) of paragraph (2) of subdivision (a) of Section 32282 (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school." **(Ed. Code § 47605(c)(5)(F).)**

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District's Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan ("Plan"), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School's requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School's health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

Comprehensive School Safety Plan

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J):

- Child abuse reporting procedures
- Routine and emergency disaster procedures
- Policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Education Code section 49079
- A discrimination and harassment policy consistent with Education Code section 200
- Provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel" if applicable
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- A safe and orderly environment conducive to learning at the Charter School
- The rules and procedures on Charter School discipline

- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on Charter School campus(es) and at school-related functions.

CHILD ABUSE AND NEGLECT MANDATED REPORTER TRAINING

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

Medication in School

The Charter School will adhere to Education Code section 49423 regarding administration of medication in school. Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

ATHLETIC PROGRAMS

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code section 49475) offered by or on behalf of Charter School.

If the Charter School offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire and regularly test and maintain at least one automated external defibrillator (AED) for the Charter School, and make the AED available at on-campus athletic activities or events according to the requirements of Education Code sections 35179.4 and 35179.6.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its employees, officers, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

All teachers in Charter School shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341.

TRANSPORTATION SERVICES

Effective July 1, 2025, Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

WORKPLACE VIOLENCE PREVENTION PLAN

Effective July 1, 2024, Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan, consistent with the requirements of Labor Code Section 6401.9.

HOMICIDE THREATS

Charter School shall comply with all requirements under Education Code sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All Charter School employees and governing board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis pursuant to Education Code section 49450 et seq, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

MENTAL HEALTH EDUCATION

If Charter School offers one or more courses in health education to students in middle or high school, Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code section 51925, *et seq*.

MENTAL HEALTH INFORMATION

Charter School shall create and post a poster at the schoolsite identifying approaches and resources addressing student mental health in compliance with Education Code section 49428.5. The poster shall be displayed in English and any primary language spoken by 15 percent or more of students enrolled at the schoolsite as determined pursuant to Education Code section 48985. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the schoolsite. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

GUN SAFETY NOTICE

Pursuant to Education Code section 49392, at the beginning of the first semester of each school year, Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

SUICIDE PREVENTION POLICY

If Charter School serves students in any grades Transitional Kindergarten/Kindergarten through 12, Charter School shall comply with the requirements of AB 2246 (2016) and AB 1767, codified in Education Code section

215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and adopted at a regular public hearing. The Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

HUMAN TRAFFICKING PREVENTION RESOURCES

If the Charter School serves students in any grades 6-12, it shall identify and implement the most appropriate methods of informing parents/guardians of human trafficking prevention resources as required by Education Code section 49381.

FEMININE HYGIENE PRODUCTS

If the Chater School maintains any combination of classes in grades 6-12 that meets the 40% pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code, then it shall stock at least 50% of its restrooms with feminine hygiene products at all times, and shall not charge students for these products, as required by Education Code section 35292.6.

ALL GENDER RESTROOMS

Pursuant to Education Code section 35292.5, on or before July 1, 2026, Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its schoolsites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

NUTRITIONALLY ADEQUATE FREE OR REDUCED-PRICE MEAL

The Charter School shall provide each needy student, as defined in Education Code section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code section 49553(a), during each school day.

RECESS

Except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code section 49056, Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, for at least 30 minutes on regular instructional days and at least 15 minutes on early release days. Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

CALIFORNIA HEALTHY YOUTH ACT

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act. (Ed. Code § 51930, et seq.)

BULLYING PREVENTION

Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the California Department of Education pursuant to Education Code section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with pupils.

LGBTQ RESOURCES TRAINING

Charter School recognizes that it is encouraged to use schoolsite and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every 2 years to teachers and other certificated employees at each Charter School schoolsite that serves pupils in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.)

TRANSPORTATION SAFETY PLAN

The Charter School shall develop and maintain a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, the Charter School shall ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Ed. Code § 39831.3; Veh. Code § 28160.)

Teach Prep Health and Safety

Overview
To ensure the safety of all students and staff, TEACH Prep Elementary has adopted and implements comprehensive health and safety policies, procedures, and risk management practices in consultation with the School's insurance carriers and risk management experts. These procedures are incorporated into the School's student and staff handbooks and are reviewed on an ongoing basis by the School Leader and the TEACH Public Schools Board of Directors. All staff receive annual training on the School's health and safety policies.

Summary of key health and safety policies

Diabetes
The School makes type 1 diabetes informational materials accessible to parents/guardians when a pupil is first enrolled in elementary school. For incoming seventh-grade students matriculating from TEACH Prep Elementary to a TEACH middle grades program, the School provides a type 2 diabetes information sheet pursuant to Education Code Section 49452.7. The information sheet includes:

1. A description of type 2 diabetes
2. A description of risk factors and warning signs associated with type 2 diabetes
3. A recommendation that students exhibiting or possibly experiencing risk factors or warning signs be screened
4. A description of treatments and prevention methods for type 2 diabetes
5. A description of diabetes screening test types available

Bloodborne pathogens
The School meets state and federal standards for handling bloodborne pathogens and other potentially infectious materials in the workplace. The Board of Directors maintains a written exposure control plan designed to protect employees and students from possible infection due to contact with bloodborne viruses, including HIV and hepatitis B. Whenever exposed to blood or other bodily fluids through injury or accident, staff and students follow current medical protocols for disinfecting procedures.

Drug, alcohol, and smoke-free environment
TEACH Prep Elementary maintains a drug-free, alcohol-free, and smoke-free campus and work environment.

Facility safety
The School tests sprinkler systems, fire extinguishers, and fire alarms annually to ensure they remain operable at all times. The School conducts fire drills as required by Education Code Section 32001 and maintains records of all required emergency drills.

Comprehensive anti-discrimination and harassment policies and procedures
The School is committed to a learning and working environment free from discrimination and harassment based on actual or perceived characteristics including race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, immigration status, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, association with a person or group with one or more of these characteristics, or any other basis protected by federal, state, or local law. The School maintains comprehensive policies to prevent and promptly address discrimination or harassment, including employee-to-employee, employee-to-student, and student-to-employee misconduct. A copy of the policy is provided as part of orientation for new and continuing students at the beginning of each term (as applicable), and to all faculty, administrative staff, and support staff at the start of the school year or upon hire.

SAFETY Act
Consistent with AB 1955 (2024), employees of the School shall not be required to disclose any information related to a pupil's LGBTQ+ identity to any other person without the pupil's consent unless otherwise required by state or federal law. This does not limit a parent's ability to request school records on behalf of their child.

Immigration policy
The School complies with Education Code Sections 200, 220, 234.1, and 234.7 and has adopted policies aligned with guidance issued by the California Attorney General.

Custodian of records
For TEACH Prep Elementary, the TEACH Public Schools Director of Human Resources Operations and the Human Resources Generalist serve as custodians of records.

Extreme weather policy
On or before July 1, 2026, TEACH Prep Elementary will develop, adopt, and implement an extreme weather policy that includes protocols for extreme weather conditions and incorporates standardized guidelines developed by the California Department of Education.

Element 7 – Means to Achieve Racial and Ethnic, Special Education, and English Learner, including Redesignated Fluent English Proficient Pupils Balance

"The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted." (Ed. Code § 47605(c)(5)(G).)

COURT-ORDERED INTEGRATION

Charter School shall comply with all requirements of the *Crawford v. Board of Education, City of Los Angeles* court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order by the District's Student Integration Services (collectively the "Court-ordered Integration Program"). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD's Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW*)). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District's Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District's goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. The District may receive the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

Court-Ordered Integration and Racial/Ethnic Balance
TEACH Prep will meet LAUSD's Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio through comprehensive outreach and recruitment strategies and will comply with all applicable LAUSD Court-Ordered Integration guidelines. These include:

- **Annual Outreach Activities:** Recruitment events will occur annually from January through March, timed to align with the school's open enrollment period. Events will be hosted at community centers, YMCA branches, local churches, early education providers, and neighborhood family resource fairs within LAUSD boundaries.
- **Advertising Materials and Methods:** Outreach will include flyers, posters, mailers, digital advertising, website postings, social media, and direct communication through local partner organizations. Materials will clearly explain the open enrollment and lottery process and will be updated annually.
- **Languages Used:** Outreach materials and recruitment communications will be provided in English and Spanish, the primary languages spoken in the community. Additional translations will be made available as needed, based on data from the Home Language Survey, to ensure equitable access for all families.
- **Accessibility:** Materials will be available in accessible formats, and staff will provide individualized support to families who need assistance with applications.
- **Monitoring:** Recruitment effectiveness will be tracked annually through demographic data analysis, comparing TEACH Prep enrollment to districtwide LAUSD demographic data to ensure continued alignment with racial and ethnic balance goals.

Special Education and English Learner Balance
TEACH Prep will also ensure that enrollment of students with disabilities, English Learners, and RFEP students reflects the broader LAUSD population. Strategies include:

- Conducting Child Find activities consistent with IDEA and SELPA requirements to identify and recruit students with disabilities.
- Partnering with local preschools, early intervention providers, and special education networks to identify and recruit students with disabilities.
- Engaging with bilingual community organizations to inform and recruit English Learners and their families.
- Ensuring all recruitment materials include information on the school's services for students with disabilities and English Learners.
- Providing interpretation services during enrollment events and ensuring Individualized Education Program (IEP) and English Learner support services are explained to families during the admissions process.
- Monitoring enrollment annually to ensure student representation is consistent with LAUSD's general population, and tracking RFEP reclassification rates to ensure alignment with district averages. Recruitment efforts will be adjusted if gaps appear.

Racial and Ethnic Balance Commitment

TEACH Preparatory Elementary School is committed to achieving and maintaining a racial and ethnic balance among its pupils that is reflective of the general population residing within LAUSD. In alignment with District policy, the Charter School shall actively recruit and enroll students to meet LAUSD's Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio of Predominantly Hispanic, Black, Asian, and Other (PHBAO) students to Other White (OW) students.

Recruitment Plan

The Charter School has developed a comprehensive outreach and recruitment plan designed to attract a diverse student population. Specific activities include:

- **Community Information Sessions and Open Houses** – Family information nights at the Charter School campus and open house events for prospective families.
- **District and Community Events** – Participation in LAUSD's Choices Fair, the Baldwin Hills Crenshaw Plaza Holiday Fair, the Leimert Park Art Walk, and the Expo Center Community Fair near USC to engage families from diverse racial, ethnic, and socioeconomic backgrounds.
- **Targeted Media Outreach** – Advertisements in bilingual and culturally relevant outlets such as *La Opinión* and the *Los Angeles Sentinel*.
- **Geographically Diverse Outreach** – Distribution of bilingual flyers and digital advertisements in South Los Angeles neighborhoods (ZIP codes 90003, 90008, 90011, 90018, 90037, 90044, 90047, and 90062) to ensure outreach across diverse communities.
- **Digital Recruitment** – Targeted social media campaigns (Facebook, Instagram, TikTok) geofenced to LAUSD neighborhoods with diverse populations.

Monitoring and Compliance

The Charter School will annually monitor its enrollment demographics in comparison to the District's Racial and Ethnic Balance goal. If enrollment data indicate disparities, the Charter School will adjust and refine recruitment strategies to ensure compliance. Upon request, TEACH Preparatory Elementary School will provide LAUSD Student Integration Services with a copy of its current written plan. The Charter School shall remain in full compliance with the Court-Ordered Integration Program throughout the charter term.

Element 8: Admissions Policies and Procedures

"Admission policies and procedures, consistent with subdivision (e)." (Ed. Code § 47605(c)(5)(H).)

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School will enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

NON-DISCRIMINATION

Charter School shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student's IEP, Section 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student's records to be submitted before enrollment. The Charter School shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquiries about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

Charter School shall adopt policy that is consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

PREGNANT AND PARENTING STUDENT ACCOMMODATIONS

Charter School shall provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The Charter School shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students. (Ed. Code §§ 222, 222.5, 46015.)

SEXUAL HARASSMENT POLICY NOTICE

The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at each schoolsite and in public areas at each schoosite.

If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level. If Charter School operates multiple school sites, this information shall be disaggregated by school site. (Ed. Code § 221.9.)

Admission Requirements

TEACH Preparatory Elementary School ("TEACH Prep") does not have admission requirements beyond those permitted by law. The school is nonsectarian in its programs, admission policies, employment practices, and operations, and does not charge tuition. Admission will not be determined by a student's place of residence except as permitted by law. The school shall admit all pupils who wish to attend, consistent with Education Code § 47605(e)(2).

Student Recruitment
TEACH Prep is committed to recruiting and serving all students, with particular efforts directed toward ensuring equitable access for traditionally underserved populations. Recruitment strategies include:

- Conducting outreach in multiple languages spoken within the community to ensure accessibility for families whose primary language is not English.
- Hosting information sessions, open houses, and school tours in neighborhoods with high proportions of socioeconomically disadvantaged families.
- Partnering with community-based organizations, YMCA, local churches, and other local agencies to disseminate information about the school to families with children who have a history of low academic performance, students with disabilities, and students from socioeconomically disadvantaged backgrounds.
- Providing enrollment materials in accessible formats and offering staff assistance to families who may need additional support to complete applications.
- Maintaining an active presence in local events, fairs, and family resource centers to connect with families in underserved areas.
- Coordinating with local early education providers and special education networks to identify and recruit students with disabilities.
- Documenting and monitoring recruitment strategies to ensure compliance with equitable access requirements and continuous improvement of outreach efforts.

Lottery Preferences and Procedures
If the number of applications exceeds capacity, TEACH Prep will hold a public random drawing (lottery). In accordance with Education Code § 47605(e)(2)(B), preferences shall be applied in the following priority order:

1. Students who reside within the boundaries of the Los Angeles Unified School District (LAUSD).
2. Siblings of currently enrolled students at TEACH Prep.
3. Children of TEACH Prep staff (not to exceed 10% of total enrollment).
4. All other applicants.

Public Random Drawing Procedures

- **Open Enrollment Period:** TEACH Prep will generally conduct its open enrollment period annually from January through March. The dates will be publicly noticed on the school's website, social media, and through community partners.
- **Communication of Rules and Procedures:** The school will provide clear written, phone, and email communication to all interested families regarding enrollment timelines, lottery rules, and procedures. Information will be available in multiple languages to reflect the community served.
- **Lottery Event:** If necessary, the lottery will be conducted at a publicly accessible location. The date, time, and location of the lottery will be publicly announced at least two weeks in advance. Families and community members will be invited to attend and

observe the process. An independent witness will be present to monitor and verify the fairness of the process.

- **Fair Execution:** The lottery will be conducted by impartial staff members using a transparent randomization method. Documentation of the process will be maintained to ensure compliance.
- **Waitlist Procedures:** Students not offered admission will be placed on a numbered waiting list in the order their names were drawn. The waitlist will remain valid for the academic year only.
- **Notification:** Parents/guardians of students selected through the lottery or subsequently from the waitlist will be notified in writing, by phone, and by email. Notifications will include deadlines for accepting or declining enrollment. Failure to respond by the stated deadline will result in the student's seat being offered to the next student on the waitlist.
- **Documentation:** The school will document the fair execution of the lottery, including the presence of an independent witness, and maintain records available for inspection by the authorizer.

This comprehensive approach ensures that TEACH Prep's admission requirements, student recruitment strategies, and lottery procedures are equitable, transparent, and compliant with all applicable laws and LAUSD guidelines.

Element 9 – Annual Financial Audits

***"The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority."* (Ed. Code § 47605(c)(5)(I).)**

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(c)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

a. Provisional Budget – Spring prior to operating fiscal year
b. Final Budget – July of the budget fiscal year
c. First Interim Projections – November of operating fiscal year
d. Second Interim Projections – February of operating fiscal year
e. Unaudited Actuals – July following the end of the fiscal year
f. Audited Actuals – December 15 following the end of the fiscal year
g. Classification Report – monthly according to Charter School's Calendar
h. Statistical Report – monthly according to Charter School's Calendar of Reports
   In addition:
   - P1, first week of January
   - P2, first week of April
i. Instructional Calendar – annually five weeks prior to first day of instruction
j. Other reports as requested by the District

TEACH Preparatory Elementary School shall have an annual, independent financial audit performed in accordance with generally accepted accounting principles (GAAP) and Government Auditing Standards (GAGAS) issued by the Comptroller General of the United States.

1. **Independent Auditor**
   The annual audit shall be conducted by CliftonLarsonAllen LLP (CLA), an independent auditor selected from the California State Controller's list of approved charter school auditors.
2. **Approval of Auditor Contract**
   The Board of Directors of TEACH Inc. shall review and approve the contract with the independent auditor.
3. **Oversight of Audit Process**
   The Executive Director, in conjunction with the Board of Directors, shall oversee the

independent auditor and the audit process to ensure compliance with all legal and regulatory requirements.

4. **Corrective Action**
   In the event that the audit report identifies any audit exceptions or deficiencies, the Executive Director shall be responsible for developing and implementing all necessary corrective action plans. The Board of Directors shall monitor the development and implementation of such corrective actions until resolved.

Submission of Audit
The annual audit report shall be submitted to the Los Angeles Unified School District, the Los Angeles County Office of Education, and the California Department of Education by the statutory deadline of December 15 of each year.

Element 10 – Suspension and Expulsion Procedures

"The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:
(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.
(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:
(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.
(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.
(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).
(iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information." **(Ed. Code § 47605(c)(5)(J).)**

General Provisions

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy.. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated in this section.

HOMEWORK TO SUSPENDED STUDENTS

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student's parent/guardian. If a homework assignment is requested and turned in to the student's teacher either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded before the end of the academic term, then that assignment shall not be included in the calculation of the pupil's overall grade in the class. (Ed. Code § 48913.5)

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special

education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

A. Was the misconduct caused by, or directly and substantially related to the student's disability?
B. Was the misconduct a direct result of the Charter School's failure to implement Section 504?

NOTIFICATION OF THE DISTRICT

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
  A. Was the misconduct caused by, or directly and substantially related to the student's disability?
  B. Was the misconduct a direct result of Charter School's failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, involuntary removals, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

REINSTATEMENT

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

GUN-FREE SCHOOLS ACT

Charter School shall comply with the federal Gun-Free Schools Act.

School Climate and Student Discipline System

TEACH Prep Elementary Student Discipline, Suspension, Expulsion, and Involuntary Removal Policy

General Compliance and Periodic Review
TEACH Prep Elementary will periodically review and, as needed, modify its student discipline, suspension, expulsion, and involuntary removal policies and procedures to remain aligned with changes in California and federal law. All staff will be knowledgeable about and comply with the Los Angeles Unified School District Discipline Foundation Policy and any current equivalent policy, and the School will comply with the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Interim Placement and Post-Expulsion Placement

The School is responsible for identifying appropriate interim educational placements for students during and pending completion of the School's expulsion process, and for facilitating post-expulsion placement of expelled students.

Alternatives Related to Attendance Concerns

The School will document and implement alternatives to suspension and expulsion when responding to attendance-related concerns, such as truancy or excessive tardiness.

Involuntary Removal Protections

No student will be involuntarily removed for any reason unless the parent or guardian (or educational rights holder, as applicable) has received written notice of the intent to remove no fewer than five schooldays before the effective date. The written notice will be provided in the native language of the student's parent/guardian or educational rights holder and will state the basis for the proposed removal and the right to request a hearing to challenge the removal. If a hearing is requested, the School will use the same hearing procedures provided for expulsions and will issue a final decision before any involuntary removal takes effect. The student will remain enrolled until the final decision is issued. For purposes of this section, involuntary removal includes disenrollment, dismissal, transfer, or termination, but does not include removals for misconduct that constitute grounds for suspension or expulsion described in this policy.

Homework to Suspended Students

For any student suspended for two or more schooldays, the School will provide the homework the student would otherwise have been assigned if requested by the student or parent/guardian. If requested work is submitted upon the student's return or within the original due date (whichever is later) but is not graded before the term ends, that assignment will not be included in the overall class grade. (Ed. Code § 48913.5)

Students with Disabilities

The School will establish and implement policies and procedures to ensure full compliance with federal and state law regarding discipline of students with disabilities. If a student who receives or is eligible for special education is recommended for expulsion, the School will identify and

provide appropriate special education programs and services at an interim educational placement, determined in coordination with the LAUSD Division of Special Education. For students with an Individualized Education Program (IEP) or a Section 504 Plan, the School will follow all required disciplinary procedures, including IDEA and Section 504 requirements. Consistent with the School's special education memorandum of understanding with LAUSD, an IEP team will conduct a manifestation determination and consider alternative placements following the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, the administrator will convene a link determination meeting to answer: (A) whether the misconduct was caused by, or directly and substantially related to, the student's disability; and (B) whether the misconduct was a direct result of the School's failure to implement the Section 504 Plan.

Notification to District and Student Records Transfer

Upon expelling any student, the School will immediately or as soon as practicable notify the LAUSD Charter Schools Division (CSD) by submitting an expulsion packet that includes: (1) the completed Notification of Charter School Expulsion form (with required attachments); (2) documentation of the expulsion proceeding, factual findings, and evidence that School policies and procedures were followed; (3) parent/guardian notice of expulsion hearing; (4) expulsion notice to parent/guardian stating reason, term, rehabilitation plan, reinstatement eligibility date and instructions, appeal process, and enrollment options; (5) for students eligible for special education, documentation required by IDEA, including the Expulsion Analysis page of the pre-expulsion IEP; and (6) for students with Section 504 eligibility, documentation of the link determination meeting addressing the two questions above. If the student resides in a district other than LAUSD, the School will notify the superintendent of the student's district of residence within 30 days of expulsion, and will forward records to a receiving district within 10 schooldays of a request, consistent with Education Code § 49068(a)–(b).

Outcome Data

The School will gather and maintain data related to placement, tracking, and monitoring of suspensions, expulsions, involuntary removals, and reinstatements, and will make such data available to LAUSD upon request.

Rehabilitation Plans

Students expelled from the School will receive a written rehabilitation plan at the time of the expulsion order, developed by the School's governing board or designee. Terms will be reasonable and consider the weight of the offense. The plan will include a date not later than one year from the expulsion date when the student may apply for readmission. The School will inform parents/guardians in writing of processes for reinstatement and for applying to expunge the expulsion record.

Readmission

The TEACH Public Schools Board of Directors (the Board) will adopt rules establishing procedures for filing and processing readmission requests and for reviewing all expelled students for readmission. After the readmission review, the Board will readmit the student unless it finds the student has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. The procedure and the Board's decision, including findings, will be provided to the parent/guardian within a reasonable time.

Reinstatement

The Board will adopt rules establishing procedures for processing reinstatements, including review of rehabilitation plan documentation. The School is responsible for timely reinstatement upon conclusion of the expulsion period.

GUN-FREE SCHOOLS ACT
The School complies with the federal Gun-Free Schools Act.

SCHOOL CLIMATE AND STUDENT DISCIPLINE SYSTEM
The School's Student Discipline Policy supports learning in a positive, safe environment and prioritizes alternatives to suspension and expulsion whenever possible. In developing this policy, the School has reviewed Education Code § 48900 et seq. to guide offenses and procedures for suspension, expulsion, and involuntary removal. The School will annually review and, as needed, modify these policies consistent with law. All team members enforce rules fairly and consistently. This Policy and its procedures are distributed annually (e.g., in the Family Handbook) and available in print and electronic formats.

NOTICE TO FAMILIES AND RIGHTS HOLDERS
Upon enrollment, students and parents/guardians will receive written notice of discipline and involuntary removal policies and procedures, with copies available at the School office upon request. The School will ensure compliance with LAUSD policies, the School Climate Bill of Rights, and all applicable law. For the purposes of notice under this Policy, the term parent/guardian includes a homeless student's educational rights holder; a foster student's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker.

SCOPE OF EXCLUSION DURING DISCIPLINE
Suspended or expelled students are excluded from all School and School-related activities during the suspension or expulsion period unless otherwise agreed.

SCHOOL-WIDE POSITIVE BEHAVIOR INTERVENTION AND SUPPORT
The School is committed to a positive, nurturing, and safe learning environment. A Positive Behavioral Interventions and Supports (PBIS) framework will be implemented to teach and reinforce clear behavioral expectations and to recognize positive behavior through a consistent reinforcement system. Staff provide specific feedback and opportunities for students to meet expectations. Teachers employ a multi-step, consistent classroom disciplinary system. Staff receive annual training on school culture and climate.

TIERED BEHAVIOR INTERVENTION
To curtail misconduct before serious interventions are needed, the School utilizes progressive, tiered options, which may include: additional assignments; parent meetings; loss of incentives; daily conduct logs; behavior reflection sheets; study/resource teams; peer presentations; referrals to counseling, psychology, child welfare and attendance, or other support personnel; and involvement of a child welfare attendance specialist as appropriate. Corporal punishment is prohibited. Staff may use only reasonable and necessary force to protect persons or property. A School administrator or designee manages discipline referrals on a case-by-case basis, documents actions taken, sends copies home for signature, returns copies to relevant staff, and logs referrals in the School's student information system for monitoring.

RESTORATIVE PRACTICES
The School employs restorative practices to repair harm and strengthen community, including relationship building, calm corners, check-ins, community circles, positive reinforcement, reflection sheets, restorative conversations, harm circles, and logical consequences. Goals include addressing needs, building healthy relationships, reducing harmful behavior, repairing harm, resolving conflict, and accountability. Implementation is ongoing and responsive to student needs.

ALTERNATIVES TO SUSPENSION
The School will prioritize alternatives that address specific misconduct, which may include family group conferences, age-appropriate reflective statements, targeted reflection packets, and referrals to a Student Support and Progress Team (SSPT) for collaborative problem-solving and data-informed Tier 1–3 supports. Staff receive professional development on these interventions, including a structured beginning-of-year implementation period.

DATA USE
The School will monitor behavioral incident data using its student information and analytics tools to identify trends by time, location, day, student group, and behavior type, and to plan targeted interventions. Suspensions, expulsions, involuntary removals, and reinstatements will be maintained in the School's student information system and provided to LAUSD upon request.

GROUNDS FOR SUSPENSION AND EXPULSION; JURISDICTION
Students may be disciplined for acts related to School activity or attendance occurring: on School grounds; while going to or coming from School; during lunch periods on or off campus; or during, going to, or returning from a School-sponsored activity.

CATEGORY 1 OFFENSES (MANDATORY RECOMMENDATION FOR EXPULSION; ED. CODE § 48915(C))
Immediate suspension and recommendation for expulsion are required when the student:
a) Possessed, sold, or otherwise furnished a firearm.
b) Brandished a knife at another person.
c) Unlawfully sold a controlled substance.
d) Committed or attempted sexual assault or committed sexual battery as defined in § 48900(n).
e) Possessed an explosive.
Definitions: knife includes any dirk, dagger, weapon with a fixed, sharpened blade for stabbing,

a blade longer than 3.5 inches, a locking-blade folding knife, or a razor with an unguarded blade. Firearm includes any weapon designed to expel a projectile by explosive action, its frame or receiver, any muffler or silencer, or destructive device; excludes antique firearms.

CATEGORY 2 OFFENSES (LIMITED DISCRETION; ED. CODE § 48915(A))
Suspension is required and expulsion must be recommended unless the School Leader determines expulsion is inappropriate:
a) Causing serious physical injury, except in self-defense.
b) Possession of any knife, explosive, or other dangerous object of no reasonable use.
c) Unlawful possession of a controlled substance (except first offense of ≤ one ounce of marijuana and lawful medications).
d) Robbery or extortion.
e) Assault or battery upon any school employee.

CATEGORY 3 OFFENSES (BROAD DISCRETION)
The School Leader may suspend and recommend expulsion for offenses including, but not limited to: physical injury or threats (non-serious injury); possession of ≤ one ounce of marijuana (first offense) or alcohol; property damage or theft; tobacco use; obscene acts or habitual profanity; drug paraphernalia; receiving stolen property; imitation firearm; harassment, threats, or intimidation (grades 4–8); sexual harassment (grades 4–8); hate violence (grades 4–8); terroristic threats; force or violence except in self-defense; intimidation of witnesses; simulated controlled substance sales; sale of prescription drug Soma; hazing; bullying including electronic acts.
For Categories 2 and 3, the School must determine that other means of correction are not feasible or have repeatedly failed, or that due to the nature of the act, the student's presence poses a continuing danger.

POTENTIAL DISCIPLINARY ACTIONS
Generally, suspension is imposed only when other means of correction fail; prior corrective action is not required if the student's presence presents danger to persons or property or threatens to disrupt instruction. For § 48900(a)–(e) violations and the firearm offense, out-of-school suspension may be authorized for a first offense. Expulsion for Category 3(a)–(l) offenses or Category 1(a) firearm possession may be recommended by the School Leader and must be supported by findings of a neutral administrative panel that other means are not feasible or have failed, or that the student's presence poses continuing danger.

IN-SCHOOL SUSPENSION
Where safe and appropriate, students may be assigned to a supervised in-school suspension classroom. Notice and conference requirements are the same as for out-of-school suspension. A credentialed teacher or administrator will supervise work completion and provide assistance. Students with IEPs or Section 504 Plans will continue to receive required services. Maximum days will follow applicable law (generally five days per incident for general education; cumulative limits of ten days for students with disabilities unless disciplinary change-of-placement procedures are followed).

SUSPENSION PROCEDURES
Authority: The School Leader or designee determines whether to impose suspension and the length.
Informal conference: When practicable, suspension will be preceded by an informal conference with the student, parent/guardian, and, when feasible, the referring staff member. The student will be informed of the reasons and evidence and given an opportunity to present their version and evidence. This conference may be omitted in an emergency involving a clear and present danger to life, safety, or health; in such cases, the student and parent/guardian will be offered a conference within two schooldays.
Parent/guardian notice: At the time of suspension, the School will make reasonable efforts to contact the parent/guardian by phone, email, or in person and will provide written notice in the native language stating the specific offense(s), return date, and the student's rights.
Parent/guardian conference: A conference may be held to discuss causes and duration, applicable policy, and other pertinent matters. Failure to attend will not delay reinstatement nor result in penalties for the student.
Time limits: Unless a recommendation for expulsion is made, no single suspension (in- or out-of-school) will exceed five schooldays. Total days per year will be consistent with Education Code limits (generally 20 days), and 10 days for students with disabilities absent a change in placement process.
Extension pending expulsion: Following a recommendation for expulsion, suspension may be extended after a conference if the student's presence would be disruptive or poses a threat. During suspension, the School will ensure access to instructional activities, materials, and assessments, and a means to communicate with staff.

SUSPENSION APPEALS
Within ten days of receiving suspension notice, a parent/guardian may submit a written appeal to the TEACH Public Schools Student Discipline Committee (a Board subcommittee). The Committee will conduct the appeal review and issue a final decision. A parent/guardian may submit a written objection to be included in the student's discipline record.

ACCESS TO CLASS MATERIALS AND ASSIGNMENTS DURING SUSPENSION
The School will ensure the student receives all class materials and assignments for completion during suspension and may complete remaining assignments upon return. For suspensions pending expulsion hearing, the School will coordinate daily access to materials and appropriate proctoring of exams and state testing.

EXPULSION PROCEDURES
Definition: Expulsion is the involuntary removal of a student from all TEACH Public Schools campuses and programs for a specified period for certain misconduct, used when lesser interventions have failed and/or the student's presence creates a continuing danger.
Authority: The Chief Executive Officer, School Leader, or designee may recommend expulsion. Final action is taken by the Student Discipline Committee of the TEACH Public Schools Board after a hearing.
Notice of hearing: Written notice in the native language will be provided at least ten calendar days before the expulsion hearing, including the charges, hearing date/time/location, applicable rules, rights to representation, rights to inspect documents and present/cross-examine witnesses,

obligations related to disclosure upon transfer, and information about accommodations and language support.
Timeline: The hearing will occur within thirty schooldays of the offense unless postponed at the parent/guardian's request, and not fewer than ten days after notice unless waived.
Hearing body and record: A neutral and impartial administrative panel (not involved in the underlying incident) will hear the case in confidential session and make a recommendation to the Student Discipline Committee. A reasonably accurate and complete record (audio/video) will be maintained.
Special procedures for certain offenses: In cases involving sexual assault or battery, the School may use sworn declarations and other protections for complaining witnesses as permitted by law.
Evidence: Technical rules of evidence do not apply; decisions must be based on substantial evidence. Hearsay alone is insufficient to support expulsion.
Decision and post-hearing: Within ten schooldays of the hearing, the administrative panel will submit findings to the Student Discipline Committee, which decides whether to approve expulsion based on substantial evidence.
Notification: Following the Committee's decision, the CEO or designee will notify the parent/guardian (and educational rights holders where applicable) of the decision, findings, rehabilitation plan, reinstatement eligibility, appeal rights, access to records, and alternative education options. The School will notify LAUSD and, if different, the district of residence of the expulsion and provide required information.

APPEAL OF EXPULSION
Parents/guardians may appeal an expulsion to the full TEACH Public Schools Board (excluding members of the Student Discipline Committee). Appeals must be submitted in writing within ten schooldays of notice of the decision and will be limited to the record of proceedings, absent narrowly defined exceptions. The Board will notify families of the appeal hearing date and issue a final decision.

POST-EXPULSION SUPPORT AND REHABILITATION
The Student Discipline Committee may suspend enforcement of an expulsion order for up to one calendar year and require completion of a rehabilitation plan tailored to the incident and student needs (e.g., attendance, academic supports, counseling, community service). The plan will include a date not later than one year from expulsion when the student may seek readmission. The School will support families in securing appropriate placement during expulsion, including coordination with the district of residence and the county office of education.

READMISSION OR ADMISSION OF PREVIOUSLY EXPELLED STUDENTS
Readmission decisions rest with the TEACH Public Schools Board. The Board will review the student's request, evidence of rehabilitation plan completion, and any information from School administration, and will determine whether the student has satisfied the plan and whether readmission would pose a safety risk or substantial disruption. Decisions will be made in closed session with appropriate reporting. Readmission is contingent upon capacity in the applicable grade level.

NOTICE TO TEACHERS
The School will notify teachers of any pupil who has engaged in or is reasonably suspected to have engaged in acts listed in Education Code § 49079 and corresponding offenses in this policy.

ADMINISTRATION AND DATA SYSTEMS
The School will use its student information system and internal data tools to document referrals, interventions, suspensions, expulsions, involuntary removals, reinstatements, and outcomes, maintaining records consistent with applicable privacy laws and making data available to LAUSD upon request.

ENGLISH LEARNERS, HOMELESS, FOSTER, AND INDIAN CHILD WELFARE ACT COMPLIANCE
All notices and proceedings will include language access and reasonable accommodations. The School will ensure that a homeless student's educational rights holder; a foster student's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker receive the same notices and have the same rights as a parent/guardian in all suspension, expulsion, involuntary transfer, and involuntary removal matters.

Element 11: Employee Retirement Systems

"The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security." (Ed. Code § 47605(c)(5)(K).)

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School's participation in, and/or coverage of its staff members by, the State Teachers' Retirement System (CalSTRS), the Public Employees' Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a "government plan" governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan's requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School's existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

TEACH Preparatory Elementary School shall comply with all applicable laws governing retirement systems for its employees.

Certificated Staff Members
Certificated employees (e.g., teachers, counselors, certificated administrators) shall participate in the California State Teachers' Retirement System ("CalSTRS"). The Executive Director, with support from the Director of Human Resources, shall be responsible for ensuring that appropriate arrangements for CalSTRS coverage are made and sustained. TEACH Preparatory Elementary School acknowledges that once participation in CalSTRS is elected under the assigned CDS code, such participation must continue for the duration of the School's existence.

Classified Staff Members
Classified employees shall participate in the federal Social Security system (including Medicare)**.** The Director of Human Resources shall ensure proper arrangements for Social Security coverage are made and maintained.

Other Staff Members
All other non-certificated staff not eligible for CalSTRS shall also participate in the federal Social Security system (including Medicare)**,** as required by law. The Director of Human Resources shall ensure proper arrangements for Social Security coverage are made and sustained.

Element 12: Public School Attendance Alternative

"The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools." (Ed. Code § 47605(c)(5)(L).)

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil's school district of residence in accordance with applicable law and that school district's policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school's charter. If LAUSD is the pupil's school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

TEACH Preparatory Elementary School shall comply with all applicable laws regarding attendance alternatives, as set forth in the FSDRL assurances.

Parents and guardians are informed, prior to enrollment, that no student is required to attend the charter school. Enrollment packets and the School's enrollment forms include clear statements of the pupil's right to attend their District school of residence or another public school within the Los Angeles Unified School District through the District's open enrollment process, subject to space and programmatic availability.

This information is communicated during the enrollment process, in outreach materials, and at orientation meetings to ensure that all families understand their public school attendance alternatives.

Element 13 – Rights of District Employees

"The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school." (Ed. Code § 47605(c)(5)(M).)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

TEACH Preparatory Elementary School shall comply with all applicable federal and state laws regarding the rights of employees, as set forth in the FSDRL assurances.

Element 14 – Mandatory Dispute Resolution

"The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter." (Ed. Code § 47605(c)(5)(N).)

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of, or relating to, this Charter, except for any claim, controversy or dispute related to the authorization, non-renewal, revision, and/or revocation of this Charter, ("Dispute") shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys' fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party's attorneys' fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys' fees, costs and/or expenses, or mediator's or arbitrator's fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code section 47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 et seq. ("Proposition 39"), shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

   Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

   Director
   Charter Schools Division
   Los Angeles Unified School District
   333 South Beaudry Avenue, 20th Floor

Los Angeles, California 90017

Director/Principal
[Charter School Name]
[Charter School Address]

2) A written response ("Written Response") shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by

certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Director/Principal
[Charter School]
[Charter School Address]

2) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

TEACH Preparatory Elementary School shall resolve disputes with the District in accordance with the procedures required by the District and included in the FSDRL assurances.

All written notices to the School pursuant to these procedures shall be directed to:

TEACH Preparatory Elementary School
c/o Matt Brown, Executive Director
10600 S. Western Avenue
Los Angeles, CA 90047

Internal disputes within the School shall be handled by the governance and leadership structures of TEACH Inc. The Executive Director and the TEACH Inc. Board of Directors will serve as the primary agents responsible for resolution, following applicable policies and bylaws.

Element 15 – Charter School Closure Procedures

"The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records." (Ed. Code § 47605(c)(5)(O).)

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(g) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a "Closure Action". A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(f)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(k) and 47607(j), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on "Charter Schools Closure - Requirements and Recommendations" posted on the California Department of Education website. All references to "Charter School" apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.

2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.

3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.

7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.

8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The students' school districts of residence

4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure

2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school

2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results

3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.

5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).

7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.

8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.

4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

b. Make final federal tax payments (employee taxes, etc.)

c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

In the event of closure, TEACH Inc. will designate specific officers to serve as closure agents responsible for carrying out required procedures in consultation with the District. The Executive Director shall serve as the lead closure agent, supported by the Chief Legal & Organizational

Strategy Officer. These officers will ensure completion of a final audit, satisfaction of liabilities, lawful disposition of assets, and maintenance and transfer of pupil records.

Additional Provisions

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as

other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.

- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.

- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors:

  (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.

  (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- Minimum Payments or Charges to be Paid to District Arising from the Facilities:

  (i) Pro Rata Share: The District shall collect, and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

  (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.

- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

  (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

  (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site

as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be $1,000,000 per occurrence/$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.

5. Cyber Liability insurance coverage with minimum limits of $500,000 per occurrence and $500,000 general aggregate.

6. Professional Educators Errors and Omissions liability coverage with minimum limits of $5,000,000 per occurrence and $5,000,000 general aggregate.

7. Sexual Molestation and Abuse coverage with minimum limits of $5,000,000 per occurrence and $5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy. Whether this coverage is separately issued or included by endorsement to another policy, such coverage shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

8. Employment Practices Legal Liability coverage with limits of $5,000,000 per occurrence and $5,000,000 general aggregate.

9. Excess/Umbrella Liability insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 at the outset of the Charter agreement and within 30 calendar days of the inception or effective date of any new policies, renewals, or changes, certificates of insurance evidencing such coverage and signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

> "Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District's and Its Board of Education's status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct

any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days' notice to Charter School. When 30 days'

notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours' notice.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). (Ed. Code § 47606.5(b).)

Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. Adobe Reader:

TPES Financial Cash Flow- 2 Years.xlsx

Budget Narrative & Cash Flow Statement

Below is the financial information and narrative for the proposal of TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary ("TPES"). The financial statements include a 3-year pro-forma annual budget and monthly cash flow statement (the planning year (2025-26) plus 2 years of operations for 2026-27 through 2027-28 inclusive).

Students: Enrollment, Demographics and Average Daily Attendance

Revenues for TPES will largely depend on the number of students enrolled and their attendance. Average Daily Attendance (ADA) is the aggregate attendance during a reporting period divided by the number of days the school is in session during that period. ADA is used to calculate many of the revenue sources. To allow for conservatism, this budget assumes an 88% attendance rate, which is based on historical actuals. Additionally, TPES will be adding a 5th grade which is projected at 60 students in Year 1 (2026-27.)

It is planned that TPES will in 2026-27 increase enrollment to 380 with the 5th grade addition and maintain at 380 enrolled through 2027-28. The following table shows TPE's projected enrollment and ADA.

Table A: Enrollment & ADA

	2025-26 *Year 0*	2026-27 *Year 1*	2027-28 *Year 2*
Projected Enrollment & ADA by Grade			
TK	20	20	20
K	48	60	60
1st Grade	47	60	60
2nd Grade	52	60	60
3rd Grade	52	60	60
4th Grade	52	60	60
5th Grade	-	60	60
Total Projected Enrollment	**271**	**380**	**380**
Average Daily Attendance (ADA)			
ADA %	88%	88%	88%
Total	**238.48**	**334.40**	**334.40**

Revenues

Factoring in all revenues at the school, per-pupil funding is expected to be around $24,263/ADA at TPES beginning in 2026-27 and to grow based on COLA each year. LCFF state revenue streams provide the largest source of funding making up about 67-68% of TES's total revenues. All revenues are monitored throughout the year as various funding estimates are refined and recalculated.

Table B: Summary of Projected Revenues

	2025-26 *Year 0*	2026-27 *Year 1*	2027-28 *Year 2*
Summary of Revenue Programs			
State Aid - Revenue Limit	$3,816,408	$5,422,573	$5,607,588
Federal Revenue	439,613	555,294	555,294
Other State Revenue	1,881,326	2,005,960	2,007,643
Other Local Revenue	129,636	129,636	129,636
Total Revenues	**$6,266,983**	**$8,113,463**	**$8,300,161**
State Revenues as % of Total	*60.9%*	*66.8%*	*67.6%*
Revenues per ADA	*$26,279*	*$24,263*	*$24,821*

State Revenues

State Revenues are estimated based on specific programs as identified below, with the majority of funding dependent upon the annual State budget and the school's student population.

Principal Apportionment

The LCFF FCMAT calculator (FCMAT Version v26.2 released 8/1/25) was used to determine the LCFF projections for each year of the above revenue projections which are based on expected student ADA and the expected unduplicated count of students at TPES of 99%. This rate is consistent with the TPES's historical actuals.

These projections show that in Year 1, a total of $66,880, or $200 per ADA, of the principal apportionment ADA funding will be disbursed via the Education Protection Account. Approximately 24% of the LCFF revenues (or $4,219 per ADA) are projected to be disbursed via In-Lieu Property Taxes (ILPT). This rate is consistent with the TPES's historical actuals.

Table C: Projected State Revenues

	2025-26 *Year 0*	2026-27 *Year 1*	2027-28 *Year 2*
State Aid - Revenue Limit			
LCFF State Aid	$2,762,460	$3,944,712	$4,129,727
Education Protection Account	47,696	66,880	66,880
In Lieu of Property Taxes	1,006,252	1,410,981	1,410,981
Total State Revenue	**$3,816,408**	**$5,422,573**	**$5,607,588**

Federal Revenues

Special Education

TPES provides special education services and will work with the L.A. Unified Charter School Special Education Local Planning Area (SELPA) to ensure resources are provided to ensure compliant, efficient and effective delivery of services. TPE's state special education funding includes general state aid of $920/ADA in Year 0, less SELPA administrative fees. The school's projected state special ed revenue, within the "Other State Revenue" category includes Educational Related Mental Health Services (ERMHS) level 2 funding at $65/ADA. In addition to state special education funding, the revenue projection for TPES also assumes $255.12/ADA of federal special education funding.

Free and Reduced-Price Meal Eligibility

The federally funded National School Lunch Program provides free and reduced-price meals for lunch and breakfast to eligible students, based on parent/guardian income levels. For this budget, we assume that the percentage of our students eligible to receive federal funding reimbursements will be about 99%. Food expenses for this program are shown below in expenses; serving staff expenses are included in classified salaries and benefits as well as in contracted services.

Title Programs

TPES has included Title revenues based on historical awards which are based on the percentage of students eligible to receive free or reduced federal lunch funding.

Table D: Projected Federal Revenues

	2025-26 *Year 0*	2026-27 *Year 1*	2027-28 *Year 2*
Federal Revenue			
Special Education - Entitlement	$132,582	$128,793	$128,793
Federal Child Nutrition	181,033	253,847	253,847
Title I, Part A - Basic Low Income	105,425	147,828	147,828
Title II, Part A - Teacher Quality	10,573	14,826	14,826
Other Federal Revenue	10,000	10,000	10,000
Total Federal Revenue	**$439,613**	**$555,294**	**$555,294**

Other State Revenues

Lottery & Mandated Block Grant

Lottery funding is based upon a projection of $273 per ADA per year. Lottery funds are mainly allocated for general purpose with approximately 30% of the funds restricted for instructional materials. Projections for the Mandate Block Grant are assumed at $21.27/ADA for grades K-5. This funding is based on the previous year's ADA.

The Lottery funds have been included at $273 per projected ADA.

Charter School Facility Grant (SB740)

TPES is projecting to have a FRPM Eligibility over the 55% requirement to continue to qualify for the SB740 facility grant. As a result, the budget includes SB740 funding based on the lesser of $ $1,471 per ADA or 75% of the budgeted lease cost. For TPES this will be $1,471 per ADA.

Expanded Learning Opportunity Program (ELOP)

ELOP is paid for the prior year ADA and Unduplicated Pupil Percentage (UPP) and is funded to school serving students TK-5 at a rate of Unduplicated Percentage times $2,750 times ADA. In the case of TPES that means they will receive $912,611 (99.24% x $2,750 x 334.40) in Year 1 (2026-27.) The slight increase thereafter is based on the three-year rolling average UPP number. ELOP funding is given to extend the learning day to 9 hours and requires the school to be open for 30 non-instructional days. This expense has been included (discussed later) in the contracted services expense category.

Prop 28 – Arts & Music in Schools Funding (AMS)

On November 8, 2022, California voters approved Proposition 28: The Arts and Music in Schools (AMS) Funding Guarantee and Accountability Act. Funding is ongoing (i.e., allocated annually), and school districts have up to three years to spend an allocation. The funds need to increase arts education spending, not replace existing expenditures. TPES is projected to be awarded $46,303 in both Year 1 (2026-27) and in 2027-28. TPES plans to spend the full allocation each year.

After School Education and Safety (ASES)

The After School Education and Safety (ASES) Program provides recurring funding to the Center for Advanced Learning to be used for before and after school programs. The ASES Program funds the establishment of local after school education and enrichment programs. These programs are created through partnerships between schools and local community resources to provide literacy, academic enrichment and safe constructive alternatives for students. TPES is projected to receive an annual projected amount of $137,433 per year based on enrollment and historical actuals.

Student Services and Professional Development Block Grant (SSPDBG)

The New Student Services and Professional Development Block Grant is a one-time state allocation intended to support California school districts, charter schools, and county offices of education in enhancing student well-being and academic achievement. Funds may be used for a wide range of activities, including counseling services, mental health supports, rising costs, expanded learning programs, and professional development for educators focused on equity, inclusive practices, and learning recovery. The grant is designed to provide flexible, needs-based support, particularly for students most affected by the pandemic. This has been included in TPES's 2025-26 (Year 0) projection at $72,736, which is $305 per 2024-25 ADA (305*238.48).

Table E: Projected Other State Revenues

	2025-26 *Year 0*	2026-27 *Year 1*	2027-28 *Year 2*
Other State Revenue			
State Special Education	$219,376	$316,902	$327,740
Child Nutrition	17,135	24,753	25,599
School Facilities (SB740)	324,053	437,535	437,535
Mandated Cost	4,994	5,226	7,578
State Lottery	65,105	91,291	91,291
Other State Revenue	1,250,664	1,130,253	1,117,899
Total Other State Revenue	**$1,881,326**	**$2,005,960**	**$2,007,643**

Other Local Revenues

Although TPES does intend to utilize fundraising, non-public revenue has been excluded from the budget to be conservative. However, interest is assumed based on historical rates at $129,636 beginning in Year 1 (2026-27) with no annual increase to be conservative.

	2025-26 *Year 0*	2026-27 *Year 1*	2027-28 *Year 2*
Other Local Revenue			
Interest Revenue	129,636	129,636	129,636
Total Other Local Revenue	**$129,636**	**$129,636**	**$129,636**

Expenditures

The projected expenditures through 2027-28 are shown below and are followed by a summary of assumptions for some of the larger expenses.

Table F: Summary of Projected Expenses

	2025-26 *Year 0*	2026-27 *Year 1*	2027-28 *Year 2*
Summary of Projected Expenses			
Certificated Salaries	$1,279,586	$1,482,211	$1,511,856
Classified Salaries	554,680	609,557	621,748
Employee Benefits	522,549	600,819	612,493
Total Compensation	**$2,356,815**	**$2,692,588**	**$2,746,096**
Books and Supplies	$656,611	$899,123	$917,106
Subagreement Services	1,160,109	1,875,255	1,912,760
Operations and Housekeeping	182,687	261,290	266,516
Facilities, Repairs and Other Leases	700,937	731,164	733,174
Professional/Consulting Services	1,029,070	1,453,758	1,478,464
Depreciation	52,200	53,244	54,309
Interest	14,168	15,456	15,456
Total Non-Comp	**$3,795,782**	**$5,289,291**	**$5,377,785**
Total Expenses	**$6,152,596**	**$7,981,878**	**$8,123,881**

Total Compensation - Salaries and Employee Benefits

Total compensation costs (salary and benefits) at capacity remain relatively constant at 34% of total expenditures. “Compensation” includes the salary costs of all staff, including those who work full-time and part-time, and includes all staff benefits including social security, Medicare, and workers’ compensation.

TPES’s teacher staffing levels are based upon enrollment projections. Ratios of Students to Certificated Teachers is expected to be slightly above 25:1 over the course of the full 2 years of operations. However, that ratio is slightly above 17:1 when including all staff who are in Student/Program support roles.

Table G: Instructional Staff Ratio

	2025-26 *Year 0*	2026-27 *Year 1*	2027-28 *Year 2*
Instructional Staff Ratio			
School Attendance	271.0	380.0	380.0
Certificated Teacher	11.0	15.0	15.0
Certificated Pupil Support (including S	1.0	-	-
Classified Instructional Aides	6.0	7.0	7.0
Total Instructional Staff	**18.0**	**22.0**	**22.0**
Student : Instructional Staff Ratio	*15.1*	*17.3*	*17.3*

The staffing tables associated with our financial projections are shown below:

Table H: Staffing Summary

Total Staffing			
Instructional Staff			
Teachers			
TK-K	3.00	3.00	3.00
1st Grade	2.00	3.00	3.00
2nd Grade	2.00	3.00	3.00
3rd Grade	2.00	2.00	2.00
4th Grade	2.00	2.00	2.00
5th Grade	-	2.00	2.00
Total Teacher	**11.0**	**15.0**	**15.0**
Other Instructional Staff			
Certificated Pupil Support (including S	1.00	-	-
Classified Instructional Aides	6.00	7.00	7.00
Total Other Instructional Staff	**7.00**	**7.00**	**7.00**
Total Instructional Staff	**18.00**	**22.00**	**22.00**
Administrative Staff - Certified			
Principal	1.00	1.00	1.00
Assistant Principal	1.00	1.00	1.00
Total Administrative Staff - Certified	**2.00**	**2.00**	**2.00**
Support and Administrative Staff			
Support Staff - Classified (FTE)	0.50	0.50	0.50
Administrative - Classified (FTE)	-	-	-
Clerical Staff - Classified (FTE)	1.50	1.50	1.50
Other Staff - Classified (FTE)	2.00	2.00	2.00
Total Classified Staff	**4.00**	**4.00**	**4.00**
Total Staffing	**24.0**	**28.0**	**28.0**

The average salary structure for key FTE staff positions is listed in the table below. The budget assumes a 2% cost of living adjustment every year. Note that the projected total salary amounts in Table E also includes support staff costs.

Table I: Average Budgeted Salary by Position

	2025-26	**2026-27**	**2027-28**
	Year 0	*Year 1*	*Year 2*
Average Budgeted Salary by Position			
Teacher (including SPED)	85,363	81,886	83,524
Administrative Staff - Certified	124,465	126,957	129,497
Classified Staff (Support and Adminsit	55,468	55,414	56,523

Table J: Employee Benefits

	2025-26	2026-27	2027-28
	Year 0	*Year 1*	*Year 2*
Employee Benefits			
STRS	$243,757	$283,102	$288,764
OASDI	34,198	37,793	38,548
Medicare	26,503	30,331	30,937
Health and Welfare	160,324	187,680	191,434
State Unemployment	14,430	17,150	17,150
Workers' Compensation	29,116	29,285	29,870
Other Benefits	14,221	15,479	15,789
Total Benefits	**$522,549**	**$600,819**	**$612,493**

The table above lists the total projected annual employer costs for all employee benefits, on a year-by-year basis. Within employee benefits, most benefits are statutory and are determined by either state or federal mandate and are based on current rate factors. These benefits differ by type of employee (i.e. certificated or classified) and by whether they are full-time, part-time and/or hourly employees. TPES's employees participate in different combinations of STRS, Social Security, Medicare, and workers' compensation depending on position. For full-time certificated employees, who participate in the State Teachers' Retirement System (and not in the Federal Social Security system), the employer contribution is expected to remain at 19.10% per the Governor's proposed budget in 2025-26 and remains flat for all subsequent years.

Books and Supplies and Food Services

The core programming cost projections are based upon an historical per pupil allotment for instructional supplies, online curricula, project materials and some assessments. TPES will continue to provide breakfast and lunch for all students and will participate in the National Free and Reduced Lunch Program with an annual 2% COLA applied and on a per ADA basis- which accounts for the jump in Year 1.

Table K: Books, Supplies, & Food Services

	2025-26	2026-27	2027-28
	Year 0	*Year 1*	*Year 2*
Books & Supplies			
Textbooks and Core Curricula	$147,073	$195,352	$199,259
School Supplies	30,387	43,461	44,331
Software	144,817	182,126	185,769
Office Expense	75,833	108,461	110,631
Business Meals	1,375	1,967	2,006
Noncapitalized Equipment	58,957	84,324	86,011
Food Services	198,168	283,432	289,100
Total Books & Supplies	**$656,611**	**$899,123**	**$917,106**

Other Expenses

The operating cost projections are based upon historical averages such as communication costs, utilities, insurance, and copier lease costs on a per ADA basis. As the ELOP funding increases based on ADA, so does the Other Educational Consultants line to offset. A 2% COLA is also applied each year.

Table L: Subagreement Services

	2025-26	2026-27	2027-28
	Year 0	*Year 1*	*Year 2*
Subagreement Services			
Nursing	-	-	-
Special Education	400,100	522,246	532,691
Substitutes	68,100	97,401	99,349
Transportation	195,800	280,045	285,645
Security	44,896	64,212	65,496
Other Educational Consultants	451,213	911,351	929,578
Total Subagreement Services	**$1,160,109**	**$1,875,255**	**$1,912,760**

SPED Consultants

Special Education Consultant costs include all outside service provider costs estimated at $522,246 in Year 1 (2026-27) plus 2% COLA adjustments and increases based on population growth thereafter. This includes psychological, speech language and occupational therapy services to TPES's students with IEPs. This cost is in addition to the in-house special education positions included in the personnel costs.

Substitute Teacher

Substitute teacher costs are based on the number of full-time teachers, the number of expected absent days per year and the daily cost of an external staffing agency and historical actuals. These amounts increase each year based on the increase in the number of students and a COLA of 2% each year.

Table M: Professional Services

	2025-26	2026-27	2027-28
	Year 0	*Year 1*	*Year 2*
Professional Services			
IT	-	-	-
Audit & Taxes	15,300	15,606	15,918
Legal	3,575	3,647	3,719
Professional Development	15,100	21,597	22,029
General Consulting	23,300	33,325	33,992
Special Activities/Field Trips	14,199	20,308	20,714
Bank Charges	1,368	1,956	1,996
Printing	38,200	54,636	55,729
Other taxes and fees	8,828	12,627	12,880
Payroll Service Fee	7,909	11,312	11,538
Management Fee	663,934	949,597	968,588
District Oversight Fee	38,164	54,226	56,076
County Fees	4,300	6,150	6,273
SPED Encroachment	183,093	256,736	256,736
Public Relations/Recruitment	11,800	12,036	12,277
Total Professional Services	**$1,029,070**	**$1,453,758**	**$1,478,464**

Expenses shown in the table above are based on historical actuals with an increase based on a per ADA basis where applicable and an expense COLA of 2%. We make note of items below as needed to explain our budgeting assumptions.

Management Fee

TPES is a part of the TEACH network and pays a 9.5% fee of revenue to the Charter Management Organization (CMO), which provides services at an economy of scale with 2 other charter schools to generate efficiencies.

Additionally, TPES has contracted with Charter Impact, Inc. to provide financial management services including financial reporting, accounts payable, and general accounting. Fees for these services are budgeted at 1.75% of total revenue. Charter Impact, Inc. also provides hourly based support for attendance, CALPADS and other student data needs. These fees have also been included in the Management Fee account within the budget.

Authorizer Oversight Fee

TPES has projected that it will be required to pay a fee of 1% of general purpose revenues.

Table N: Facilities, Repairs and Other Leases Expenses

	2025-26	2026-27	2027-28
	Year 0	*Year 1*	*Year 2*
Facilities, Repairs and Other Leases			
Rent	$630,682	$630,682	$630,682
Equipment Leases	19,288	27,587	28,139
Repairs and Maintenance	50,967	72,895	74,353
Total Facilities, Repairs and Other Lease:	**$700,937**	**$731,164**	**$733,174**

Facilities Rent

TPES occupies and leases a third-party site. TPES pays for the ground lease plus the bond facility payment for the tenant improvements via the intercept method through a bond with the California School Finance Authority- CSFA. As noted above, the facility is eligible for the Charter School Facility Grant (SB740) funds based on the demographics of the school.

Table O: Operations and Housekeeping

	2025-26	2026-27	2027-28
	Year 0	*Year 1*	*Year 2*
Operations and Housekeeping			
Auto and Travel	$600	$858	$875
Dues & Memberships	9,075	12,980	13,239
Insurance	69,037	98,741	100,716
Janitorial Services	77,367	110,654	112,867
Communications	19,408	27,759	28,314
Postage and Shipping	7,200	10,298	10,504
Total Operations and Housekeeping	**$182,687**	**$261,290**	**$266,516**

Expenses in the above table are based on historical actuals and calculated on a per ADA basis with an annual 2% COLA increase.

Other Outgo and Transfers

Interest and Depreciation expenses are based on historical actuals with increases built in that account for additional expected costs.

Table P: Depreciation & Interest

	2025-26 *Year 0*	2026-27 *Year 1*	2027-28 *Year 2*
Depreciation & Interest			
Depreciation	$52,200	$53,244	$54,309
Interest	14,168	15,456	15,456
Total Depreciation & Interest	**$66,368**	**$68,700**	**$69,765**

Cash Flow

TPES projects no cash flow issues. The year over year surpluses will allow for the school to continue to have a substantial cash reserve to protect itself against economic uncertainty and other cash flow timing pitfalls.

Ending Cash Balance

The cash balance is projected to continue to be healthy at 74.30% at the end of 2026-27 and 77.1% in 2027-28.

Table Q: Statement of Activities & Cash Balance

	2025-26 *Year 0*	2026-27 *Year 1*	2027-28 *Year 2*
Statement of Activities			
Revenues			
State Aid - Revenue Limit	$3,816,408	$5,422,573	$5,607,588
Federal Revenue	439,613	555,294	555,294
Other State Revenue	1,881,326	2,005,960	2,007,643
Other Local Revenue	129,636	129,636	129,636
Total Revenues	**$6,266,983**	**$8,113,463**	**$8,300,161**
Expenses			
Certificated Salaries	$1,279,586	$1,482,211	$1,511,856
Classified Salaries	554,680	609,557	621,748
Employee Benefits	522,549	600,819	612,493
Books & Supplies	656,611	899,123	917,106
Subagreement Services	1,160,109	1,875,255	1,912,760
Operations and Housekeeping	182,687	261,290	266,516
Facilities, Repairs and Other Leases	700,937	731,164	733,174
Professional Services	1,029,070	1,453,758	1,478,464
Depreciation and Interest	66,368	68,700	69,765
Total Expenses	**$6,152,596**	**$7,981,878**	**$8,123,881**
Increase/(Decrease) of Net Assets	**$114,387**	**$131,584**	**$176,280**
		1.6%	2.2%
Beginning Cash Balance	5,105,558	5,876,108	5,930,659
Ending Cash Balance	**$5,876,108**	**$5,930,659**	**$6,262,112**
Cash Balance (% of Expenditures)	**95.5%**	**74.3%**	**77.1%**

Revenues

Since revenues fluctuate and are received from multiple sources, accurate cash projections are vital to maintenance of a healthy financial position. The greatest cash flow challenge is correctly predicting the flow of federal and state revenue sources. California law specifies the payment schedule for State Aid funds. Although this schedule is subject to legislative and regulatory change, the California Department of Education (CDE) has committed to a 5-5-9 payment schedule. We have used this schedule to project our cash flow position for all the years projected in this petition document.

State Aid – Revenue Limit

The State Aid – Revenue Limit funds come from a combination of three sources: In Lieu Property Taxes, State Aid, and Education Protection Account. The district where the school is located pays the Charter School an In-Lieu Property Tax amount per ADA near the end of each month. State Aid is due from the state on or before the end of the month and is paid monthly from July to June on a 5-5-9 schedule. Based on the typical timing of funds coming through County Treasurer to a school bank account, we have assumed a one-month delay in the payments. The Economic Protection Account flows quarterly in September, December, March and June. Again, for conservatism, we have assumed that all receipts will be delayed to the month following their scheduled payment.

California Lottery

State Lottery Revenues are paid according to the prior year's ADA and are paid quarterly.

Expenditures

The most significant part of TPE's cost structure is staff compensation, which is generally paid evenly throughout the year except in July when most staff are not working prior to the start of the school year. Most of the curriculum costs are front-loaded to the beginning of the school year.

Fund Balance

The fund balance is expected to be above the CDE-recommended levels in each year of operations and grow to 45.2% by the end of Year 2

Table R: Statement of Fund Balance

	2025-26 *Year 0*	2026-27 *Year 1*	2027-28 *Year 2*
Fund Balance			
Beginning Fund Balance	$3,252,223	$3,366,609	$3,498,194
Increase/(Decrease) in Net Assets	114,387	131,584	176,280
Ending Fund Balance	**$3,366,609**	**$3,498,194**	**$3,674,473**
Fund Balance (% of Expenditures)	**54.7%**	**43.8%**	**45.2%**

Restricted Funding and Tracking

The budget for TPES has been built on a methodology where all restricted funding has been balanced with an offsetting expense to encumber expenses in the same year that the restricted revenue is recognized. For any multi-year funding, such as ELO-P, the school plans to recognize and expend funding in full along with each award year.

Coversheet

Financials - September Close

Section:	III. Items for Potential Action
Item:	F. Financials - September Close
Purpose:	FYI
Submitted by:	
Related Material:	TEACH_FY25-26 Financial Presentation as of 09.30.25 Close.pdf

CHARTER IMPACT

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

Financial Presentation – As of Sept 30th, 2025 Close

Highlights (as of 9.30.25)

- All sites currently projected surplus except for TEACH Academy.
- All Sites positive cash flow, and positive fund balances at year end.
- TEACH Academy , TEACH Tech, and TEACH Prep projected to either meet or exceed the 45-Day Cash on Hand Requirement.
- TEACH Academy , Teach Tech and Teach Prep all meet and exceed the required 1.10x Base Rent Coverage Ratio.

TEACH Inc. Board Summaries September 30, 2025

	TEACH Acadmey of Technologies	TEACH Tech Charter High	TEACH Prep Elementary	TEACH CMO
Revenue Projected	$ 8,869,522	$ 7,733,424	$ 6,157,252	$ 2,180,156
Expenses Projected	9,079,934	7,631,715	6,115,164	1,731,167
Surplus/Deficit	(210,412)	101,709	42,088	448,989
Beginning Fund Balance	6,990,005	7,797,504	3,258,181	902,847
Ending Fund Balance	$ 6,779,593	$ 7,899,213	$ 3,300,269	$ 1,351,836
Cash Projected @ 6/30/2026	$ 5,476,035	$ 6,712,424	$ 5,890,349	$ 3,208,884
Enrollment/ Average Daily Attendance	439/ 394.34	350/ 329.16	282/ 240.04	
Average Daily Cash On Hand Projected @ 6/30/26 (45 req)	220	321	352	
Base Rent Coverage Ratio (1.1 req)	1.84	2.24	2.23	
Current Operating Cash Balance as of 9/30/25	$ 5,314,179	$ 6,315,043	$ 5,032,840	$ 1,521,085

TPS, Inc.– Financial Position 9/30/25

TEACH, Inc.

Statement of Financial Position

September 30, 2025

	Teach Academy of Technology	Teach Tech High School	Teach Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School	Teach Public Schools	C & M LLC	Wooten Avila, LLC	TEACH Foundation, Inc	Eliminations	Combined
Assets									
Current Assets									
Cash & Cash Equivalents	$ 5,314,179	$ 6,315,043	$ 5,032,840	$ 2,616,110	$ 32,568	$ 43,970	$ -		$ 19,354,710
Accounts Receivable	600,683	334,730	129,832	6,429	3,323	81,294	2,337		1,158,628
Public Funding Receivables	180,438	192,726	217,891	-	-	-	-		591,056
Due To/From Related Parties	1,525,091	(11,454)	(370,864)	(642,129)	(831,231)	330,588	-		(0)
Prepaid Expenses	37,056	11,166	5,165	-	-	-	-		53,387
	7,657,447	**6,842,211**	**5,014,864**	**1,980,410**	**(795,340)**	**455,852**	**2,337**		**21,157,781**
Property & Equipment, Net	424,193	301,730	194,277	91,622	9,163,956	17,709,652	-		27,885,430
Right-Of-Use Asset, Net	17,385,281	15,103,812	11,370,035	-	-	-	-		43,859,129
Deposits	-	162,517	99,750	8,750	-	3,625	-	(141,967)	132,675
Deferred Lease Asset	-	-	-	-	176,067	(55,253)	-		120,814
Investments	-	-	-	-	541,192	639,288	-		1,180,480
Securities	-	-	-	-	865,945	1,779,571	-		2,645,516
Securities Premium	-	-	-	-	2,759	(1,639)	-		1,119
Total Long Term Assets	**17,809,474**	**15,568,059**	**11,664,062**	**100,372**	**10,749,919**	**20,075,244**	**-**	**(141,967)**	**31,966,035**
Total Assets	**$ 25,466,921**	**$ 22,410,270**	**$ 16,678,926**	**$ 2,080,783**	**$ 9,954,578**	**$ 20,531,096**	**$ 2,337**	**$ (141,967)**	**$ 96,982,945**

Note- Current Assets are 2.98 times more than Current Liabilities – organization does not have significant current debt and is able to meet financial obligations when due.

TPS, Inc.–Financial Position 9/30/25

TEACH, Inc.

Statement of Financial Position

September 30, 2025

	Teach Academy of Technology	Teach Tech High School	Teach Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School	Teach Public Schools	C & M LLC	Wooten Avila, LLC	TEACH Foundation, Inc	Eliminations	Combined
Liabilities									
Current Liabilities									
Accounts Payable	$ (5,454)	$ (7,469)	$ -	$ -	$ -	$ -	$ -		$ (12,923)
Accrued Liabilities	164,999	107,460	864,124	1,314,374	-	-	-		2,450,957
Interest Payable	-	-	-	-	224,315	268,625	-		492,940
Deferred Revenue	1,486,109	69,356	1,743,342	-	-	-	-		3,298,806
Other Short-term Liabilities	358,701	309,426	213,841	-	-	-	-		881,969
Total Current Liabilities	**2,004,355**	**478,773**	**2,821,307**	**1,314,374**	**224,315**	**268,625**	-	-	**7,111,748**
Long-Term Liabilities									
Notes Payable, Net of Current Po	-	-	-	-	0	141,967	-	(141,967)	-
Bonds Payable	-	-	-	-	11,565,000	21,490,000	-		33,055,000
Bond Issue Cost	-	-	-	-	(215,213)	(412,752)	-		(627,966)
Discount on Bonds	-	-	-	-	(175,033)	-	-		(175,033)
Premium on Bonds	-	-	-	-	-	1,646,314	-		1,646,314
Other Long-term Liabilities	17,175,859	14,784,854	11,174,097	-	-	-	-	-	43,134,810
Total Long-Term Liabilities	**17,175,859**	**14,784,854**	**11,174,097**	-	**11,174,754**	**22,865,529**	-	**(141,967)**	**33,898,316**
Total Liabilities	**$ 19,180,214**	**$ 15,263,627**	**$ 13,995,404**	**$ 1,314,374**	**$ 11,399,068**	**$ 23,134,154**	**$ -**	**$ (141,967)**	**$ 84,144,874**
Net Asset	6,286,707	7,146,643	2,683,523	766,409	(1,444,490)	(2,603,058)	2,337	-	12,838,071
Total Liabilities and Net Assets	**$ 25,466,921**	**$ 22,410,270**	**$ 16,678,927**	**$ 2,080,783**	**$ 9,954,578**	**$ 20,531,096**	**$ 2,337**	**$ (141,967)**	**$ 96,982,945**

CHARTER IMPACT

TEACH Academy of Technologies

Monthly Financial Presentation – As of September 30th, 2025

TAT – Attendance Data and Metrics

Enrollment and Per Pupil Data

Enrollment & Per Pupil Data		
	Forecast	Budget
Average Enrollment	439	468
ADA	394.34	411.84
Attendance Rate	89.8%	88.0%
Unduplicated %	98.9%	98.9%
Revenue per ADA	$22,492	$22,266
Expenses per ADA	$21,911	$21,793

ADA is currently projected at 394.34 ADA, which is 17.5 ADA below original approved budget.

TAT - Revenue

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Revenue						
State Aid-Rev Limit	$ 782,830	$ 845,381	$ (62,551)	$ 5,843,779	$ 6,103,157	$ (259,378)
Federal Revenue	27,592	61,698	(34,106)	1,102,639	1,115,964	(13,325)
Other State Revenue	120,145	44,676	75,469	1,719,855	1,750,817	(30,962)
Other Local Revenue	53,249	50,000	3,249	203,249	200,000	3,249
Total Revenue	**$ 983,816**	**$ 1,001,755**	**$ (17,939)**	**$ 8,869,522**	**$ 9,169,938**	**$ (300,416)**

Note: Variance explanation(s) on next slide

TAT - Revenue

- **State Aid-Rev: $5.84 MM (projected decrease of $259.4k)-** Due to decrease of 17.50 ADA.
- **Federal Revenue: $1.10MM (projected decrease of $13.3k)-** Due to lower ADA projection.
- **Other State Revenue: $1.72 MM (projected decrease of $31k)-** Due to lower projected ADA.
- **Other Local Revenue: $203.2k – (projected increase of $3.2k)-** Due to higher than projected interest run rate.

TAT – Expenses

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Expenses						
Certificated Salaries	$ 412,329	$ 451,651	$ 39,322	$ 2,205,692	$ 2,234,011	$ 28,319
Classified Salaries	141,759	155,256	13,498	783,754	658,094	(125,659)
Benefits	177,842	228,668	50,826	1,058,483	1,029,840	(28,643)
Books and Supplies	226,687	209,729	(16,957)	801,849	810,395	8,547
Subagreement Services	19,521	193,138	173,617	1,153,932	1,178,000	24,068
Operations	119,138	97,472	(21,667)	403,915	394,900	(9,015)
Facilities	230,183	243,425	13,242	959,465	973,700	14,235
Professional Services	333,408	317,882	(15,526)	1,595,582	1,570,112	(25,470)
Depreciation	23,668	27,650	3,982	103,093	110,600	7,507
Interest	2,577	3,864	1,287	14,169	15,456	1,287
Total Expenses	**$ 1,687,113**	**$ 1,928,736**	**$ 241,623**	**$ 9,079,934**	**$ 8,975,109**	**$ (104,825)**

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

TAT - Expense

- **Certificated Salaries: $2.21MM (Projected savings of $28.3k)-** Savings due primarily to 1.0 unfilled positions.
- **Classified Salaries: $783.8k (Projected increase of $125.7k)-** Due primarily to added 3.0 Aides and .33 Director of Enrollment partially offset by removal of 1.0 clerical salaries.
- **Benefits: $1.06MM (Projected increase of $28.6k) –** Increase based on added positions.
- **Non-Personnel Related Expenses: $5.03MM (Projected savings of $21.2k)-** Savings due primarily to projected reduced costs due to lower ADA offset by some higher run rates.

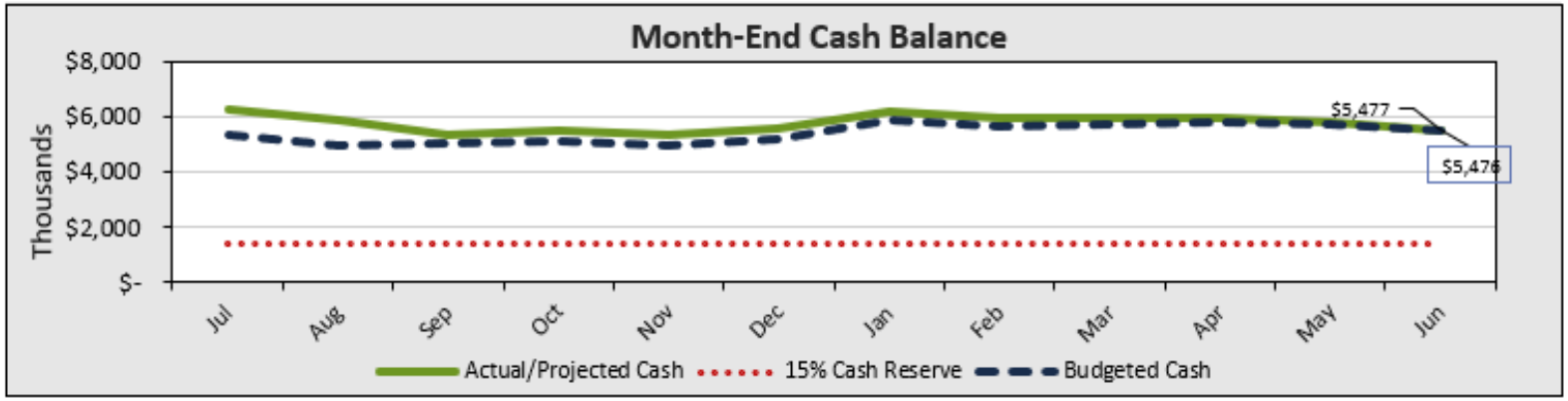
TAT – Fund Balance

- Projected deficit of $210.4k.
- Net assets projected at year-end of $6.78MM= 74.7% of the operating budget.

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Total Surplus(Deficit)	**$ (703,297)**	**$ (926,981)**	**$ 223,684**	**$ (210,412)**	**$ 194,829**	**$ (405,242)**
Beginning Fund Balance	6,990,005	6,990,005		6,990,005	6,990,005	
Ending Fund Balance	**$ 6,286,707**	**$ 6,063,023**		**$ 6,779,592**	**$ 7,184,834**	
As a % of Annual Expenses	*69.2%*	*67.6%*		*74.7%*	*80.1%*	

TAT – Cash Balance

- Current Cash Balance as of September Close = $5.31MM.
- Cash projected at 6/30/26= $5.48MM which is 220 DCOH. 45 DCOH required by the bond.
- The Base Rent Coverage Ratio is projected to end at 1.84- bond requirement is 1.10- (Per Bond- Net Income plus Depreciation plus Management Fees plus Base Rent Divided by Base Rent.)



CHARTER IMPACT

TEACH Tech Charter High School

Monthly Financial Presentation – As of September 30th, 2025

TTHS – Attendance Data and Metrics

Enrollment and Per Pupil Data

Enrollment & Per Pupil Data		
	Forecast	Budget
Average Enrollment	350	400
ADA	329.16	352.00
Attendance Rate	94.0%	88.0%
Unduplicated %	94.0%	94.0%
Revenue per ADA	$23,529	$23,459
Expenses per ADA	$23,493	$22,877

Current projected ADA is 329.16 a decrease of 22.84 ADA from Budgeted.

TTHS - Revenue

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Revenue						
State Aid-Rev Limit	$ 788,321	$ 694,520	$ 93,801	$ 5,828,560	$ 6,233,043	$ (404,483)
Federal Revenue	21,749	53,542	(31,793)	558,092	574,616	(16,524)
Other State Revenue	94,750	35,362	59,388	1,011,293	1,074,870	(63,577)
Other Local Revenue	54,230	93,750	(39,520)	335,480	375,000	(39,520)
Total Revenue	**$ 959,050**	**$ 877,173**	**$ 81,877**	**$ 7,733,424**	**$ 8,257,529**	**$ (524,105)**

See next slide for variance explanation(s)

TTHS - Revenue

- **State- Aid Revenue: $5.83MM (Projected Decrease of $404.5k)-** Due to ADA decrease of 22.84 ADA.
- **Federal Revenue: $558.1k (projected decrease of $16.5k)-** Due primarily to ADA decrease.
- **Other State Revenue: $1.01MM (Projected decrease of $63.6k)-** Due primarily ADA decrease.
- **Other Local Revenue: $335.5k (Projected decrease of $39.5k)-** Due to actual Interest run rate.

TTHS - Expenses

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Expenses						
Certificated Salaries	$ 424,867	$ 396,226	$ (28,641)	$ 2,017,874	$ 2,046,125	$ 28,251
Classified Salaries	119,238	152,916	33,678	613,604	671,008	57,404
Benefits	150,165	163,530	13,365	728,187	767,981	39,793
Books and Supplies	246,884	253,360	6,477	845,955	900,242	54,286
Subagreement Services	41,970	143,690	101,720	639,071	790,700	151,629
Operations	115,157	104,086	(11,071)	411,696	421,100	9,404
Facilities	197,270	220,750	23,480	839,003	883,000	43,997
Professional Services	292,632	286,585	(6,047)	1,453,204	1,485,936	32,732
Depreciation	21,728	17,750	(3,978)	71,528	71,000	(528)
Interest	-	3,864	3,864	11,592	15,456	3,864
Total Expenses	**$ 1,609,911**	**$ 1,742,757**	**$ 132,846**	**$ 7,631,715**	**$ 8,052,547**	**$ 420,832**

Note: Variance explanation(s) on next slide

TTHS - Expense

- **Certificated Salaries:$2.02MM-(Projected savings of $28.3k)-** Savings primarily due to 1.0 less FTE than projected partially offset by some lower and higher salaries.
- **Classified Salaries: $613.6k- (Projected savings of $57.4K)-** Savings due primarily to 2 positions not yet filled.
- **Benefits: $728.2k –(projected savings of $39.8K)**- Primarily due to overall salary savings.
- **Non-Personnel Expenses: $4.27MM- (Projected savings of $295.4k)**- Savings due to decreased costs due to lower ADA.

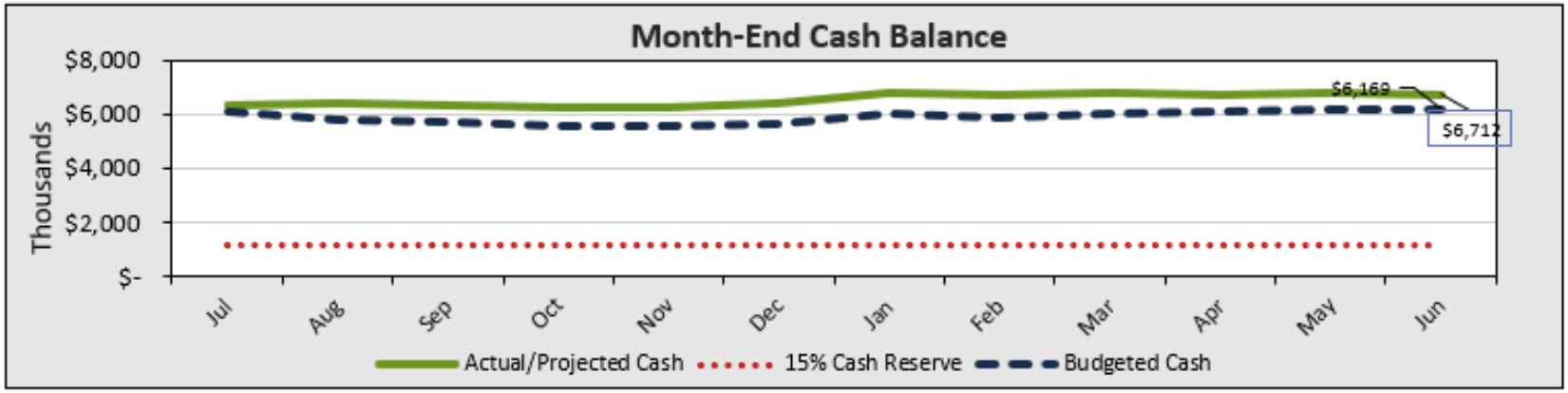
TTHS – Fund Balance

- Projected surplus of $101.7k.
- Net assets projected to end positively at $7.8MM, which is 103.5% of annual expenses.

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Total Surplus(Deficit)	**$ (650,861)**	**$ (865,584)**	**$ 214,723**	**$ 101,709**	**$ 204,982**	**$ (103,273)**
Beginning Fund Balance	7,797,504	7,797,504		7,797,504	7,797,504	
Ending Fund Balance	**$ 7,146,643**	**$ 6,931,920**		**$ 7,899,213**	**$ 8,002,486**	
As a % of Annual Expenses	*93.6%*	*86.1%*		*103.5%*	*99.4%*	

TTHS – Cash Balance

- Cash as of September close of $6.32MM.
- Cash projected at 6/30/25 close is $6.71MM which is 321 DCOH. 45 DCOH required by bond.
- The Base Rent Coverage Ratio projected to end at 2.24, Bond requirement is 1.10- (Per Bond-Surplus plus Depreciation plus Management Fees plus Base Rent divided by Base Rent.)



CHARTER IMPACT

TEACH Prep Elementary School

Monthly Financial Presentation – As of September 30th, 2025

TES – Attendance Data and Metrics

Enrollment and Per Pupil Data

Enrollment & Per Pupil Data		
	Forecast	Budget
Average Enrollment	262	251
ADA	240.04	238.48
Attendance Rate	91.6%	88.0%
Unduplicated %	98.4%	98.4%
Revenue per ADA	$25,622	$25,626
Expenses per ADA	$24,951	$25,043

Current enrollment at 240.04 which is above the budgeted number by 1.56 ADA.

TES – Revenue

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Revenue						
State Aid-Rev Limit	$ 447,159	$ 456,727	$ (9,568)	$ 3,795,874	$ 3,772,200	$ 23,674
Federal Revenue	10,848	29,000	(18,152)	432,212	431,032	1,180
Other State Revenue	51,022	25,451	25,571	1,787,347	1,783,005	4,342
Other Local Revenue	48,069	31,250	16,819	141,819	125,000	16,819
Total Revenue	**$ 557,098**	**$ 542,427**	**$ 14,670**	**$ 6,157,252**	**$ 6,111,237**	**$ 46,015**

- **State- Aid Revenue: $3.8MM (Projected increase of $23.7k)-** Based on added ADA of 1.56.
- **Federal Revenue: $432.2k (Projected increase of $1.2k)-** Based on higher ADA.
- **Other State Revenue: $1.79MM (Projected increase of $4.3K)-** Primarily due to higher ADA.
- **Other Local Revenue: $141.8k (projected increase of $16.8k)-** Based on actual Interest revenue run rates.

TES – Expenses

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Expenses						
Certificated Salaries	$ 243,869	$ 255,815	$ 11,946	$ 1,306,165	$ 1,276,129	$ (30,036)
Classified Salaries	120,067	100,922	(19,145)	583,091	481,769	(101,322)
Benefits	93,919	116,873	22,954	511,943	537,217	25,274
Books and Supplies	255,545	136,994	(118,551)	638,419	517,366	(121,053)
Subagreement Services	16,921	173,794	156,873	1,007,702	1,158,913	151,211
Operations	52,984	43,329	(9,655)	188,452	177,800	(10,652)
Facilities	144,866	177,925	33,059	698,947	711,700	12,753
Professional Services	190,003	208,194	18,191	1,115,672	1,043,496	(72,176)
Depreciation	13,581	13,125	(456)	53,181	52,500	(681)
Interest	-	3,864	3,864	11,592	15,456	3,864
Total Expenses	**$ 1,131,756**	**$ 1,230,835**	**$ 99,079**	**$ 6,115,164**	**$ 5,972,346**	**$ (142,818)**

Note: Variance explanation(s) on next slide

TES - Expense

- **Certificated Salaries: $1.31MM- (Projected increase of $30k)**-Increase due to added 1.0 FTE partially offset due to some salaries slightly lower than projected.
- **Classified Salaries: $583.1K- (Projected increase of $101.3k)**-Increase due to added .33 FTE plus slightly higher overall salaries than projected.
- **Benefits: $511.9k- (Projected savings of $25.3k)-** Slight savings due to current actuals.
- **Non-Personnel Expenses: $3.71MM- (Projected increase of $36.7k)-** Increase based primarily on slight ADA projected cost related expenses.

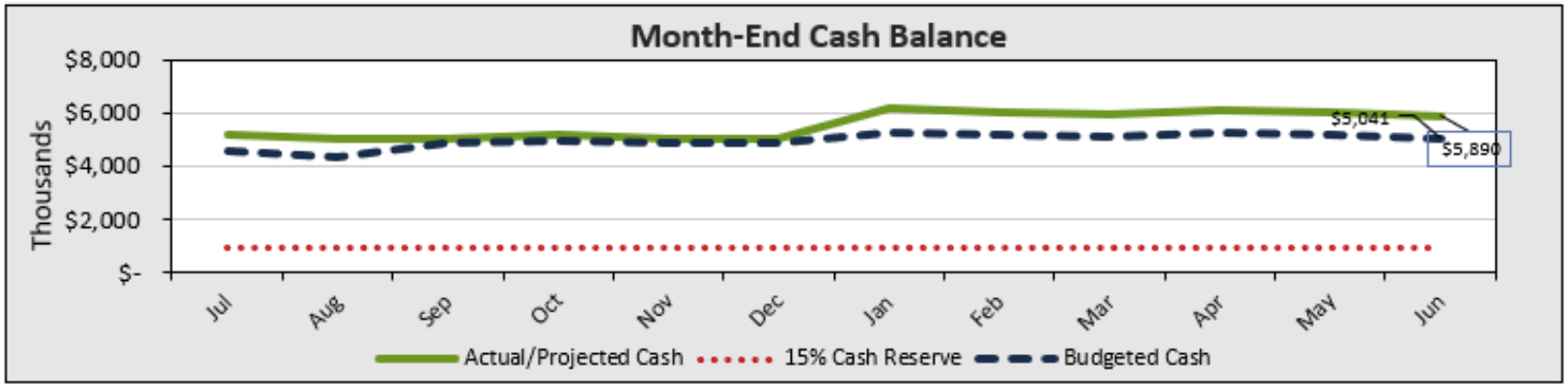
TES – Fund Balance

- Surplus Projected of $42.1k.
- Net assets projected to end positively at $3.30MM which is 54.0% of the total operating expenses.

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Total Surplus(Deficit)	**$ (574,659)**	**$ (688,408)**	**$ 113,749**	**$ 42,088**	**$ 138,891**	**$ (96,803)**
Beginning Fund Balance	3,258,181	3,258,181		3,258,181	3,258,181	
Ending Fund Balance	**$ 2,683,523**	**$ 2,569,774**		**$ 3,300,270**	**$ 3,397,073**	
As a % of Annual Expenses	*43.9%*	*43.0%*		*54.0%*	*56.9%*	

TES – Cash Balance

- Cash on hand as of September close- $5.03MM.
- Cash projected at Year-end $5.89MM which is 352 DCOH. 45 DCOH required by bond.
- The Base Rent Coverage Ratio projected to end at 2.23- Bond requirement is 1.10- (surplus plus depreciation plus management fees plus base rent divided by base rent.)



CHARTER IMPACT

TEACH Public Schools

Monthly Financial Presentation – As of September 30th, 2025

TPS – Revenue

- Revenue- $2.18MM –Decrease of $72.3k from budgeted primarily due to the decrease of overall ADA.

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Revenue						
Other Local Revenue	246,434	562,044	(315,611)	2,180,156	2,248,177	(68,021)
Total Revenue	$ 246,434	$ 562,044	$ (315,611)	$ 2,180,156	$ 2,248,177	$ (68,021)

TPS – Expenses

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Expenses						
Certificated Salaries	$ 120,697	$ 137,250	$ 16,553	$ 478,095	$ 549,002	$ 70,907
Classified Salaries	170,042	164,428	(5,613)	680,311	657,714	(22,597)
Benefits	63,035	94,498	31,463	347,371	379,740	32,369
Books and Supplies	5,983	21,180	15,197	66,103	81,300	15,197
Subagreement Services	-	-	-	-	-	-
Operations	11,844	17,478	5,634	79,666	85,300	5,634
Facilities	-	225	225	675	900	225
Professional Services	2,697	4,800	2,103	39,097	41,200	2,103
Depreciation	8,574	10,425	1,851	39,849	41,700	1,851
Interest	-	-	-	-	-	-
Total Expenses	**$ 382,872**	**$ 450,285**	**$ 67,413**	**$ 1,731,167**	**$ 1,836,856**	**$ 105,689**

- Overall savings of $105.7k due primarily to salaries below projected and current run rates below budgeted.

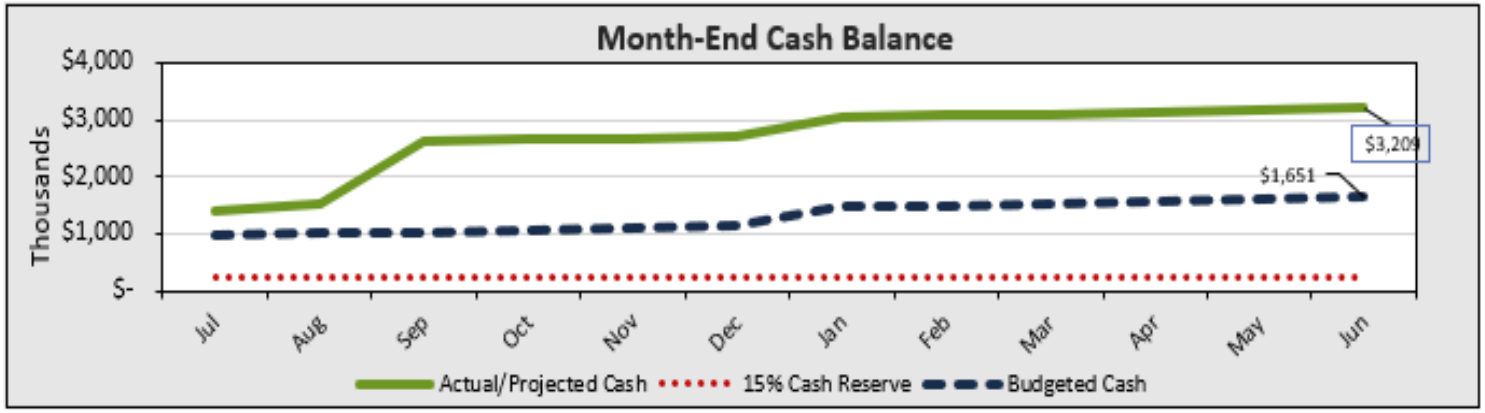
TPS – Fund Balance

- Projected surplus at year-end of $449k.
- Ending positive fund balance of $1.35MM- 78.1% of expenses.

	Year-to-Date			*Annual/Full Year*		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Total Surplus(Deficit)	$ (136,438)	$ 111,759	$ (248,198)	$ 448,989	$ 411,321	$ 37,668
Beginning Fund Balance	902,847	902,847		902,847	902,847	
Ending Fund Balance	$ 766,409	$ 1,014,607		$ 1,351,836	$ 1,314,168	
As a % of Annual Expenses	*44.3%*	*55.2%*		*78.1%*	*71.5%*	

TPS – Cash Balance

- Cash on hand as of September close of $2.62MM.
- Cash Projected at Year-end close is $3.21MM.



Questions & Discussion

Appendix follows, including:

- Monthly Cash Flow / Forecast 25/26
- Statement of Financial Position
- Statement of Cash Flows
- AP Aging
- Monthly Check Register
- 30-Day Compliance Calendar

TEACH Academy of Technologies

Monthly Cash Flow/Forecast FY25-26

Revised 10/13/2025

Actuals Through: 9/30/2025

ADA = 394.34

	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 Forecast	Original Budget Total	Favorable / (Unfav.)
Revenues															**ADA = 411.84**	
State Aid - Revenue Limit																
8011 LCFF State Aid	-	165,641	165,641	337,599	337,599	337,599	337,599	337,599	313,225	313,225	313,225	313,225	120,651	**3,392,827**	3,543,411	(150,584)
8012 Education Protection Account	-	-	-	154,504	-	154,504	-	-	154,504	-	-	-	347,078	**810,589**	846,570	(35,981)
8096 In Lieu of Property Taxes	-	312,610	138,938	137,294	137,294	137,294	137,294	137,294	167,449	83,724	83,724	83,724	83,724	**1,640,363**	1,713,176	(72,813)
	-	478,251	304,579	629,396	474,892	629,396	474,892	474,892	635,178	396,950	396,950	396,950	551,453	**5,843,779**	**6,103,157**	**(259,378)**
Federal Revenue																
8181 Special Education - Entitlement	-	19,102	8,490	-	-	-	-	-	-	-	-	-	96,868	**124,460**	124,460	-
8220 Federal Child Nutrition	-	-	-	15,010	28,519	28,519	28,519	28,519	28,519	28,519	28,519	28,519	57,037	**300,195**	313,520	(13,325)
8290 Title I, Part A - Basic Low Income	-	-	-	-	-	166,798	-	-	-	-	-	-	55,599	**222,397**	222,397	-
8291 Title II, Part A - Teacher Quality	-	-	-	-	-	18,297	-	-	-	-	-	-	6,099	**24,396**	24,396	-
8293 Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	10,000	-	**10,000**	10,000	-
8296 Other Federal Revenue	-	-	-	105,298	-	-	105,298	-	-	105,298	-	-	105,298	**421,191**	421,191	-
	-	19,102	8,490	120,307	28,519	213,613	133,816	28,519	28,519	133,816	28,519	38,519	320,901	**1,102,639**	**1,115,964**	**(13,325)**
Other State Revenue																
8311 State Special Education	-	68,763	30,561	37,799	37,799	37,799	37,799	37,799	26,334	26,334	26,334	26,334	26,334	**419,986**	419,986	-
8520 Child Nutrition	-	-	-	1,421	2,699	2,699	2,699	2,699	2,699	2,699	2,699	2,699	5,399	**28,414**	29,675	(1,261)
8545 School Facilities (SB740)	-	-	-	-	-	-	267,917	-	-	-	133,958	-	133,958	**535,834**	559,618	(23,785)
8550 Mandated Cost	-	-	-	-	-	8,478	-	-	-	-	-	-	-	**8,478**	8,478	-
8560 State Lottery	-	-	-	-	-	-	28,157	-	-	28,157	-	-	51,339	**107,654**	112,432	(4,779)
8599 Other State Revenue	7,569	6,626	6,626	150,771	2,307	2,307	150,771	2,307	2,307	150,771	2,307	2,307	132,513	**619,489**	620,627	(1,138)
	7,569	75,389	37,187	189,991	42,805	51,283	487,343	42,805	31,340	207,961	165,298	31,340	349,543	**1,719,855**	**1,750,817**	**(30,962)**
Other Local Revenue																
8660 Interest Revenue	18,091	18,362	16,796	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	-	**203,249**	200,000	3,249
	18,091	18,362	16,796	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	-	**203,249**	**200,000**	**3,249**
Total Revenue	**25,660**	**591,104**	**367,052**	**956,361**	**562,883**	**910,959**	**1,112,719**	**562,883**	**711,703**	**755,394**	**607,433**	**483,475**	**1,221,898**	**8,869,522**	**9,169,938**	**(300,416)**
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	12,082	146,694	145,867	146,320	146,320	146,320	146,320	146,320	146,320	146,320	146,320	146,320	-	**1,621,519**	1,498,393	(123,126)
1200 Pupil Support Salaries	11,232	14,597	14,110	14,024	14,024	14,024	14,024	14,024	14,024	14,024	14,024	14,024	-	**166,157**	162,040	(4,117)
1300 Administrators' Salaries	23,249	22,249	22,249	30,585	30,585	30,585	30,585	30,585	30,585	30,585	30,585	30,585	-	**343,016**	273,578	(69,438)
1900 Other Certificated Salaries	-	-	-	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	-	**75,000**	300,000	225,000
	46,563	183,540	182,226	199,263	199,263	199,263	199,263	199,263	199,263	199,263	199,263	199,263	-	**2,205,692**	**2,234,011**	**28,319**
Classified Salaries																
2100 Instructional Salaries	7,056	19,471	26,886	29,371	29,371	29,371	29,371	29,371	29,371	29,371	29,371	29,371	-	**317,748**	135,921	(181,827)
2200 Support Salaries	-	-	-	2,898	2,898	2,898	2,898	2,898	2,898	2,898	2,898	2,898	-	**26,081**	68,628	42,547
2400 Clerical and Office Staff Salaries	7,529	11,797	18,628	19,064	19,064	19,064	19,064	19,064	19,064	19,064	19,064	19,064	-	**209,529**	282,167	72,638
2900 Other Classified Salaries	12,798	17,990	19,603	20,001	20,001	20,001	20,001	20,001	20,001	20,001	20,001	20,001	-	**230,396**	171,378	(59,017)
	27,383	49,258	65,117	71,333	71,333	71,333	71,333	71,333	71,333	71,333	71,333	71,333	-	**783,754**	**658,094**	**(125,659)**
Benefits																
3101 STRS	8,042	33,752	30,337	38,627	38,627	38,627	38,627	38,627	38,627	38,627	38,627	38,627	-	**419,771**	426,696	6,926
3202 PERS	8,310	15,036	18,171	20,614	20,614	20,614	20,614	20,614	20,614	20,614	20,614	20,614	-	**227,044**	180,318	(46,727)
3301 OASDI	1,904	3,469	4,422	4,665	4,665	4,665	4,665	4,665	4,665	4,665	4,665	4,665	-	**51,775**	40,802	(10,973)
3311 Medicare	1,070	3,374	3,584	4,023	4,023	4,023	4,023	4,023	4,023	4,023	4,023	4,023	-	**44,236**	41,936	(2,300)
3401 Health and Welfare	26,122	466	1,982	24,000	24,000	24,000	24,000	24,000	24,000	24,000	24,000	24,000	-	**244,571**	280,000	35,429
3501 State Unemployment	315	2,760	625	1,078	1,078	1,078	5,390	4,312	2,156	1,078	1,078	1,078	-	**22,026**	19,600	(2,426)
3601 Workers' Compensation	6,632	2,211	2,211	3,884	3,884	3,884	3,884	3,884	3,884	3,884	3,884	3,884	-	**46,013**	40,489	(5,524)
3901 Other Benefits	751	1,178	1,119	-	-	-	-	-	-	-	-	-	-	**3,048**	-	(3,048)
	53,146	62,245	62,451	96,891	96,891	96,891	101,203	100,125	97,969	96,891	96,891	96,891	-	**1,058,483**	**1,029,840**	**(28,643)**

TEACH Academy of Technologies

Monthly Cash Flow/Forecast FY25-26

Revised 10/13/2025

Actuals Through: 9/30/2025

ADA = 394.34

		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 Forecast	Original Budget Total	Favorable / (Unfav.)
Books and Supplies																	
4100	Textbooks and Core Materials	-	6,400	-	20,450	20,450	-	-	-	-	-	-	-	-	**47,300**	85,400	38,100
4200	Books and Reference Materials	-	-	-	580	580	-	-	-	-	-	-	-	-	**1,160**	3,000	1,840
4302	School Supplies	127	1,880	7,894	4,133	4,133	4,133	4,133	4,133	4,133	4,133	4,133	4,133	-	**47,101**	51,800	4,699
4305	Software	35,428	8,055	50,546	12,600	12,600	12,600	12,600	12,600	12,600	12,600	12,600	12,600	-	**207,429**	157,900	(49,529)
4310	Office Expense	12,153	6,592	5,835	9,125	9,125	9,125	9,125	9,125	9,125	9,125	9,125	9,125	-	**106,704**	114,400	7,696
4311	Business Meals	159	-	-	17	17	17	17	17	17	17	17	17	-	**309**	200	(109)
4312	School Fundraising Expense	-	-	-	25	25	25	25	25	25	25	25	25	-	**225**	300	75
4400	Noncapitalized Equipment	285	9,766	43,358	10,380	10,380	10,380	-	-	-	-	-	-	-	**84,549**	54,200	(30,349)
4700	Food Services	-	4,632	33,577	29,874	29,874	29,874	29,874	29,874	29,874	29,874	29,874	29,874	-	**307,070**	343,195	36,125
		48,152	37,325	141,209	87,184	87,184	66,154	55,774	55,774	55,774	55,774	55,774	55,774	-	**801,849**	**810,395**	**8,547**
Subagreement Services																	
5102	Special Education	-	861	-	51,409	51,409	51,409	51,409	51,409	51,409	51,409	51,409	51,409	101,957	**565,500**	565,500	-
5103	Substitute Teacher	-	2,688	8,714	11,327	11,327	11,327	11,327	11,327	11,327	11,327	11,327	11,327	-	**113,347**	130,100	16,753
5104	Transportation	-	-	-	13,182	13,182	13,182	13,182	13,182	13,182	13,182	13,182	13,182	39,464	**158,100**	158,100	-
5105	Security	1,445	2,122	3,691	5,836	5,836	5,836	5,836	5,836	5,836	5,836	5,836	5,836	-	**59,785**	67,100	7,315
5106	Other Educational Consultants	-	-	-	24,630	24,630	24,630	24,630	24,630	24,630	24,630	24,630	24,630	35,530	**257,200**	257,200	-
		1,445	5,671	12,405	106,385	106,385	106,385	106,385	106,385	106,385	106,385	106,385	106,385	176,950	**1,153,932**	**1,178,000**	**24,068**
Operations and Housekeeping																	
5201	Auto and Travel	10,310	-	-	82	82	82	82	82	82	82	82	82	-	**11,047**	1,000	(10,047)
5300	Dues & Memberships	-	7,495	-	908	908	908	908	908	908	908	908	908	-	**15,670**	11,400	(4,270)
5400	Insurance	26,172	8,724	8,724	8,208	8,208	8,208	8,208	8,208	8,208	8,208	8,208	8,208	-	**117,494**	102,900	(14,594)
5501	Utilities	2,130	5,046	8,970	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	-	**91,146**	104,400	13,254
5502	Janitorial Services	3,714	22,990	8,493	13,008	13,008	13,008	13,008	13,008	13,008	13,008	13,008	13,008	-	**152,272**	163,000	10,728
5900	Communications	4,193	60	768	342	342	342	342	342	342	342	342	342	-	**8,096**	4,300	(3,796)
5901	Postage and Shipping	96	21	1,234	760	760	760	760	760	760	760	760	760	-	**8,191**	7,900	(291)
		46,615	44,335	28,188	31,642	31,642	31,642	31,642	31,642	31,642	31,642	31,642	31,642	-	**403,915**	**394,900**	**(9,015)**
Facilities, Repairs and Other Leases																	
5601	Rent	72,648	72,648	72,648	72,648	72,648	72,648	72,648	72,648	72,648	72,648	72,648	72,648	-	**871,777**	868,500	(3,277)
5602	Additional Rent	-	-	-	58	58	58	58	58	58	58	58	58	-	**525**	700	175
5603	Equipment Leases	467	1,214	452	2,642	2,642	2,642	2,642	2,642	2,642	2,642	2,642	2,642	-	**25,909**	33,200	7,291
5610	Repairs and Maintenance	1,255	2,159	6,691	5,683	5,683	5,683	5,683	5,683	5,683	5,683	5,683	5,683	-	**61,255**	71,300	10,045
		74,370	76,022	79,791	81,031	81,031	81,031	81,031	81,031	81,031	81,031	81,031	81,031	-	**959,465**	**973,700**	**14,235**
Professional/Consulting Services																	
5801	IT	-	-	-	17	17	17	17	17	17	17	17	17	-	**150**	200	50
5802	Audit & Taxes	-	5,012	51,620	4,800	4,800	4,800	-	-	-	-	-	-	-	**71,032**	15,100	(55,932)
5803	Legal	-	-	26	1,875	1,875	1,875	1,875	1,875	1,875	1,875	1,875	1,875	-	**16,901**	23,500	6,599
5804	Professional Development	-	6,000	1,500	2,460	2,460	2,460	2,460	2,460	2,460	2,460	2,460	2,460	-	**29,640**	25,700	(3,940)
5805	General Consulting	-	667	834	1,100	1,100	1,100	1,100	1,100	1,100	1,100	1,100	1,100	-	**11,400**	11,500	100
5806	Special Activities/Field Trips	3,849	2,250	3,900	-	-	3,667	3,667	3,667	-	-	-	-	-	**20,999**	11,500	(9,499)
5807	Bank Charges	159	160	160	280	280	280	280	280	280	280	280	280	-	**2,999**	2,900	(99)
5808	Printing	-	9,338	2,524	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	-	**45,612**	39,200	(6,412)
5809	Other taxes and fees	50	42	500	1,620	1,620	1,620	1,620	1,620	1,620	1,620	1,620	1,620	-	**15,172**	16,900	1,728
5810	Payroll Service Fee	851	851	851	617	617	617	617	617	617	617	617	617	-	**8,103**	7,800	(303)
5811	Management Fee	10,595	66,102	44,756	84,302	84,302	84,302	84,302	84,302	84,302	84,302	84,302	84,302	131,452	**1,011,623**	1,046,032	34,409
5812	District Oversight Fee	-	10,730	4,769	6,294	4,749	6,294	4,749	4,749	6,352	3,969	3,969	3,969	(2,156)	**58,438**	61,032	2,594
5813	County Fees	-	-	-	1,075	-	-	1,075	-	-	1,075	-	-	1,075	**4,300**	4,500	200
5814	SPED Encroachment	-	66,583	29,592	26,284	26,284	26,284	26,284	7,049	15,665	15,665	15,665	15,665	8,616	**279,636**	292,048	12,413
5815	Public Relations/Recruitment	-	9,139	-	1,160	1,160	1,160	1,160	1,160	1,160	1,160	1,160	1,160	-	**19,579**	12,200	(7,379)
		15,504	176,873	141,031	135,634	133,013	138,225	132,955	112,645	119,197	117,889	116,814	116,814	138,987	**1,595,582**	**1,570,112**	**(25,470)**
Depreciation																	
6900	Depreciation Expense	6,843	8,894	7,931	8,825	8,825	8,825	8,825	8,825	8,825	8,825	8,825	8,825	-	**103,093**	110,600	7,507
		6,843	8,894	7,931	8,825	8,825	8,825	8,825	8,825	8,825	8,825	8,825	8,825	-	**103,093**	**110,600**	**7,507**
Interest																	
7438	Interest Expense	1,288	1,289	-	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	-	**14,169**	15,456	1,287
		1,288	1,289	-	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	-	**14,169**	**15,456**	**1,287**
Total Expenses		**321,311**	**645,452**	**720,350**	**819,474**	**816,854**	**801,036**	**789,697**	**768,309**	**772,705**	**770,320**	**769,245**	**769,245**	**315,937**	**9,079,934**	**8,975,109**	**(104,825)**
Monthly Surplus (Deficit)		**(295,652)**	**(54,348)**	**(353,297)**	**136,887**	**(253,971)**	**109,924**	**323,021**	**(205,427)**	**(61,002)**	**(14,926)**	**(161,812)**	**(285,770)**	**905,961**	**(210,413)**	**194,829**	**(405,242)**

TEACH Academy of Technologies

Monthly Cash Flow/Forecast FY25-26

Revised 10/13/2025

Actuals Through: 9/30/2025

ADA = 394.34

	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 Forecast	Original Budget Total	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(295,652)	(54,348)	(353,297)	136,887	(253,971)	109,924	323,021	(205,427)	(61,002)	(14,926)	(161,812)	(285,770)	905,961	**(210,413)**		
Cash flows from operating activities																
Depreciation/Amortization	6,843	8,894	7,931	8,825	8,825	8,825	8,825	8,825	8,825	8,825	8,825	8,825	-	**103,093**		
Public Funding Receivables	758,904	101,671	-	-	140,601	50,822	304,084	-	-	-	-	-	(1,221,898)	**134,184**		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Accounts Receivable - Other ARO	7,139	7,939	-	-	-	-	-	-	-	-	-	-	-	**15,078**		
Due To/From Related Parties	(212,545)	(274,272)	(178,492)	-	-	-	-	-	-	-	-	-	-	**(665,309)**		
Prepaid Expenses	9,027	4,285	(1,137)	-	-	-	-	-	-	-	-	-	-	**12,175**		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Accounts Payable	(174,198)	(134,171)	-	-	-	-	-	-	-	-	-	-	315,937	**7,568**		
Accrued Expenses	(96,698)	(23,040)	(5,131)	-	-	-	-	-	-	-	-	-	-	**(124,869)**		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Deferred Revenue	227,991	23,143	23,143	-	-	-	-	-	-	-	-	-	-	**274,277**		
Cash flows from investing activities																
Purchases of Prop. And Equip.	(51,575)	(50,630)	(18,000)	-	-	-	-	-	-	-	-	-	-	**(120,205)**		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Proceeds(Payments) on Debt	(4,433)	(4,433)	-	-	-	-	-	-	-	-	-	-	-	**(8,865)**		
Total Change in Cash	174,804	(394,962)	(524,983)	145,712	(104,545)	169,571	635,930	(196,602)	(52,177)	(6,101)	(152,987)	(276,945)				
Cash, Beginning of Month	6,059,320	6,234,124	5,839,163	5,314,179	5,459,891	5,355,346	5,524,917	6,160,846	5,964,245	5,912,067	5,905,966	5,752,980				
Cash, End of Month	**6,234,124**	**5,839,163**	**5,314,179**	**5,459,891**	**5,355,346**	**5,524,917**	**6,160,846**	**5,964,245**	**5,912,067**	**5,905,966**	**5,752,980**	**5,476,035**				

TEACH Tech Charter High

Monthly Cash Flow/Forecast FY25-26

Revised 10/16/2025

Actuals Through: 9/30/2025

ADA = 329.16

	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 Forecast	Original Budget Total	Favorable / (Unfav.)
Revenues															**ADA = 352.00**	
State Aid - Revenue Limit																
8011 LCFF State Aid	-	216,202	216,202	390,288	390,288	390,288	390,288	390,288	401,930	401,930	401,930	401,930	401,930	**4,393,495**	4,698,390	(304,895)
8012 Education Protection Account	-	-	-	16,458	-	16,458	-	-	16,458	-	-	-	16,458	**65,832**	70,400	(4,568)
8096 In Lieu of Property Taxes	-	246,405	109,512	108,118	108,118	108,118	108,118	108,118	157,575	78,787	78,787	78,787	78,787	**1,369,233**	1,464,253	(95,020)
	-	462,607	325,714	514,864	498,406	514,864	498,406	498,406	575,963	480,717	480,717	480,717	497,175	**5,828,560**	**6,233,043**	**(404,483)**
Federal Revenue																
8181 Special Education - Entitlement	-	15,057	6,692	-	-	-	-	-	-	-	-	-	70,126	**91,875**	91,875	-
8220 Federal Child Nutrition	-	-	-	11,906	22,621	22,621	22,621	22,621	22,621	22,621	22,621	22,621	45,242	**238,115**	254,639	(16,524)
8290 Title I, Part A - Basic Low Income	-	-	-	-	-	145,589	-	-	-	-	-	-	48,530	**194,118**	194,118	-
8291 Title II, Part A - Teacher Quality	-	-	-	-	-	15,036	-	-	-	-	-	-	5,012	**20,048**	20,048	-
8296 Other Federal Revenue	-	-	-	3,484	-	-	3,484	-	-	3,484	-	-	3,484	**13,936**	13,936	-
	-	15,057	6,692	15,390	22,621	183,245	26,105	22,621	22,621	26,105	22,621	22,621	172,393	**558,092**	**574,616**	**(16,524)**
Other State Revenue																
8311 State Special Education	-	54,201	24,088	29,766	29,766	29,766	29,766	29,766	21,592	21,592	21,592	21,592	21,592	**335,082**	358,336	(23,254)
8520 Child Nutrition	-	-	-	1,127	2,141	2,141	2,141	2,141	2,141	2,141	2,141	2,141	4,282	**22,538**	24,102	(1,564)
8545 School Facilities (SB740)	-	-	-	-	-	-	223,634	-	-	-	111,817	-	111,817	**447,267**	478,306	(31,039)
8550 Mandated Cost	-	-	-	-	-	18,554	-	-	-	-	-	-	-	**18,554**	18,554	-
8560 State Lottery	-	-	-	-	-	-	22,174	-	-	22,174	-	-	45,513	**89,860**	96,096	(6,236)
8599 Other State Revenue	6,417	5,022	5,022	21,074	1,926	1,926	21,074	1,926	1,926	21,074	1,926	1,926	6,753	**97,990**	99,475	(1,485)
	6,417	59,223	29,110	51,968	33,833	52,388	298,789	33,833	25,659	66,981	137,476	25,659	189,957	**1,011,293**	**1,074,870**	**(63,577)**
Other Local Revenue																
8660 Interest Revenue	14,460	19,892	19,878	31,250	31,250	31,250	31,250	31,250	31,250	31,250	31,250	31,250	-	**335,480**	375,000	(39,520)
	14,460	19,892	19,878	31,250	31,250	31,250	31,250	31,250	31,250	31,250	31,250	31,250	-	**335,480**	**375,000**	**(39,520)**
Total Revenue	**20,877**	**556,779**	**381,394**	**613,472**	**586,111**	**781,747**	**854,551**	**586,111**	**655,493**	**605,054**	**672,064**	**560,247**	**859,525**	**7,733,424**	**8,257,529**	**(524,105)**
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	26,358	154,465	136,498	128,758	128,758	128,758	128,758	128,758	128,758	128,758	128,758	128,758	-	**1,476,142**	1,586,754	110,611
1200 Pupil Support Salaries	16,613	16,613	16,613	17,406	17,406	17,406	17,406	17,406	17,406	17,406	17,406	17,406	-	**206,495**	193,870	(12,625)
1300 Administrators' Salaries	24,375	16,667	16,667	30,836	30,836	30,836	30,836	30,836	30,836	30,836	30,836	30,836	-	**335,237**	265,501	(69,736)
	67,346	187,744	169,778	177,001	177,001	177,001	177,001	177,001	177,001	177,001	177,001	177,001	-	**2,017,874**	**2,046,125**	**28,251**
Classified Salaries																
2100 Instructional Salaries	-	3,048	4,056	10,298	10,298	10,298	10,298	10,298	10,298	10,298	10,298	10,298	-	**99,785**	113,277	13,492
2200 Support Salaries	5,883	3,379	3,686	6,848	6,848	6,848	6,848	6,848	6,848	6,848	6,848	6,848	-	**74,578**	104,324	29,746
2400 Clerical and Office Staff Salaries	10,088	10,361	11,896	14,171	14,171	14,171	14,171	14,171	14,171	14,171	14,171	14,171	-	**159,885**	170,054	10,169
2900 Other Classified Salaries	20,833	22,780	23,228	23,613	23,613	23,613	23,613	23,613	23,613	23,613	23,613	23,613	-	**279,356**	283,353	3,997
	36,803	39,568	42,866	54,930	54,930	54,930	54,930	54,930	54,930	54,930	54,930	54,930	-	**613,604**	**671,008**	**57,404**
Benefits																
3101 STRS	10,325	36,605	29,161	33,048	33,048	33,048	33,048	33,048	33,048	33,048	33,048	33,048	-	**373,525**	390,810	17,285
3301 OASDI	2,258	2,433	2,637	3,563	3,563	3,563	3,563	3,563	3,563	3,563	3,563	3,563	-	**39,397**	41,602	2,206
3311 Medicare	1,447	3,344	3,076	3,341	3,341	3,341	3,341	3,341	3,341	3,341	3,341	3,341	-	**37,940**	39,398	1,458
3401 Health and Welfare	35,567	970	1,808	19,333	19,333	19,333	19,333	19,333	19,333	19,333	19,333	19,333	-	**212,345**	240,000	27,655
3501 State Unemployment	42	819	0	906	906	906	4,532	3,626	1,813	906	906	906	-	**16,271**	18,130	1,859
3601 Workers' Compensation	6,652	2,217	2,217	3,226	3,226	3,226	3,226	3,226	3,226	3,226	3,226	3,226	-	**40,122**	38,040	(2,082)
3901 Other Benefits	1,768	3,526	3,294	-	-	-	-	-	-	-	-	-	-	**8,588**	-	(8,588)
	58,057	49,915	42,193	63,419	63,419	63,419	67,045	66,138	64,325	63,419	63,419	63,419	-	**728,187**	**767,981**	**39,793**

TEACH Tech Charter High

Monthly Cash Flow/Forecast FY25-26

Revised 10/16/2025

Actuals Through: 9/30/2025

ADA = 329.16

		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 Forecast	Original Budget Total	Favorable / (Unfav.)
Books and Supplies																	
4100	Textbooks and Core Materials	10,912	1,207	-	28,375	28,375	-	-	-	-	-	-	-	-	**68,869**	121,300	52,431
4200	Books and Reference Materials	-	-	-	2,740	2,740	-	-	-	-	-	-	-	-	**5,480**	14,700	9,220
4302	School Supplies	3,162	17,270	10,015	7,508	7,508	7,508	7,508	7,508	7,508	7,508	7,508	7,508	-	**98,023**	96,400	(1,623)
4305	Software	82,277	21,603	5,559	14,308	14,308	14,308	14,308	14,308	14,308	14,308	14,308	14,308	-	**238,215**	192,000	(46,215)
4310	Office Expense	15,399	2,200	3,264	9,208	9,208	9,208	9,208	9,208	9,208	9,208	9,208	9,208	-	**103,738**	118,100	14,362
4311	Business Meals	-	-	-	8	8	8	8	8	8	8	8	8	-	**75**	100	25
4400	Noncapitalized Equipment	-	2,036	43,895	14,760	14,760	14,760	-	-	-	-	-	-	-	**90,212**	78,900	(11,312)
4700	Food Services	-	3,828	24,255	23,696	23,696	23,696	23,696	23,696	23,696	23,696	23,696	23,696	-	**241,344**	278,742	37,398
		111,750	48,145	86,989	100,604	100,604	69,489	54,729	54,729	54,729	54,729	54,729	54,729	-	**845,955**	**900,242**	**54,286**
Subagreement Services																	
5102	Special Education	-	-	-	27,918	27,918	27,918	27,918	27,918	27,918	27,918	27,918	27,918	-	**251,264**	328,400	77,136
5103	Substitute Teacher	-	11,396	24,005	14,909	14,909	14,909	14,909	14,909	14,909	14,909	14,909	14,909	-	**169,583**	175,400	5,817
5104	Transportation	-	-	-	16,618	16,618	16,618	16,618	16,618	16,618	16,618	16,618	16,618	-	**149,564**	205,900	56,336
5105	Security	2,198	1,045	3,326	6,809	6,809	6,809	6,809	6,809	6,809	6,809	6,809	6,809	-	**67,851**	80,100	12,249
5106	Other Educational Consultants	-	-	-	90	90	90	90	90	90	90	90	90	-	**810**	900	90
		2,198	12,441	27,331	66,345	66,345	66,345	66,345	66,345	66,345	66,345	66,345	66,345	-	**639,071**	**790,700**	**151,629**
Operations and Housekeeping																	
5201	Auto and Travel	-	-	-	45	45	45	45	45	45	45	45	45	-	**409**	500	91
5300	Dues & Memberships	-	7,413	-	983	983	983	983	983	983	983	983	983	-	**16,263**	12,600	(3,663)
5400	Insurance	20,629	6,876	6,876	7,450	7,450	7,450	7,450	7,450	7,450	7,450	7,450	7,450	-	**101,431**	95,600	(5,831)
5501	Utilities	11,654	13,223	16,245	10,100	10,100	10,100	10,100	10,100	10,100	10,100	10,100	10,100	-	**132,021**	129,600	(2,421)
5502	Janitorial Services	1,847	19,709	5,999	11,658	11,658	11,658	11,658	11,658	11,658	11,658	11,658	11,658	-	**132,480**	149,600	17,120
5900	Communications	4,191	340	156	1,992	1,992	1,992	1,992	1,992	1,992	1,992	1,992	1,992	-	**22,612**	25,500	2,888
5901	Postage and Shipping	-	-	-	720	720	720	720	720	720	720	720	720	-	**6,480**	7,700	1,220
		38,321	47,560	29,276	32,949	32,949	32,949	32,949	32,949	32,949	32,949	32,949	32,949	-	**411,696**	**421,100**	**9,404**
Facilities, Repairs and Other Leases																	
5601	Rent	61,626	61,626	61,626	61,262	61,262	61,262	61,262	61,262	61,262	61,262	61,262	61,262	-	**736,236**	754,200	17,964
5602	Additional Rent	-	-	-	17	17	17	17	17	17	17	17	17	-	**150**	200	50
5603	Equipment Leases	467	1,070	744	1,408	1,408	1,408	1,408	1,408	1,408	1,408	1,408	1,408	-	**14,956**	18,100	3,144
5610	Repairs and Maintenance	3,089	5,643	1,378	8,617	8,617	8,617	8,617	8,617	8,617	8,617	8,617	8,617	-	**87,660**	110,500	22,840
		65,182	68,339	63,748	71,304	71,304	71,304	71,304	71,304	71,304	71,304	71,304	71,304	-	**839,003**	**883,000**	**43,997**
Professional/Consulting Services																	
5801	IT	-	-	-	208	208	208	208	208	208	208	208	208	-	**1,875**	2,600	725
5802	Audit & Taxes	-	5,010	51,604	5,100	5,100	5,100	-	-	-	-	-	-	-	**71,915**	16,400	(55,515)
5803	Legal	-	-	26	842	842	842	842	842	842	842	842	842	-	**7,601**	10,700	3,099
5804	Professional Development	-	4,500	-	3,640	3,640	3,640	3,640	3,640	3,640	3,640	3,640	3,640	-	**37,260**	38,900	1,640
5805	General Consulting	-	667	833	2,090	2,090	2,090	2,090	2,090	2,090	2,090	2,090	2,090	-	**20,310**	22,300	1,990
5806	Special Activities/Field Trips	-	600	2,500	-	-	14,567	14,567	14,567	-	-	-	-	-	**46,800**	50,000	3,200
5807	Bank Charges	442	442	443	810	810	810	810	810	810	810	810	810	-	**8,617**	8,700	83
5808	Printing	-	9,335	-	4,420	4,420	4,420	4,420	4,420	4,420	4,420	4,420	4,420	-	**49,115**	47,200	(1,915)
5809	Other taxes and fees	-	3,906	632	980	980	980	980	980	980	980	980	980	-	**13,358**	10,500	(2,858)
5810	Payroll Service Fee	851	851	851	617	617	617	617	617	617	617	617	617	-	**8,102**	8,000	(102)
5811	Management Fee	10,139	62,641	45,918	73,461	73,461	73,461	73,461	73,461	73,461	73,461	73,461	73,461	101,685	**881,531**	941,292	59,761
5812	District Oversight Fee	-	10,131	4,503	5,149	4,984	5,149	4,984	4,984	5,760	4,807	4,807	4,807	(1,779)	**58,286**	62,330	4,045
5813	County Fees	-	-	-	1,100	-	-	1,100	-	-	1,100	-	-	1,100	**4,400**	4,700	300
5814	SPED Encroachment	-	52,482	23,325	22,465	22,465	22,465	22,465	6,097	13,550	13,550	13,550	13,550	7,452	**233,415**	249,614	16,198
5815	Public Relations/Recruitment	-	-	-	1,180	1,180	1,180	1,180	1,180	1,180	1,180	1,180	1,180	-	**10,620**	12,700	2,080
		11,431	150,565	130,636	122,061	120,797	135,528	131,364	113,896	107,557	107,704	106,604	106,604	108,458	**1,453,204**	**1,485,936**	**32,732**
Depreciation																	
6900	Depreciation Expense	6,367	8,136	7,225	5,533	5,533	5,533	5,533	5,533	5,533	5,533	5,533	5,533	-	**71,528**	71,000	(528)
		6,367	8,136	7,225	5,533	5,533	5,533	5,533	5,533	5,533	5,533	5,533	5,533	-	**71,528**	**71,000**	**(528)**
Interest																	
7438	Interest Expense	-	-	-	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	-	**11,592**	15,456	3,864
		-	-	-	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	-	**11,592**	**15,456**	**3,864**
Total Expenses		**397,455**	**612,415**	**600,041**	**695,433**	**694,169**	**677,785**	**662,486**	**644,112**	**635,960**	**635,201**	**634,101**	**634,101**	**108,458**	**7,631,715**	**8,052,547**	**420,832**
Monthly Surplus (Deficit)		**(376,578)**	**(55,636)**	**(218,647)**	**(81,961)**	**(108,058)**	**103,963**	**192,065**	**(58,001)**	**19,533**	**(30,147)**	**37,963**	**(73,854)**	**751,068**	**101,709**	**204,982**	**(103,273)**

TEACH Tech Charter High

Monthly Cash Flow/Forecast FY25-26

Revised 10/16/2025

Actuals Through: 9/30/2025

ADA = 329.16

CHARTER IMPACT

	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 Forecast	Original Budget Total	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(376,578)	(55,636)	(218,647)	(81,961)	(108,058)	103,963	192,065	(58,001)	19,533	(30,147)	37,963	(73,854)	751,068	**101,709**		
Cash flows from operating activities																
Depreciation/Amortization	6,367	8,136	7,225	5,533	5,533	5,533	5,533	5,533	5,533	5,533	5,533	5,533	-	**71,528**		
Public Funding Receivables	489,546	73,081	-	-	110,723	35,685	199,672	-	-	-	-	-	(859,525)	**49,181**		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Accounts Receivable - Other ARO	12,340	3,355	-	-	-	-	-	-	-	-	-	-	-	**15,695**		
Due To/From Related Parties	50,101	145,883	145,431	-	-	-	-	-	-	-	-	-	-	**341,415**		
Prepaid Expenses	83,771	(2,686)	(1,137)	-	-	-	-	-	-	-	-	-	-	**79,948**		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Accounts Payable	(76,766)	(73,965)	-	-	-	-	-	-	-	-	-	-	108,458	**(42,274)**		
Accrued Expenses	9,413	(5,102)	-	-	-	-	-	-	-	-	-	-	-	**4,311**		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Cash flows from investing activities																
Purchases of Prop. And Equip.	(3,360)	(34,680)	(3,126)	-	-	-	-	-	-	-	-	-	-	**(41,166)**		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Total Change in Cash	194,833	58,387	(70,253)	(76,428)	8,198	145,181	397,269	(52,468)	25,066	(24,614)	43,497	(68,320)				
Cash, Beginning of Month	6,132,076	6,326,909	6,385,296	6,315,043	6,238,615	6,246,813	6,391,994	6,789,263	6,736,795	6,761,861	6,737,248	6,780,744				
Cash, End of Month	**6,326,909**	**6,385,296**	**6,315,043**	**6,238,615**	**6,246,813**	**6,391,994**	**6,789,263**	**6,736,795**	**6,761,861**	**6,737,248**	**6,780,744**	**6,712,424**				

TEACH Prep Elementary School

Monthly Cash Flow/Forecast FY25-26

Revised 10/16/2025

Actuals Through: 9/30/2025

ADA = 240.04

		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 Forecast	Original Budget Total	Favorable / (Unfav.)
Revenues																**ADA = 238.48**	
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	134,817	134,817	242,021	242,021	242,021	242,021	242,021	253,922	253,922	253,922	253,922	253,922	**2,749,352**	2,732,473	16,879
8012	Education Protection Account	-	-	-	12,002	-	12,002	-	-	12,002	-	-	-	12,002	**48,008**	47,696	312
8096	In Lieu of Property Taxes	-	59,175	118,350	78,131	78,131	78,131	78,131	78,131	143,444	71,722	71,722	71,722	71,722	**998,514**	992,031	6,483
		-	193,992	253,167	332,154	320,152	332,154	320,152	320,152	409,369	325,645	325,645	325,645	337,647	**3,795,874**	**3,772,200**	**23,674**
Federal Revenue																	
8181	Special Education - Entitlement	-	3,616	7,232	-	-	-	-	-	-	-	-	-	113,612	**124,460**	124,460	-
8220	Federal Child Nutrition	-	-	-	9,088	17,267	17,267	17,267	17,267	17,267	17,267	17,267	17,267	34,533	**181,754**	180,574	1,180
8290	Title I, Part A - Basic Low Income	-	-	-	-	-	79,069	-	-	-	-	-	-	26,356	**105,425**	105,425	-
8291	Title II, Part A - Teacher Quality	-	-	-	-	-	7,930	-	-	-	-	-	-	2,643	**10,573**	10,573	-
8296	Other Federal Revenue	-	-	-	2,500	-	-	2,500	-	-	2,500	-	-	2,500	**10,000**	10,000	-
		-	3,616	7,232	11,588	17,267	104,265	19,767	17,267	17,267	19,767	17,267	17,267	179,645	**432,212**	**431,032**	**1,180**
Other State Revenue																	
8311	State Special Education	-	13,016	26,033	21,511	21,511	21,511	21,511	21,511	19,551	19,551	19,551	19,551	19,551	**244,359**	242,773	1,586
8520	Child Nutrition	-	-	-	860	1,634	1,634	1,634	1,634	1,634	1,634	1,634	1,634	3,269	**17,204**	17,092	112
8545	School Facilities (SB740)	-	-	-	-	-	-	163,085	-	-	-	81,543	-	81,543	**326,170**	324,053	2,118
8550	Mandated Cost	-	-	-	-	-	4,825	-	-	-	-	-	-	-	**4,825**	4,825	-
8560	State Lottery	-	-	-	-	-	-	16,024	-	-	16,024	-	-	33,483	**65,530**	65,105	425
8599	Other State Revenue	4,363	3,805	3,805	279,818	1,404	1,404	279,818	1,404	1,404	279,818	1,404	1,404	269,406	**1,129,259**	1,129,158	101
		4,363	16,821	29,838	302,189	24,549	29,374	482,072	24,549	22,590	317,028	104,133	22,590	407,251	**1,787,347**	**1,783,005**	**4,342**
Other Local Revenue																	
8660	Interest Revenue	15,053	15,511	16,005	10,417	10,417	10,417	10,417	10,417	10,417	10,417	10,417	10,417	-	**140,319**	125,000	15,319
8690	Other Local Revenue	-	-	1,500	-	-	-	-	-	-	-	-	-	-	**1,500**	-	1,500
		15,053	15,511	17,505	10,417	10,417	10,417	10,417	10,417	10,417	10,417	10,417	10,417	-	**141,819**	**125,000**	**16,819**
Total Revenue		**19,416**	**229,940**	**307,742**	**656,348**	**372,385**	**476,210**	**832,408**	**372,385**	**459,642**	**672,856**	**457,461**	**375,918**	**924,543**	**6,157,252**	**6,111,237**	**46,015**
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	11,797	80,698	74,158	89,106	89,106	89,106	89,106	89,106	89,106	89,106	89,106	89,106	-	**968,611**	927,193	(41,418)
1200	Pupil Support Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	100,000	100,000
1300	Administrators' Salaries	20,739	20,739	20,739	20,745	20,745	20,745	20,745	20,745	20,745	20,745	20,745	20,745	-	**248,918**	248,936	18
1900	Other Certificated Salaries	-	7,500	7,500	8,182	8,182	8,182	8,182	8,182	8,182	8,182	8,182	8,182	-	**88,636**	-	(88,636)
		32,536	108,937	102,397	118,033	118,033	118,033	118,033	118,033	118,033	118,033	118,033	118,033	-	**1,306,165**	**1,276,129**	**(30,036)**
Classified Salaries																	
2100	Instructional Salaries	5,527	22,088	29,152	26,027	26,027	26,027	26,027	26,027	26,027	26,027	26,027	26,027	-	**291,006**	286,293	(4,713)
2400	Clerical and Office Staff Salaries	9,522	10,257	10,416	10,315	10,315	10,315	10,315	10,315	10,315	10,315	10,315	10,315	-	**123,025**	123,774	749
2900	Other Classified Salaries	10,171	11,341	11,595	12,208	12,208	12,208	12,208	12,208	12,208	12,208	12,208	12,208	-	**142,981**	71,701	(71,280)
		25,219	43,685	51,163	51,447	51,447	51,447	51,447	51,447	51,447	51,447	51,447	51,447	-	**583,091**	**481,769**	**(101,322)**
Benefits																	
3101	STRS	6,214	20,807	17,429	22,768	22,768	22,768	22,768	22,768	22,768	22,768	22,768	22,768	-	**249,359**	243,741	(5,619)
3301	OASDI	1,556	2,701	3,164	3,235	3,235	3,235	3,235	3,235	3,235	3,235	3,235	3,235	-	**36,534**	34,197	(2,337)
3311	Medicare	836	2,209	2,222	2,485	2,485	2,485	2,485	2,485	2,485	2,485	2,485	2,485	-	**27,632**	26,502	(1,130)
3401	Health and Welfare	20,990	1,513	1,708	14,000	14,000	14,000	14,000	14,000	14,000	14,000	14,000	14,000	-	**150,212**	192,000	41,788
3501	State Unemployment	-	523	30	826	826	826	4,130	3,304	1,652	826	826	826	-	**14,595**	15,190	595
3601	Workers' Compensation	4,334	1,445	1,445	2,399	2,399	2,399	2,399	2,399	2,399	2,399	2,399	2,399	-	**28,817**	25,588	(3,229)
3901	Other Benefits	1,122	1,872	1,801	-	-	-	-	-	-	-	-	-	-	**4,795**	-	(4,795)
		35,051	31,069	27,799	45,713	45,713	45,713	49,017	48,191	46,539	45,713	45,713	45,713	-	**511,943**	**537,217**	**25,274**

TEACH Prep Elementary School

Monthly Cash Flow/Forecast FY25-26

Revised 10/16/2025

Actuals Through: 9/30/2025

ADA = 240.04

		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 Forecast	Original Budget Total	Favorable / (Unfav.)
Books and Supplies																	
4100	Textbooks and Core Curricula	76,473	10,357	5,383	17,750	17,750	-	-	-	-	-	-	-	-	**127,713**	70,600	(57,113)
4302	School Supplies	7,745	7,032	5,968	2,075	2,075	2,075	2,075	2,075	2,075	2,075	2,075	2,075	-	**39,420**	24,700	(14,720)
4305	Software	31,701	7,073	23,891	10,350	10,350	10,350	10,350	10,350	10,350	10,350	10,350	10,350	-	**155,815**	123,400	(32,415)
4310	Office Expense	5,892	2,718	886	6,400	6,400	6,400	6,400	6,400	6,400	6,400	6,400	6,400	-	**67,096**	76,300	9,204
4311	Business Meals	-	-	-	125	125	125	125	125	125	125	125	125	-	**1,125**	1,500	375
4400	Noncapitalized Equipment	35,757	355	-	4,680	4,680	4,680	-	-	-	-	-	-	-	**50,152**	23,200	(26,952)
4700	Food Services	-	4,817	29,497	18,087	18,087	18,087	18,087	18,087	18,087	18,087	18,087	18,087	-	**197,098**	197,666	568
		157,568	32,352	65,626	59,467	59,467	41,717	37,037	37,037	37,037	37,037	37,037	37,037	-	**638,419**	**517,366**	**(121,053)**
Subagreement Services																	
5102	Special Education	-	3,536	560	36,609	36,609	36,609	36,609	36,609	36,609	36,609	36,609	36,609	-	**333,578**	400,100	66,522
5103	Substitute Teacher	-	2,692	6,289	6,227	6,227	6,227	6,227	6,227	6,227	6,227	6,227	6,227	-	**65,026**	68,100	3,074
5104	Transportation	-	-	-	18,009	18,009	18,009	18,009	18,009	18,009	18,009	18,009	18,009	-	**162,082**	195,800	33,718
5105	Security	1,196	598	2,051	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	-	**39,845**	43,700	3,855
5106	Other Educational Consultants	-	-	-	45,241	45,241	45,241	45,241	45,241	45,241	45,241	45,241	45,241	-	**407,172**	451,213	44,041
		1,196	6,825	8,900	110,087	110,087	110,087	110,087	110,087	110,087	110,087	110,087	110,087	-	**1,007,702**	**1,158,913**	**151,211**
Operations and Housekeeping																	
5201	Auto and Travel	-	-	-	64	64	64	64	64	64	64	64	64	-	**573**	600	27
5300	Dues & Memberships	-	6,933	-	825	825	825	825	825	825	825	825	825	-	**14,358**	9,900	(4,458)
5400	Insurance	14,862	4,954	4,954	4,958	4,958	4,958	4,958	4,958	4,958	4,958	4,958	4,958	-	**69,396**	59,100	(10,296)
5502	Janitorial Services	-	14,319	2,761	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	-	**80,831**	84,400	3,569
5900	Communications	4,191	-	9	1,392	1,392	1,392	1,392	1,392	1,392	1,392	1,392	1,392	-	**16,725**	16,600	(125)
5901	Postage and Shipping	-	-	-	730	730	730	730	730	730	730	730	730	-	**6,570**	7,200	630
		19,054	26,206	7,724	15,052	15,052	15,052	15,052	15,052	15,052	15,052	15,052	15,052	-	**188,452**	**177,800**	**(10,652)**
Facilities, Repairs and Other Leases																	
5601	Rent	46,490	46,490	46,490	53,458	53,458	53,458	53,458	53,458	53,458	53,458	53,458	53,458	16,705	**637,300**	637,300	-
5603	Equipment Leases	2,055	1,149	452	1,583	1,583	1,583	1,583	1,583	1,583	1,583	1,583	1,583	-	**17,906**	18,800	894
5610	Repairs and Maintenance	-	1,203	538	4,667	4,667	4,667	4,667	4,667	4,667	4,667	4,667	4,667	-	**43,741**	55,600	11,859
		48,545	48,842	47,480	59,708	59,708	59,708	59,708	59,708	59,708	59,708	59,708	59,708	16,705	**698,947**	**711,700**	**12,753**
Professional/Consulting Services																	
5802	Audit & Taxes	-	5,010	51,604	5,133	5,133	5,133	-	-	-	-	-	-	-	**72,015**	15,300	(56,715)
5803	Legal	-	474	26	333	333	333	333	333	333	333	333	333	-	**3,500**	3,900	400
5804	Professional Development	-	-	-	1,520	1,520	1,520	1,520	1,520	1,520	1,520	1,520	1,520	-	**13,680**	15,100	1,420
5805	General Consulting	-	667	833	2,640	2,640	2,640	2,640	2,640	2,640	2,640	2,640	2,640	-	**25,260**	23,300	(1,960)
5806	Special Activities/Field Trips	3,099	-	-	-	-	3,733	3,733	3,733	-	-	-	-	-	**14,299**	11,100	(3,199)
5807	Bank Charges	68	68	68	130	130	130	130	130	130	130	130	130	-	**1,374**	1,300	(74)
5808	Printing	-	9,335	-	3,850	3,850	3,850	3,850	3,850	3,850	3,850	3,850	3,850	-	**43,985**	38,200	(5,785)
5809	Other taxes and fees	28	930	-	890	890	890	890	890	890	890	890	890	-	**8,968**	8,800	(168)
5810	Payroll Service Fee	851	851	851	650	650	650	650	650	650	650	650	650	-	**8,402**	7,700	(702)
5811	Management Fee	10,000	26,803	34,132	58,424	58,424	58,424	58,424	58,424	58,424	58,424	58,424	58,424	104,338	**701,092**	695,861	(5,231)
5812	District Oversight Fee	-	2,165	4,329	3,322	3,202	3,322	3,202	3,202	4,094	3,256	3,256	3,256	1,354	**37,959**	37,722	(237)
5813	County Fees	-	-	-	1,075	-	-	1,075	-	-	1,075	-	-	1,075	**4,300**	4,300	-
5814	SPED Encroachment	-	12,604	25,207	15,220	15,220	15,220	15,220	6,437	14,305	14,305	14,305	14,305	7,868	**170,218**	169,113	(1,105)
5815	Public Relations/Recruitment	-	-	-	1,180	1,180	1,180	1,180	1,180	1,180	1,180	1,180	1,180	-	**10,620**	11,800	1,180
		14,045	58,906	117,051	94,368	93,173	97,026	92,848	82,990	88,017	88,254	87,179	87,179	114,635	**1,115,672**	**1,043,496**	**(72,176)**
Depreciation																	
6900	Depreciation Expense	4,075	4,984	4,522	4,400	4,400	4,400	4,400	4,400	4,400	4,400	4,400	4,400	-	**53,181**	52,500	(681)
		4,075	4,984	4,522	4,400	4,400	4,400	4,400	4,400	4,400	4,400	4,400	4,400	-	**53,181**	**52,500**	**(681)**
Interest																	
7438	Interest Expense	-	-	-	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	-	**11,592**	15,456	3,864
		-	-	-	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	-	**11,592**	**15,456**	**3,864**
Total Expenses		**337,289**	**361,807**	**432,661**	**559,563**	**558,368**	**544,471**	**538,917**	**528,233**	**531,608**	**531,019**	**529,944**	**529,944**	**131,341**	**6,115,164**	**5,972,346**	**(142,818)**
Monthly Surplus (Deficit)		**(317,873)**	**(131,867)**	**(124,919)**	**96,785**	**(185,983)**	**(68,261)**	**293,491**	**(155,848)**	**(71,965)**	**141,837**	**(72,484)**	**(154,026)**	**793,202**	**42,088**	**138,891**	**(96,803)**

TEACH Prep Elementary School

Monthly Cash Flow/Forecast FY25-26

Revised 10/16/2025

Actuals Through: 9/30/2025

ADA = 240.04

	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 Forecast	Original Budget Total	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(317,873)	(131,867)	(124,919)	96,785	(185,983)	(68,261)	293,491	(155,848)	(71,965)	141,837	(72,484)	(154,026)	793,202	**42,088**		
Cash flows from operating activities																
Depreciation/Amortization	4,075	4,984	4,522	4,400	4,400	4,400	4,400	4,400	4,400	4,400	4,400	4,400	-	**53,181**		
Public Funding Receivables	196,266	171,917	-	-	80,846	28,260	885,258	-	-	-	-	-	(924,543)	**438,004**		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Accounts Receivable - Other ARO	718	-	4,819	-	-	-	-	-	-	-	-	-	-	**5,537**		
Due To/From Related Parties	47,078	19,717	99,028	-	-	-	-	-	-	-	-	-	-	**165,823**		
Prepaid Expenses	30,212	(1,139)	(1,137)	-	-	-	-	-	-	-	-	-	-	**27,937**		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Accounts Payable	16,095	(189,105)	-	-	-	-	-	-	-	-	-	-	131,341	**(41,669)**		
Accrued Expenses	29,156	(17,568)	(11,528)	-	-	-	-	-	-	-	-	-	-	**60**		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Deferred Revenue	57,461	31,529	31,529	-	-	-	-	-	-	-	-	-	-	**120,519**		
Cash flows from investing activities																
Purchases of Prop. And Equip.	(4,675)	(17,340)	(4,675)	-	-	-	-	-	-	-	-	-	-	**(26,690)**		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Total Change in Cash	58,513	(128,871)	(2,360)	101,185	(100,736)	(35,601)	1,183,149	(151,448)	(67,565)	146,237	(68,084)	(149,626)				
Cash, Beginning of Month	5,105,558	5,164,071	5,035,200	5,032,840	5,134,025	5,033,288	4,997,687	6,180,836	6,029,388	5,961,822	6,108,059	6,039,975				
Cash, End of Month	**5,164,071**	**5,035,200**	**5,032,840**	**5,134,025**	**5,033,288**	**4,997,687**	**6,180,836**	**6,029,388**	**5,961,822**	**6,108,059**	**6,039,975**	**5,890,349**				

TEACH Public Schools

Monthly Cash Flow/Forecast FY25-26

Revised 10/13/2025

Actuals Through: 9/30/2025

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 Forecast	Original Budget Total	Favorable / (Unfav.)
Revenues															**ADA = 0.00**	
State Aid - Revenue Limit																
8011 LCFF State Aid	-	-	-	0	0	0	0	0	0	0	0	0	0	**2**	2	-
	-	-	-	0	0	0	0	0	0	0	0	0	0	**-**	-	-
Federal Revenue																
	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
Other State Revenue																
8599 Other State Revenue	-	-	-	0	0	0	0	0	0	0	0	0	0	**0**	0	-
	-	-	-	0	0	0	0	0	0	0	0	0	0	**0**	**0**	-
Other Local Revenue																
8660 Interest Revenue	1,173	2,107	5,657	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	-	**17,937**	12,000	5,937
8689 Other Fees and Contracts	6,265	130,893	100,338	180,185	180,185	180,185	180,185	180,185	180,185	180,185	180,185	180,185	303,058	**2,162,219**	2,236,177	(73,958)
	7,439	133,000	105,995	181,185	181,185	181,185	181,185	181,185	181,185	181,185	181,185	181,185	303,058	**2,180,156**	**2,248,177**	**(68,021)**
Total Revenue	**7,439**	**133,000**	**105,995**	**181,185**	**181,185**	**181,185**	**181,185**	**181,185**	**181,185**	**181,185**	**181,185**	**181,185**	**303,058**	**2,180,156**	**2,248,177**	**(68,021)**

TEACH Public Schools

Monthly Cash Flow/Forecast FY25-26

Revised 10/13/2025

Actuals Through: 9/30/2025

ADA = 0.00

CHARTER IMPACT

		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 Forecast	Original Budget Total	Favorable / (Unfav.)
Expenses																	
Certificated Salaries																	
1300	Administrators' Salaries	45,371	37,663	37,663	39,711	39,711	39,711	39,711	39,711	39,711	39,711	39,711	39,711	-	**478,095**	549,002	70,907
		45,371	37,663	37,663	39,711	39,711	39,711	39,711	39,711	39,711	39,711	39,711	39,711	-	**478,095**	**549,002**	**70,907**
Classified Salaries																	
2200	Support Salaries	4,347	8,694	8,694	-	-	-	-	-	-	-	-	-	-	**21,734**	-	(21,734)
2300	Classified Administrators'	29,235	29,235	29,235	30,777	30,777	30,777	30,777	30,777	30,777	30,777	30,777	30,777	-	**364,696**	542,778	178,082
2400	Clerical and Office Staff Salaries	9,136	11,498	9,136	9,578	9,578	9,578	9,578	9,578	9,578	9,578	9,578	9,578	-	**115,972**	114,936	(1,036)
2900	Other Classified Salaries	-	15,417	15,417	16,342	16,342	16,342	16,342	16,342	16,342	16,342	16,342	16,342	-	**177,908**	-	(177,908)
		42,717	64,843	62,481	56,697	56,697	56,697	56,697	56,697	56,697	56,697	56,697	56,697	-	**680,311**	**657,714**	**(22,597)**
Benefits																	
3101	STRS	8,628	7,155	5,432	7,560	7,560	7,560	7,560	7,560	7,560	7,560	7,560	7,560	-	**89,254**	104,859	15,605
3301	OASDI	2,599	3,967	3,820	3,515	3,515	3,515	3,515	3,515	3,515	3,515	3,515	3,515	-	**42,025**	40,778	(1,246)
3311	Medicare	1,258	1,467	1,432	1,396	1,396	1,396	1,396	1,396	1,396	1,396	1,396	1,396	-	**16,722**	17,497	775
3401	Health and Welfare	8,561	1,276	1,101	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	-	**123,438**	135,000	11,562
3501	State Unemployment	42	176	84	243	243	243	1,216	973	487	243	243	243	-	**4,437**	4,375	(61)
3601	Workers' Compensation	3,510	1,170	1,170	1,348	1,348	1,348	1,348	1,348	1,348	1,348	1,348	1,348	-	**17,981**	16,894	(1,087)
3901	Other Benefits	3,323	3,432	3,432	4,814	4,814	4,814	4,814	4,814	4,814	4,814	4,814	4,814	-	**53,514**	60,336	6,822
		27,921	18,643	16,471	31,377	31,377	31,377	32,350	32,107	31,620	31,377	31,377	31,377	-	**347,371**	**379,740**	**32,369**
Books and Supplies																	
4302	School Supplies	-	-	-	83	83	83	83	83	83	83	83	83	-	**750**	1,000	250
4305	Software	-	-	940	333	333	333	333	333	333	333	333	333	-	**3,940**	4,000	60
4310	Office Expense	734	1,398	-	5,158	5,158	5,158	5,158	5,158	5,158	5,158	5,158	5,158	-	**48,557**	61,900	13,343
4311	Business Meals	61	180	91	725	725	725	725	725	725	725	725	725	-	**6,857**	8,700	1,843
4400	Noncapitalized Equipment	455	2,124	-	1,140	1,140	1,140	-	-	-	-	-	-	-	**5,999**	5,700	(299)
		1,250	3,702	1,032	7,440	7,440	7,440	6,300	6,300	6,300	6,300	6,300	6,300	-	**66,103**	**81,300**	**15,197**
Subagreement Services																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	**-**	**-**
Operations and Housekeeping																	
5201	Auto and Travel	508	2,519	71	4,009	4,009	4,009	4,009	4,009	4,009	4,009	4,009	4,009	-	**39,179**	44,100	4,921
5400	Insurance	-	-	-	8	8	8	8	8	8	8	8	8	-	**75**	100	25
5501	Utilities	1,134	1,247	1,241	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	-	**13,371**	13,000	(371)
5900	Communications	1,799	1,641	1,674	1,875	1,875	1,875	1,875	1,875	1,875	1,875	1,875	1,875	-	**21,989**	22,500	511
5901	Postage and Shipping	-	11	-	560	560	560	560	560	560	560	560	560	-	**5,051**	5,600	549
		3,441	5,418	2,985	7,536	7,536	7,536	7,536	7,536	7,536	7,536	7,536	7,536	-	**79,666**	**85,300**	**5,634**
Facilities, Repairs and Other Leases																	
5603	Equipment Leases	-	-	-	42	42	42	42	42	42	42	42	42	-	**375**	500	125
5610	Repairs and Maintenance	-	-	-	33	33	33	33	33	33	33	33	33	-	**300**	400	100
		-	-	-	75	75	75	75	75	75	75	75	75	-	**675**	**900**	**225**
Professional/Consulting Services																	
5803	Legal	-	-	-	383	383	383	383	383	383	383	383	383	-	**3,450**	4,600	1,150
5804	Professional Development	-	-	-	2,490	2,490	2,490	2,490	2,490	2,490	2,490	2,490	2,490	-	**22,410**	24,900	2,490
5805	General Consulting	-	-	-	460	460	460	460	460	460	460	460	460	-	**4,140**	4,600	460
5806	Special Activities/Field Trips	-	-	-	-	-	33	33	33	-	-	-	-	-	**100**	100	-
5807	Bank Charges	125	125	125	190	190	190	190	190	190	190	190	190	-	**2,085**	1,900	(185)
5808	Printing	-	-	-	330	330	330	330	330	330	330	330	330	-	**2,970**	3,300	330
5809	Other taxes and fees	1,836	-	486	30	30	30	30	30	30	30	30	30	-	**2,592**	300	(2,292)
5811	Management Fee	-	-	-	0	0	0	0	0	0	0	0	0	-	**0**	0	0
5814	SPED Encroachment	-	-	-	0	0	0	0	0	0	0	0	0	0	**0**	0	-
5815	Public Relations/Recruitment	-	-	-	150	150	150	150	150	150	150	150	150	-	**1,350**	1,500	150
		1,961	125	611	4,033	4,033	4,067	4,067	4,067	4,033	4,033	4,033	4,033	(0)	**39,097**	**41,200**	**2,103**
Depreciation																	
6900	Depreciation Expense	2,826	2,865	2,884	3,475	3,475	3,475	3,475	3,475	3,475	3,475	3,475	3,475	-	**39,849**	41,700	1,851
		2,826	2,865	2,884	3,475	3,475	3,475	3,475	3,475	3,475	3,475	3,475	3,475	-	**39,849**	**41,700**	**1,851**
Interest																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	**-**	**-**
Total Expenses		**125,487**	**133,259**	**124,126**	**150,343**	**150,343**	**150,377**	**150,210**	**149,966**	**149,446**	**149,203**	**149,203**	**149,203**	**(0)**	**1,731,167**	**1,836,856**	**105,689**
Monthly Surplus (Deficit)		**(118,048)**	**(259)**	**(18,131)**	**30,842**	**30,842**	**30,809**	**30,975**	**31,219**	**31,739**	**31,982**	**31,982**	**31,982**	**303,058**	**448,989**	**411,321**	**37,668**

TEACH Public Schools

Monthly Cash Flow/Forecast FY25-26

Revised 10/13/2025

Actuals Through: 9/30/2025

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 Forecast	Original Budget Total	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(118,048)	(259)	(18,131)	30,842	30,842	30,809	30,975	31,219	31,739	31,982	31,982	31,982	303,058	**448,991**		
Cash flows from operating activities																
Depreciation/Amortization	2,826	2,865	2,884	3,475	3,475	3,475	3,475	3,475	3,475	3,475	3,475	3,475	-	**39,849**		
Public Funding Receivables	-	-	-	-	-	-	279,127	-	-	-	-	-	(303,058)	**(23,931)**		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Due To/From Related Parties	116,957	110,269	(64,336)	-	-	-	-	-	-	-	-	-	-	**162,891**		
Prepaid Expenses	7,247	-	-	-	-	-	-	-	-	-	-	-	-	**7,247**		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Accounts Payable	62	(1,189)	-	-	-	-	-	-	-	-	-	-	(0)	**(1,127)**		
Accrued Expenses	(94,332)	32,254	1,174,609	-	-	-	-	-	-	-	-	-	-	**1,112,532**		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	(3,465)	-	-	-	-	-	-	-	-	-	-	-	**(3,465)**		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Total Change in Cash	(85,288)	140,475	1,095,026	34,317	34,317	34,284	313,577	34,694	35,214	35,457	35,457	35,457				
Cash, Beginning of Month	1,465,898	1,380,610	1,521,085	2,616,110	2,650,427	2,684,744	2,719,028	3,032,605	3,067,299	3,102,513	3,137,970	3,173,427				
Cash, End of Month	**1,380,610**	**1,521,085**	**2,616,110**	**2,650,427**	**2,684,744**	**2,719,028**	**3,032,605**	**3,067,299**	**3,102,513**	**3,137,970**	**3,173,427**	**3,208,884**				

C & M LLC

Statement of Activities

For the period ended September 30, 2025

	Current Period Actual	Current Year Actual
Revenues		
Other Local Revenue		
Lease and Rental Income	$ 71,786	$ 215,357
Interest Revenue	10,268	14,719
Net Increase (Decrease) in the Fair Value of Investments	(40)	3,032
Unrealized Gain/Loss on FMV of Investments	-	-
Total Other Local Revenue	82,014	233,108
Total Revenues	**$ 82,014**	**$ 233,108**
Expenses		
Operations & Housekeeping		
Bond Amortization Expense	$ 712	$ 2,136
Total Operations & Housekeeping	712	2,136
Professional/Consulting Services		
Bank Charges	-	12
Total Professional/Consulting Services	-	12
Depreciation		
Depreciation Expense	27,221	81,664
Total Depreciation	27,221	81,664
Interest		
Interest Expense	56,777	171,016
Total Interest	56,777	171,016
Total Expenses	**$ 84,710**	**$ 254,827**
Change in Net Assets	**(2,697)**	**(21,719)**
Net Assets, Beginning of Period	(1,441,793)	(1,422,771)
Net Assets, End of Period	**$(1,444,490)**	**$(1,444,490)**

Wooten Avila

Statement of Activities

For the period ended September 30, 2025

	Current Period Actual	Current Year Actual
Revenues		
Other Local Revenue		
Lease and Rental Income	$ 108,243	$ 324,729
Interest Revenue	25,674	30,990
Net Increase (Decrease) in the Fair Value of Investments	1,117	4,389
Unrealized Gain/Loss on FMV of Investments	-	-
Total Other Local Revenue	135,034	360,108
Total Revenues	**$ 135,034**	**$ 360,108**
Expenses		
Operations & Housekeeping		
Bond Amortization Expense	$ 1,050	$ 3,151
Total Operations & Housekeeping	1,050	3,151
Professional/Consulting Services		
Bank Charges	-	12
Total Professional/Consulting Services	-	12
Depreciation		
Depreciation Expense	63,393	190,178
Total Depreciation	63,393	190,178
Interest		
Interest Expense	85,287	256,853
Total Interest	85,287	256,853
Total Expenses	**$ 149,730**	**$ 450,194**
Change in Net Assets	**(14,696)**	**(90,086)**
Net Assets, Beginning of Period	(2,588,362)	(2,512,972)
Net Assets, End of Period	**$ (2,603,058)**	**$ (2,603,058)**

TEACH Foundation, Inc

Statement of Activities

For the period ended September 30, 2025

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

TEACH, Inc.

Statement of Financial Position

September 30, 2025

	Teach Academy of Technology	Teach Tech High School	Teach Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School	Teach Public Schools	C & M LLC	Wooten Avila, LLC	TEACH Foundation, Inc	Eliminations	Combined
Assets									
Current Assets									
Cash & Cash Equivalents	$ 5,314,179	$ 6,315,043	$ 5,032,840	$ 2,616,110	$ 32,568	$ 43,970	$ -		$ 19,354,710
Accounts Receivable	600,683	334,730	129,832	6,429	3,323	81,294	2,337		1,158,628
Public Funding Receivables	180,438	192,726	217,891	-	-	-	-		591,056
Due To/From Related Parties	1,525,091	(11,454)	(370,864)	(642,129)	(831,231)	330,588	-		(0)
Prepaid Expenses	37,056	11,166	5,165	-	-	-	-		53,387
	7,657,447	**6,842,211**	**5,014,864**	**1,980,410**	**(795,340)**	**455,852**	**2,337**		**21,157,781**
Property & Equipment, Net	424,193	301,730	194,277	91,622	9,163,956	17,709,652	-		27,885,430
Right-Of-Use Asset, Net	17,385,281	15,103,812	11,370,035	-	-	-	-		43,859,129
Deposits	-	162,517	99,750	8,750	-	3,625	-	(141,967)	132,675
Deferred Lease Asset	-	-	-	-	176,067	(55,253)	-		120,814
Investments	-	-	-	-	541,192	639,288	-		1,180,480
Securities	-	-	-	-	865,945	1,779,571	-		2,645,516
Securities Premium	-	-	-	-	2,759	(1,639)	-		1,119
Total Long Term Assets	**17,809,474**	**15,568,059**	**11,664,062**	**100,372**	**10,749,919**	**20,075,244**	**-**	**(141,967)**	**31,966,035**
Total Assets	**$ 25,466,921**	**$ 22,410,270**	**$ 16,678,926**	**$ 2,080,783**	**$ 9,954,578**	**$ 20,531,096**	**$ 2,337**	**$ (141,967)**	**$ 96,982,945**
Liabilities									
Current Liabilities									
Accounts Payable	$ (5,454)	$ (7,469)	$ -	$ -	$ -	$ -	$ -		$ (12,923)
Accrued Liabilities	164,999	107,460	864,124	1,314,374	-	-	-		2,450,957
Interest Payable	-	-	-	-	224,315	268,625	-		492,940
Deferred Revenue	1,486,109	69,356	1,743,342	-	-	-	-		3,298,806
Other Short-term Liabilities	358,701	309,426	213,841	-	-	-	-		881,969
Total Current Liabilities	**2,004,355**	**478,773**	**2,821,307**	**1,314,374**	**224,315**	**268,625**	**-**	**-**	**7,111,748**
Long-Term Liabilities									
Notes Payable, Net of Current P	-	-	-	-	0	141,967	-	(141,967)	-
Bonds Payable	-	-	-	-	11,565,000	21,490,000	-		33,055,000
Bond Issue Cost	-	-	-	-	(215,213)	(412,752)	-		(627,966)
Discount on Bonds	-	-	-	-	(175,033)	-	-		(175,033)
Premium on Bonds	-	-	-	-	-	1,646,314	-		1,646,314
Other Long-term Liabilities	17,175,859	14,784,854	11,174,097	-	-	-	-	-	43,134,810
Total Long-Term Liabilities	**17,175,859**	**14,784,854**	**11,174,097**	**-**	**11,174,754**	**22,865,529**	**-**	**(141,967)**	**33,898,316**
Total Liabilities	**$ 19,180,214**	**$ 15,263,627**	**$ 13,995,404**	**$ 1,314,374**	**$ 11,399,068**	**$ 23,134,154**	**$ -**	**$ (141,967)**	**$ 84,144,874**
Net Asset	6,286,707	7,146,643	2,683,523	766,409	(1,444,490)	(2,603,058)	2,337	-	12,838,071
Total Liabilities and Net Assets	**$ 25,466,921**	**$ 22,410,270**	**$ 16,678,927**	**$ 2,080,783**	**$ 9,954,578**	**$ 20,531,096**	**$ 2,337**	**$ (141,967)**	**$ 96,982,945**

TEACH, Inc.

Statement of Cash Flows

For the period ended September 30, 2025

	Teach Academy of Technology	Teach Tech High School	Teach Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School	Teach Public Schools	C & M LLC	Wooten Avila, LLC	YTD Ended 09/30/25
Cash Flows from Operating Activities							
Change in Net Assets	$ (353,297)	$ (218,647)	$ (124,919)	$ (18,131)	$ (2,697)	$ (14,696)	$ (732,387)
Adjustments to reconcile change in net assets to net cash flows from operating activities:							
Depreciation	7,931	7,225	4,522	2,884	27,221	63,393	176,568
Accounts Receivable							
Accounts Receivable - Other ARO	-	-	4,819	-	-	-	4,819
Due from Related Parties	(178,492)	145,431	99,028	(64,336)	(322)	(1,309)	(0)
Prepaid Expenses	(1,137)	(1,137)	(1,137)	-	-	-	(140,207)
Other Assets	-	-	-	-	(81,184)	(136,797)	(356,087)
Accrued Expenses	(5,131)	-	(11,528)	1,174,609	-	-	1,157,950
Deferred Revenue	23,143	-	31,529	-	-	-	145,264
Other Liabilities	-	-	-	-	56,790	90,592	237,974
Total Cash Flows from Operating Activities	**(506,983)**	**(67,128)**	**2,315**	**1,095,026**	**(191)**	**1,182**	**493,894**
Cash Flows from Investing Activities							
Purchases of Property & Equipment	(18,000)	(3,126)	(4,675)	-	-	-	(26,917)
Purchase of Securities	-	-	-	-	40	(1,117)	(2,193)
Total Cash Flows from Investing Activities	**(18,000)**	**(3,126)**	**(4,675)**	**-**	**40**	**(1,117)**	**(29,111)**
Cash Flows from Financing Activities							
Proceeds from (Payments on) Long-term Debt	-	-	-	-	151	(66)	20
Total Cash Flows from Financing Activities	**-**	**-**	**-**	**-**	**151**	**(66)**	**20**
Change in Cash & Cash Equivalents	(524,983)	(70,253)	(2,360)	1,095,026	(0)	(0)	497,429
Cash & Cash Equivalents, Beginning of Period	5,839,163	6,385,296	5,035,200	1,521,085	32,568	43,970	18,857,281
Cash and Cash Equivalents, End of Period	**$ 5,314,179**	**$ 6,315,043**	**$ 5,032,840**	**$ 2,616,110**	**$ 32,568**	**$ 43,970**	**$ 19,354,710**

Teach Academy of Technology

Accounts Payable Aging

September 30, 2025

Vendor name	Invoice	Invoice date	Due date	Current	1-30 Days Past Due	31-60 Days Past Due	61-90 Days Past Due	Over 90 Days Past Due	Total
Bay Alarm Company	20672351	6/27/2023	6/27/2023	$ -	$ -	$ -	$ -	$ (159)	$ (159)
Bay Alarm Company	3384134	6/27/2023	6/27/2023	-	-	-	-	(886)	(886)
Charter Communications	22214032224	3/22/2024	4/21/2024	-	-	-	-	(1,764)	(1,764)
McGraw Hill LLC	134172687001	9/9/2024	10/9/2024	-	-	-	-	(2,645)	(2,645)
			Total Outstanding Invoices	$ -	$ -	$ -	$ -	$ (5,454)	$ (5,454)

Teach Tech High School

Accounts Payable Aging

September 30, 2025

Vendor name	Invoice	Invoice date	Due date	Current	1-30 Days Past Due	31-60 Days Past Due	61-90 Days Past Due	Over 90 Days Past Due	Total
Charter Communications	236563001100124	10/1/2024	10/31/2024	$ -	$ -	$ -	$ -	$ 40	$ 40
Charter Communications	236563001110124	11/1/2024	11/1/2024	-	-	-	-	40	40
Charter Communications	236563001090124	9/1/2024	10/1/2024	-	-	-	-	40	40
Charter Communications	236563001010125	1/1/2025	1/31/2025	-	-	-	-	40	40
Charter Communications	236563001020125	2/1/2025	2/1/2025	-	-	-	-	40	40
McGraw Hill LLC	133465415001	8/20/2024	8/20/2024	-	-	-	-	(7,669)	(7,669)
			Total Outstanding Invoices	$ -	$ -	$ -	$ -	$ (7,469)	$ (7,469)

Teach Academy of Technology

Check Register

For the period ended September 30, 2025

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
9012-101-PWB x7835				
ACH	SoCalGas	Utility Svcs - 07/10/25- 08/11/25	9/2/2025	$ 16.39
			Total Disbursements Issued in September	**$ 16.39**
9003-101-PWB x7843				
64623	Accrediting Commission for Schools	FY25/26 Probation Visit Fee	9/11/2025	$ 500.00
64624	Build Right LA	Maintenance Svcs	9/11/2025	19,075.00
64625	Document Tracking Services	Document Tracking Svcs - 10/01/25 - 10/04/26	9/11/2025	3,410.00
64626	The School Planner Company	Promo Planner	9/11/2025	2,524.25
64627	Young, Minney & Corr LLP	Legal Svcs - 08/06/25	9/11/2025	79.00
64628	Young, Minney & Corr LLP	Legal Svcs - 11/24 - 01/25	9/16/2025	4,042.00
64629	AT&T	Communication Svcs - 07/28/25 - 08/27/25	9/19/2025	59.55
64630	Bay Alarm Company	Security Svcs - 10/01/25 - 10/31/25	9/19/2025	140.09
64631	Curriculum Associates LLC	License (12) - 1 Year	9/19/2025	44,785.00
64632	EMCOR Services Mesa Energy Systems, Inc.	Maintenance Svcs - 08/21/25	9/19/2025	1,384.00
64633	FCOC Transportation	Transportaion Svcs to Knott's Berry Farm - 05/30/24	9/19/2025	3,900.00
64634	Orkin	Pest Control Svcs	9/19/2025	412.00
64635	Palms Tree Care	Maintenance Svcs - 09/25	9/19/2025	960.00
64636	Primo Brands	Office Water - 07/05/25 - 08/04/25	9/19/2025	413.70
64637	Staples Technology Solutions	Synnex Enterprise, Synnex ETCH Business, Synnex Custom Log	9/19/2025	45,436.55
64638	Thrively	Subscription - 07/01/25 - 06/30/26	9/19/2025	16,680.00
64639	Wells Fargo Vendor Financial Services LLC	Copier Lease - 09/03/25 - 10/02/25	9/19/2025	1,355.42
64640	Young, Minney & Corr LLP	Legal Svcs - 11/24	9/19/2025	1,929.50
64641	Zoom Video Communications, Inc.	Communication Svcs - 08/01/25 - 08/31/25	9/19/2025	25.78
ACH	CALPERS	TAT PERS 08/25	9/2/2025	20,939.35
ACH	CALSTRS	TAT STRS 08/25	9/2/2025	63,153.22
ACH	LADWP - 1536	Utility Svcs 06/30/25 - 07/30/25	9/3/2025	2,000.49
ACH	The Lincoln National Life Insurance Company	Life Ins - 09/25	9/3/2025	5,467.94
ACH	Aflac	Supplemental Ins - 08/25	9/4/2025	1,535.08
ACH	PlanConnect	403B & 457 Pay Date: 08/29/25	9/5/2025	12,112.40
ACH	Stamps.com	Stamps.com	9/9/2025	20.99
ACH	Stamps.com	Stamps.com	9/10/2025	300.00
ACH	CFOMW Tax LLC	Success Fee for Employee Retention Credit Claim	9/11/2025	154,827.95
ACH	Charter Impact, LLC	Business Mgmt - 09/25	9/11/2025	27,020.25
ACH	Chartersafe	Package Premium & Workers Comp - 10/25	9/11/2025	27,597.00
ACH	Irresistible Cleaning Inc LLC	Janitorial Svcs - 09/02/25 - 09/05/25	9/11/2025	5,213.43
ACH	Los Angeles Executive Security Group, Inc.	Crosswalk Ambassador - 08/18/25 - 08/29/25	9/11/2025	3,550.50
ACH	Stamps.com	Stamps.com	9/11/2025	300.00
ACH	Stamps.com	Stamps.com	9/11/2025	300.00
ACH	Home Depot	Home Depot	9/11/2025	1,452.73
ACH	Ronald Flowers Jr	Ronald Flowers Jr	9/11/2025	3,500.00
ACH	LADWP - 4653	Utility Svcs - 07/28/25 - 08/26/25	9/12/2025	6,047.41
ACH	LADWP - 0000	Utility Svcs - 07/29/25 - 08/28/25	9/15/2025	374.05
ACH	LADWP - 7788	Utility Svcs - 07/29/25 - 08/28/25	9/15/2025	459.30
ACH	Verizon Wireless	Verizon Wireless	9/17/2025	699.84
ACH	LADWP - 7514	Utility Svcs - 07/30/25 - 08/30/25	9/17/2025	72.08
ACH	PlanConnect	403B & 457 Pay Date: 09/15/25	9/17/2025	12,135.90
ACH	Fresh Start Healthy Meals, Inc.	Food Svcs - 08/12/25 - 08/29/25	9/19/2025	33,576.81
ACH	Irresistible Cleaning Inc LLC	Janitorial Svcs - 09/15/25 - 09/19/25	9/19/2025	6,516.79
ACH	MCD Apparel LLC	Student Vouchers	9/19/2025	20,567.15
ACH	Jennifer Olguin	Consulting Svcs - 07/28/25 - 08/29/25	9/19/2025	2,500.00
ACH	Scoot Education Inc.	Substitute Svcs - 08/19/25	9/19/2025	8,714.00
ACH	Staples	Office Supplies	9/19/2025	1,903.37
ACH	Marcus Williams	Reimb - Professional Development - 24-25 Pre - Service CoHur	9/19/2025	1,500.00
ACH	Chatgpt Subscription	Chatgpt Subscription	9/22/2025	200.00
ACH	Stamps.com	Stamps.com	9/22/2025	300.00
ACH	Republic Services #902	Janitorial Svcs - 09/25	9/23/2025	1,098.74

Teach Academy of Technology

Check Register

For the period ended September 30, 2025

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
ACH	Republic Services #902	Janitorial Svcs - 09/25	9/23/2025	1,228.96
ACH	Republic Services #902	Janitorial Svcs - 09/25	9/23/2025	1,349.11
Voided - 64483	Young, Minney & Corr LLP	Legal Svcs - 11/24 - 01/25	9/16/2025	VOID
			Total Disbursements Issued in September	**$ 575,646.68**

Teach Tech High School

Check Register

For the period ended September 30, 2025

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
9013-102-PWB x7876 - Imprest TTHS				
ACH	Arbiterpay Trust	Arbiterpay Trust	9/22/2025	$ 1,000.00
			Total Disbursements Issued in September	**$ 1,000.00**
9004-102-PWB x7868 - TTHS				
73163	Benn Clothing	Football Jerseys, Football Pants	9/19/2025	$ 2,625.00
73164	Charter Communications	Communication Svcs - 09/01/25 - 09/30/25	9/19/2025	147.48
73165	De Lage Landen Financial Services, Inc.	Copier Lease - 09/01/25 - 09/30/25	9/19/2025	320.65
73166	FCOC Transportation	Transportaion Svcs to CSUDH - 05/07/25	9/19/2025	1,500.00
73167	J & F Fire Extinguisher Co., Inc	Fire Extinguisher Inspection	9/19/2025	604.00
73168	Orkin	Pest Control Svcs	9/19/2025	1,058.00
73169	Primo Brands	Office Water - 07/05/25 - 08/04/25	9/19/2025	828.48
73170	Staples Technology Solutions	Chromebook (115)	9/19/2025	45,436.55
ACH	CALSTRS	TTHS STRS 08/25	9/2/2025	51,637.29
ACH	Golden State Water Company	Utility Svcs - 07/11/25 - 08/11/25	9/5/2025	50.81
ACH	The Gas Company	Utility Svcs - 07/18/25 - 08/19/25	9/9/2025	18.79
ACH	Golden State Water Company	Utility Svcs - 08/12/25 - 09/13/25	9/9/2025	38.32
ACH	Golden State Water Company	Utility Svcs - 07/17/25 - 08/12/25	9/9/2025	718.93
ACH	Los Angeles Executive Security Group, Inc.	Crosswalk Ambassador - 08/18/25 - 08/29/25	9/11/2025	3,325.50
ACH	Fresh Start Healthy Meals, Inc.	Food Svcs - 08/12/25 - 08/29/25	9/19/2025	24,254.51
ACH	InTCHSolutions Corporation	GXT5LI-1500LVRTUXLN Tower SNMP Card, (1) RDU101 Ver	9/19/2025	3,663.44
ACH	Maintex, Inc.	Office Supplies	9/19/2025	771.25
ACH	Scoot Education Inc.	Substitute Svcs - 08/18/25 - 08/22/25	9/19/2025	24,005.00
ACH	Waste Management	Waste Management - 09/25	9/23/2025	1,846.59
ACH	Southern California Edison	Utility Svcs - 08/08/25 - 09/08/25	9/24/2025	15,417.82
			Total Disbursements Issued in September	**$ 178,268.41**

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

Check Register

For the period ended September 30, 2025

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
9007-104-PWB x1471 - TES				
11394	Hirsch Pipe & Supply Co., Inc	Office Supplies	9/11/2025	$ 452.15
11395	Bay Alarm Company	Security Svcs - 10/01/25 - 10/31/25	9/19/2025	388.54
11396	Build Right LA	Facility Improvement	9/19/2025	4,675.00
11397	Curriculum Associates LLC	License (4) 1 Year	9/19/2025	18,332.00
11398	Orkin	Pest Control Svcs	9/19/2025	218.00
11399	Professional Tutors of America	SpEd Svcs - 07/05/25 - 07/26/25	9/19/2025	560.00
11400	The Education Team	Substitute Svcs - 08/28/25	9/19/2025	247.00
ACH	CALSTRS	TES STRS 08/25	9/2/2025	33,932.76
ACH	Los Angeles Executive Security Group, Inc.	Crosswalk Ambassador - 08/18/25 - 08/29/25	9/11/2025	1,662.76
ACH	Fresh Start Healthy Meals, Inc.	Food Svcs - 08/25	9/19/2025	29,496.72
ACH	McGraw Hill LLC	Textbooks (64)	9/19/2025	6,054.48
ACH	Scoot Education Inc.	Substitute Svcs - 08/25/25 - 08/29/25	9/19/2025	6,042.00
ACH	Staples	Office Supplies	9/19/2025	19.99
			Total Disbursements Issued in September	**$ 102,081.40**

Teach Public Schools

Check Register

For the period ended September 30, 2025

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
9005-100-PWB x7850				
81911	Sione Thompson	Reimb - Business Meals -Red Mango - 06/29/25	9/11/2025	$ 162.34
ACH	Vision Service Plan (CA)	Insurance Svcs - 09/25	9/2/2025	866.40
ACH	Southern California Edison	Utility Svcs - 07/21/25 - 08/18/25	9/3/2025	1,240.54
ACH	TASC	FSA Payment - 09/25	9/4/2025	691.23
ACH	Health Net	Health Net	9/4/2025	25,250.67
ACH	Beth Bulgeron	Reimb - Fingerprint (2cards) - 07/20/25	9/10/2025	485.63
ACH	Verizon Wireless	Verizon Wireless	9/11/2025	776.96
ACH	Verizon Wireless	Verizon Wireless	9/11/2025	896.76
ACH	Inova	Payroll Taxes 09/15/2025	9/12/2025	73,149.63
ACH	Inova	Payroll Direct Deposit 09/15/25	9/12/2025	246,334.67
ACH	Pacific Western Bank	Bank Fee	9/15/2025	125.00
ACH	TASC	FSA Payment - 09/25	9/17/2025	691.23
ACH	Beth Bulgeron	Reimb - Software - Thinkific Labs - 08/15/25 - 08/	9/19/2025	940.49
ACH	Inova	Payroll Taxes 09/30/2025	9/29/2025	72,109.46
ACH	Inova	Payroll Direct Deposit 09/30/25	9/29/2025	242,496.19
ACH	Kaiser Foundation Health Plan	Kaiser Foundation Health Plan	9/30/2025	228,577.04
			Total Disbursements Issued in September	**$ 894,794.24**

Area	Due Date	Description	Completed By	Board Must Approve	Signature Required	Additional Information
DATA TEAM	Oct-01	**California Basic Educational Data System (CBEDS) Information Day -** The first Wed in Oct is CBEDS Information Day, used to collect information on student and staff demographics. Schools must complete the School Information Form (SIF). The SIF is used to report the count of classified staff, kindergarten program type, educational calendars, work visa applications, multilingual instructional programs, and languages of instruction. Data is due to CDE on **October 31th.**	TEACH	No	No	http://www.cde.ca.gov/ds/dc/cb/
FINANCE	Oct-08	**Title III English Learner Program Annual Online Report -** Title III English Learner (EL) Program subgrantees are required to report on the language instruction educational programs (LIEPs) and activities related to the teaching and learning of EL students. The CDE has created a report for LEAs to comply with this annual reporting requirement for the 2023–24 school year. The online reporting system will be available to your LEA from August 27, 2025 through October 8, 2025.	TEACH	No	No	https://www.cde.ca.gov/sp/ml/elannualonlinerpt.asp
FINANCE	Oct-31	**LCAP Upload to the California School Dashboard** California Education Code Section 52065(c)(1) requires all LEAs upload their most recent Local Control and Accountability Plan (LCAP) to the California School Dashboard (Dashboard. The LCAP upload submission window will be open from October 13 through October 31, 2025. For further information regarding Dashboard Coordinators or the LCAP upload, please contact the Local Agency Systems Support Office by email at LCFF@cde.ca.gov.	TEACH	No	No	
DATA TEAM	Oct-31	**CBEDS-ORA -** Collection of FTE of classified staff, estimated teacher hires, Kindergarten program types, H-1B work visa application, education calendar, multilingual instructional programs, languages of instruction and district of choice transfer requests and transportation data**.**	TEACH	No	No	https://www.cde.ca.gov/ds/dc/cb/
FINANCE	Oct-31	**Federal Cash Management - Period 2 -** Charter schools that are awarded a grant under any of these programs: **Title I, Title II, Title III and Title IV** must submit the CMDC report for a particular quarter in order to receive an apportionment for that quarter; CDE will apportion funds to LEAs whose cash balance is below a certain threshold.	Charter Impact	No	No	http://www.cde.ca.gov/fg/aa/cm/
FINANCE	Oct-31	**ASES -1st Quarter Expenditure Report -** The ASES Program funds the establishment of local after school education and enrichment programs. These programs are created through partnerships between schools and local community resources to provide literacy, academic enrichment and safe constructive alternatives for students in kindergarten through ninth grade (K-9).	TEACH with After School Provider and Charter Impact Support	No	No	http://www.cde.ca.gov/ls/ba/as/
FINANCE	Oct-31	**Comprehensive Support and Improvement (CSI) Expenditure Reporting - 2024 Report 2 and 2023 Final Report -** Actual expenditures for each performance period within the grant period shall be reported to the California Department of Education (CDE) as part of regular grant management and administration.	Charter Impact with TEACH support	No	No	https://www.cde.ca.gov/sp/sw/t1/csileagrantrpt.asp
FINANCE	Oct-31	**Collect National School Lunch Program (NSLP) applications** - Schools must collect or receive National School Lunch Program (NSLP) applications by October 31. Schools may process those applications after October 31, and if students are found to be eligible for free or reduced-price meals (FRPMs), those schools may update FRPM program records for eligible students with a start date before Census Day.	TEACH	No	No	https://www.cde.ca.gov/fg/aa/nt/index.asp?tabsection=1
DATA TEAM	Oct-31	**Collect Alternative Income Forms from Families** Alternative income forms can be used in place of, or in conjunction with, federal meal applications to determine students whose household income meets FRPM eligibility levels. Determination is required to calculate UPC (Unduplicated Pupil Count) for Supplemental and Concentration funding, as well as other state grants.	TEACH	No	No	https://www.cde.ca.gov/fg/aa/pa/altincomeforms.asp
FINANCE	Nov-13	**School-Based Medi-Cal Administrative Activities (SMAA) -** All charter schools participating in the SMAA program are required to participate in this reporting. The SMAA program reimburse schools for the federal share (50%) of the certain costs for administering the Medi-Cal program.	TEACH with Charter Impact support	No	No	https://www.dhcs.ca.gov/provgovpart/Pages/SMAA
FINANCE	Nov-15	**1st Interim Financial Report -** Local educational agencies (LEAs) are required to file two reports during a fiscal year (interim reports) on the status of the LEA's financial health. The first interim report for the period ending October 31 is due by the date set by the charter authorizer (no later than December 15th).	Charter Impact	Yes	Yes	https://www.cde.ca.gov/fg/fi/ir/interimstatus.asp
DATA TEAM	Nov-15	**Complete Nutrition Verification process (requirement of School Nutrition Program) -** Verification is the annual, mandatory process that confirms the eligibility of a sample of completed household meal eligibility applications in the National School Lunch and School Breakfast Programs. Each LEA must select and verify a sample of applications approved for free and reduced-price meal benefits. The required sample size of applications to be verified is based on the number of approved applications on file on October 1.	TEACH	No	Yes	https://www.cde.ca.gov/ls/nu/sn/verificationreport.asp
FINANCE	Nov-15	**Review and/or Update Non-Profit IRS Form 990 Policies - although not required, it is recommended to review these policies annually.** The IRS Form 990 is the annual information return filed by most non-profit charter schools. The IRS Form 990 includes a Governance, Management and Disclosure section. Charter Schools are required to disclose the following policies: Conflict of Interest Policy, Whistleblower Policy, Document Retention and Destruction Policy, Expense Reimbursement Policy, Gift Receiving Policy, and Compensation Approval Policy. A Form 990 must be filed by the 15th day of the 5th month after the close of the NPO's fiscal year. **Most schools extend this deadline to the following May 15th.**	TEACH	Yes	No	http://www.publiccounsel.org/useful_materials?id=0025
FINANCE	Nov-30	**Universal PreKindergarten (UPK) Planning and Implementation Grant Expenditure report #6** - Report 65 for resource code 6053 due date November 30, 2024 - Expenditure reports for the reporting period of November 1, 2024, to June 30, 2025. If your LEA or COE missed the reporting window for previous reports, or needs to submit a revision, please use the same link below to submit a separate report at this time. Charter schools that have informed the CDE of their intent to return these funds are not required to submit this report. If the LEA has spent all UPK P&I grant funds, they are not required to submit any further expenditure reports. Additional information: https://www.cde.ca.gov/ci/gs/em/upkpi.asp	Charter Impact with TEACH support	No	No	https://www.cde.ca.gov/ci/gs/em/kinderfaq.asp
FINANCE	Board meeting by Dec 15	**Annual Audit Review and Board Approval -** Charter Schools are required to submit an independent audit report to the CDE, the State Controller's Office (SCO), the local County Superintendent of Schools, and, if applicable, the chartering entity, by December 15 of each year.	TEACH with Charter Impact support	Yes	No	https://www.cde.ca.gov/fg/au/ag/submitauditrpt.asp

DATA TEAM	Dec-12	**CALPADS - Fall 1 Certification deadline** - Please be mindful that Level-2 certification within CALPADS means that these data have been reviewed and approved by your superintendent or IRC administrator. Failure to properly review and amend these data in CALPADS within the allotted amendment window will result in the improper certification of official Fall 1 data within CALPADS, which can impact a number of things, including LCFF funding, reclassified fluent-English proficient (RFEP) counts/rates, and A–G graduate counts.	TEACH with Charter Impact support	No	No	https://www.cde.ca.gov/ds/sp/cl/rptcalendar.asp
FINANCE	Dec-15	**LREBG Interim Expenditure Reporting** - LEAs receiving LREBG apportionments are required to report interim expenditures of those apportioned funds by December 15, 2025. The LREBG Interim Expenditure Report will be completed and submitted through the CDE's Grant Management and Reporting Tool (GMART). Please see the CDE GMART Instructions web page for more information on how to complete, submit, and export the Interim Expenditure Report.	Charter Impact with TEACH support	No	No	https://www.cde.ca.gov/fg/aa/ca/lrebgpgminfo.asp

Coversheet

Approve the Adoption of the Updated LAUSD Conflict of Interest Code

Section:	III. Items for Potential Action
Item:	H. Approve the Adoption of the Updated LAUSD Conflict of Interest Code
Purpose:	Vote
Submitted by:	
Related Material:	Los Angeles Unified School District (LAUSD) (1).pdf

Conflict of Interest Code
of the
LOS ANGELES UNIFIED SCHOOL DISTRICT

Incorporation of FPPC Regulation 18730 (2 California Code of Regulations, Section 18730)

The Political Reform Act (Government Code Section 81000, et seq.) requires state and local government agencies to adopt and promulgate conflict of interest codes. The Fair Political Practices Commission has adopted a regulation (2 Cal. Code of Regs. 18730), which contains the terms of a standard conflict of interest code. After public notice and hearing, it may be amended by the Fair Political Practices Commission to conform to amendments in the Political Reform Act. Therefore, the terms of 2 California Code of Regulations Section 18730, and any amendments to it duly adopted by the Fair Political Practices Commission, are hereby incorporated into the conflict of interest code of this agency by reference. This regulation and the attached Exhibits designating officials, employees and non-employees, establishing economic disclosure categories, shall constitute the conflict of interest code of this agency.

Place of Filing of Statement of Economic Interests

All officials, employees and non-employees required to submit a statement of economic interests shall file their statements with the LAUSD Ethics Office or other defined agency designee. The Ethics Office shall make and retain a copy of all statements filed by its Board Members and Superintendent and forward the originals of such statements to the Executive Office of the Board of Supervisors of Los Angeles County.

The Ethics Office shall retain the originals of statements for all other employee and non-employee Designated Positions named in the Los Angeles Unified School District's Conflict of Interest Code, except for those of Charter Schools which will be retained by the Charter Schools Division. All retained statements, original or copies, shall be available for public inspection and reproduction (Gov. Code Section 81008).

Los Angeles Unified School District
Exhibit "A"

CATEGORY 1

Persons in this category shall disclose all interest in real property within the jurisdiction. Real property shall be deemed to be within the jurisdiction if the property or any part of it is located within or not more than two miles outside the boundaries of the jurisdiction or within two miles of any land owned or used by the agency.

Persons are not required to disclose a residence, such as a home or vacation cabin, used exclusively as a personal residence; however, a residence in which a person rents out a room or for which a person claims a business deduction may be reportable.

CATEGORY 2

Persons in this category shall disclose all investments and business positions.

CATEGORY 3

Persons in this category shall disclose all income (including gifts, loans and travel payments) and business positions.

CATEGORY 4

Persons in this category shall disclose all business positions, investments in, or income received from entities that manufacture, sell or otherwise provide services and/or supplies of a type utilized for governmental purpose in the past 2 years and associated with the job assignment of designated positions assigned to this disclosure category.

CATEGORY 5

Persons in this category shall disclose all income (including gifts, loans and travel payments) from any Los Angeles Unified School District employee, any representative or association of such employee; and business positions or income (including gifts, loans and travel payments) from any entity owned or controlled by such employee's spouse or other financial dependent.

Los Angeles Unified School District
Exhibit "A" (Cont'd)

CATEGORY 6

Persons in this category are those who perform under contract the duties of any position similar to that of any designated on LAUSD's Conflict of Interest Code and shall be required to file Statements of Economic Interests disclosing reportable interests in the categories assigned to that designated position.

In addition, individuals who, under contract, participate in decisions which affect financial interests by providing information, advice, recommendations or counsel to the agency which could affect financial interest shall be required to file Statements of Economic Interests, unless they fall within the Political Reform Act's exceptions to the definition of consultant. The level of disclosure shall be as determined by the agency head (or designee). (See footnote in Exhibit "B" for clarification.)

CATEGORY 7

Persons in this category, are those who perform under an iDesign Memorandum of Understanding the duties of any position similar to that of any designated position on LAUSD's Conflict of Interest Code, shall be required to file Statements of Economic Interest disclosing reportable interests in the categories assigned to that designated position.

In addition, individuals who, through iDesign schools, participate in decisions by providing information, advice, recommendations or counsel to LAUSD or partnership schools which could affect financial interests shall be required to file Statements of Economic Interests. The level of disclosure shall be as determined by the agency head (or designee).

CATEGORY 8

Persons in this category are those who perform under a charter agreement the duties of any position similar to that of any designated position on LAUSD's Conflict of Interest Code and shall be required to file Statements of Economic Interest disclosing reportable interests in the categories assigned to that designated position.

In addition, individuals who, under a charter agreement, participate in decisions by providing information, advice, recommendations to his or her charter school(s) which could affect financial interests shall be required to file Statements of Economic Interests. The level of disclosure shall be as determined by the agency head (or designee).

Los Angeles Unified School District
Exhibit "B"

Designated Positions	**Disclosure Categories**	
BOARD OF EDUCATION: * Consultants Utilized		
Board of Education Member	1, 2, 3	
Staff Assistant to Board Members (I-IV)	1, 2, 3	
Associate Staff Assistant	1, 2, 3	
Advisory Committee Member	4	
Board Secretariat:		
Executive Officer of the Board of Education	1, 2, 3	
Inspector General:		
Inspector General	1, 2, 3	
Deputy Inspector General, Audits	1, 2, 3	
Director of Contract Audit	1, 2, 3	
Audit Manager	1, 2, 3	
Audit Manager, Contract Audits	1, 2, 3	
Deputy Inspector General, Management & Policy	2, 3	
Deputy Inspector General, Investigations	4	
Supervising Investigator	4	
Audit Supervisor	4	
Special Assistant to the Inspector General	4	
Personnel Commission:		
Personnel Commissioners	4, 5	
Personnel Director	4, 5	
Deputy Personnel Director	4, 5	
Assistant Personnel Director, Selection	4, 5	
Human Resources Officer	4, 5	
Senior Human Resources Specialist	4, 5	
Principal Human Resources Specialist	4, 5	
Chief Human Resources Specialist	4, 5	
Human Resources Specialist III	4, 5	
Classified Assignments Coordinator	4, 5	
Supervising Classified Training Representative	4, 5	
Associate Computer Applications Specialist	4	
Administrative Analyst	4	
OFFICE OF THE SUPERINTENDENT: * Consultants Utilized		
Superintendent of Schools	1, 2, 3	
Chief Deputy Superintendent	1, 2, 3	
Chief of Staff	1, 2, 3	
Chief Advisor	1, 2, 3	
Special Assistant to the Superintendent	1, 2, 3	

KLCS – TV:		
General Manager, KLCS	2, 3	
Director of Programming and Operations	4	
Director of Television Engineering and Technical Operations	4	
Translations Unit:		
Director of Translations Unit	4	
Office of Government Relations:		
Director of External Affairs	2, 3	
Coordinator of Legislative Analysis and Advocacy	4	
Communications:		
Director of Communications and Media Relations	2, 3	
Director of Internal Communications	2, 3	
Communications and Public Relations Specialist	4	
Public Information Officer	4	
Social Media Specialist/Crisis Communications	4	
Office of the Chief Strategy Officer:		
Chief Strategy Officer	1, 2, 3	
Program & Policy Coordinator	4	
Program & Policy Specialist	4	
Information Technology Division: * Consultants Utilized		
Administrative Analyst	4	
Administrative Services Manager	2, 3	
Application Server Administrator	4	
Application Server Specialist	4	
Assistant Budget Director	4	
Associate Computer Applications Specialist	4	
Chief Accountant	2, 3	
Chief Human Resources Specialist	4	
Chief Information Officer	2, 3	
Chief Information Systems Director	2, 3	
Chief Technology Director	2, 3	
Classified Assignments Coordinator	4, 5	
Computer Applications Specialist	4	
Computer Applications Specialist, Accounting	4	
Computer Applications Specialist, Certificated Personnel	4	
Construction Inspector	4, 5	
Coordinator of Information Technology, Security	4	
Coordinator of Policy Research and Development	1, 4	
Coordinator, Educational Systems	4, 5	
Data Center Architect	4	
Database Administrator	4	
Database Specialist	4	
Deputy Chief Information Officer	2, 3	
Deputy Director of Data Processing Operations	4	
Deputy Director of Information Systems	4	
Deputy Director of Information Technology, Customer Support	4	

Deputy Director of Information Technology, Infrastructure Project Management	4	
Deputy Director of Information Technology, Training	4	
Deputy Director of Infrastructure Project Management	4	
Deputy Director of Telecommunications and Technical Support	4	
Director of Data Processing Operations	4	
Director of Information Systems	4	
Director of Information Technology, Customer Support	2, 3	
Director of Information Technology, Infrastructure Project Management	2, 3	
Director of Information Technology, Network Operations	2, 3	
Director of Information Technology, Security	4	
Director of Information Technology, Software Project Management	4, 5	
Director of Information Technology, Strategic Planning & Implementation	2, 3	
Director of Information Technology, Support Services	2, 3	
Director of Information Technology, Telecommunications	2, 3	
Director of Information Technology, Training	2, 3	
Director of Network Operations	2, 3	
Director of Purchasing	2, 3	
Electronic Technical Supervisor	4	
E-Mail Administrator	4	
ERP Director of Change Management	2, 3	
ERP Project Director, Finance	4	
ERP Project Director, Human Resources	4, 5	
ERP Project Director, School Management Systems	4	
Fiscal Services Manager	4	
Fiscal Specialist	4	
Information Systems Support Administrator	4	
Information Technology Administrator	2, 3	
Information Technology Project Manager	4	
Information Technology Training Project Manager	4	
IT Infrastructure Project Manager	4	
Manager of Computer Repair Services	4	
Manager of Customer Support Services	4, 5	
Manager of Data Processing Operations	4	
Manager of Telecommunications	4	
Network Configuration Administrator	4	
Network Operations Manager	4	
Network Security Administrator	4	
Operating Systems Specialist	4	
Principal Administrative Analyst	4	
Purchasing Service Coordinator	2, 3	
Purchasing Service Manager	2, 3	
SAP Basis Administrator	4	
SAP Functional Analyst	4	
Senior Administrative Analyst	4	
Senior Human Resources Specialist	4, 5	
Senior Information Technology Infrastructure Project Manager	4	
Senior IT Infrastructure Project Manager	4	

Senior Systems Specialist	4	
Senior Technical Project Manager	4	
Specialist Payroll Operations	4	
Strategic Planning Network Engineer	4	
Systems and Programming Director	4	
Systems and Programming Manager	4	
Systems and Programming Manager, SAP	4	
Systems and Science Specialist	4	
Systems Specialist	4	
Systems Specialist, Filenet	4	
Systems Standards Manager	4	
Technical Project Manager	4	
Technical Specialist	4	
Telecommunications Specialist	4	
Temporary Adviser - MST - Certificated	4	
Wann Specialist I	4	
Wann Specialist II	4	
Web Architect	4	
OFFICE OF THE GENERAL COUNSEL:		
General Counsel	1, 2, 3	
Administrative Coordinator	4, 5	
Director, Litigation Research	4, 5	
Associate General Counsel (I & II)	4	
Assistant General Counsel II	4	
Assistant General Counsel I	4	
Staff Counsel	4	
Coordinator, Litigation Research	4	
Senior Paralegal	4	
Paralegal	4	
Principal Administrative Analyst	4	
Administrative Analyst	4	
Ethics Office:		
Ethics Officer	4	
Deputy Ethics Officer	4	
Ethics Advisor	4	
Educational Equity & Compliance:		
Director, Educational Equity Compliance	4	
Coordinator, Educational Equity Compliance	4	
Director, Litigation Research	4	
Coordinator, Litigation Research	4	
UCP Coordinator	4	
Specialist	4	
Equal Employment Opportunity:		
Supervising Equal Employment Investigator	4	
Equal Employment Investigator	4	

Risk Finance and Insurance:		
Director of Risk Finance & Insurance	2, 3	
Claims Coordinator	2, 3	
OCIP Coordinator	2, 3	
Insurance Coordinator	4	
Claims Processing Supervisor	4, 5	
Worker's Compensation Supervisor	4	
Administrative Analyst	4	
Labor Relations:		
Chief Labor Negotiator	2, 3, 5	
Assistant Director, Labor Relations	2, 3, 5	
Labor Relations Administrator	2, 3, 5	
Administrative Analyst	4, 5	
Student Safety Investigation Team:		
Director, Student Safety Investigation Team	4	
Supervising Investigator	4	
Risk Management:		
Chief Risk Officer	1, 2, 3	
Director, Integrated Disability Management Branch	2, 3	
Director of Benefits Administration	2, 3	
Benefits Manager	2, 3	
Workers' Compensation Claims Processing Supervisor	2, 3	
Absence Coordinator	2, 3	
Claims Coordinator	4, 5	
Principal Administrative Analyst	4	
Associate Computer Applications Specialist	4	
Administrative Analyst	4	
OFFICE OF CURRICULUM, INSTRUCTION & SCHOOL SUPPORT:		
Deputy Superintendent of Curriculum, Instruction & School Support	1, 2, 3	
Division of Instruction:		
Chief Academic Officer	1, 2, 3	
Assistant Superintendent	1, 2, 3	
Director, Arts Education	4	
Coordinator, Arts Education	4	
Director, DRP/Reading First Grant	4	
Coordinator, Reading	4	
Director, Science/Social Science	4	
Director, Math	4	
Coordinator, Science	4	
Coordinator, Elementary Programs: History and Social Science	4	
Coordinator, Elementary Programs: Literacy, Mathematics, Science	4	

Director, Full-Day Kindergarten	4	
Coordinator, Elementary Instruction	4	
Senior Project Manager	1, 4	
Fiscal Services Manager	4	
Human Resources Specialist	4, 5	
Director of Instruction	4	
Director of Elementary Programs	4	
Director, High School Programs and Athletics	1, 2, 3	
Director, Middle School Programs	4	
Director, Secondary Literacy	4	
Director, Secondary Mathematics Program	4	
Director, Secondary Science	4	
Director, Academic English Mastery Program	4	
Director, Special Programs Career Development	4	
Director, Social Science	4	
Director, Language Acquisition/English Learner Initiatives	4	
Coordinator, Language Acquisition	4	
Director, English Language Learners	4	
Director, Standard English Learners	4	
Instructional Support Services:		
Assistant Superintendent	1, 2, 3	
Director, Program Improvement	4	
Director, Instructional Media Services	4	
Director, Administrative Academy	4	
Textbook Evaluation Committee Member	4	
Magnets/Gifted/Student Integration Services:		
Assistant Superintendent	1, 2, 3	
Coordinator, Gifted/Talented Programs	4	
Coordinator, Student Integration Services	4	
Director, Senate Bill IX	4	
Director, Specially Funded Programs - Compliance & Technical Support	4	
Assistant Director	4	
Administrative Coordinator, NCLB Private Schools Support	4	
Specialist	4	
Early Childhood Education:		
Executive Director	4	
Director of Compliance	4	
Ready for Schools Director	4	
Administrative Coordinator, Early Childhood Education	4	
Principal	4	
Site Coordinator	4	
School Readiness Language Development Program Coordinator	4	
Associate Principal	4	
Outreach Facilitator Ready for School	4	
Parent, Community and Student Services:		
Chief Executive Officer	4	

Administrator, Parent Community Services Branch	4	
Administrative Coordinator, Human Relations, Diversity & Equity	4	
Coordinator, Indian Education Program	4	
Specialist	4	
Professional Learning and Leadership Development:		
Chief, Professional Learning & Leadership Development	1, 2, 3	
Administrator, Alternative Certification and Teacher Support	2, 3	
Coordinator, Teacher Support Services	4, 5	
Specialist	4	
School Choice:		
Chief of School Choice	1, 2, 3	
Network Coordinators	4	
Federal and State Education Programs:		
Executive Director	4	
Common Core Compliance and Human Capital Initiative:		
Executive Director	1, 2, 3	
Special Education:		
Executive Director	1, 2, 3	
Independent Monitor	2, 3	
Director, Professional Development	4	
Director, Special Education Related Services	4	
Director, Infant/Preschool Support Services	4	
Director, Instructional Initiatives/LRE Moderate-Severe	4	
Director, Program Accountability	4	

Director, District Psychological Services	4	
Director, Parent Support/SELPA Admin./Legislation	4	
Director, Policies/Procedures/MCD Monitoring	4	
Assistant Budget Director	4	
Administrator, Nonpublic Services	4	
Administrator, Support Unit	4	
Administrative Coordinator, Field Liaison/Budget Fiscal Accountability/IEP Translations	4	
Administrative Coordinator, Informal Dispute Resolution/Due Process	4	
Administrative Coordinator, Nonpublic Services	4	
Administrative Coordinator, Parent Community Support/SELPA	4	
Administrative Coordinator, Related Services	4	
Coordinating Therapist	4, 5	
Coordinator, Adapted Physical Education	4	
Coordinator, Assistive Technology	4	
Coordinator, Home/Hospital Instruction Program	4	
Coordinator, Informal Dispute Resolution/Due Process	4	
Coordinator, Instructional Initiative/LRE Moderate to Severe - Deaf/Hard of Hearing	4	
Coordinator, Instructional Initiative/LRE Moderate to Severe -	4	

Orthopedic		
Coordinator, Instructional Initiative/LRE Moderate to Severe - Visual Impairment	4	
Coordinator, LRE Initiatives/Professional Development	4	
Coordinator, Nonpublic Services	4	
Coordinator, Parent Community Support/SELPA	4	
Coordinator, Policies/Procedures/MCD Monitoring	4	
Coordinator, Psychological Services	4	
Coordinator, Speech & Language Program	4	
Specialist, Adapted Physical Education	4	
Specialist, Infant/Preschool Support Services	4	
Specialist, LRE Initiatives/Professional Development	4	
Specialist, Nonpublic Services	4	
Specialist, Occupational & Physical Therapy	4	
Specialist, Policies/Procedures/MCD Monitoring	4	
Specialist, Program Accountability	4	
Specialist, Speech & Language Program	4	
Accountant, Nonpublic Services	4	
EDUCATIONAL SERVICE CENTERS:		
Local District Superintendent	1, 2, 3	
Local District Facilities Director	1, 4	
Area Facilities Services Director	4	
Complex Project Manager	1, 4	
Director, Instructional Support Services — Local District	4	
Director, School Services, Local District	4	
Local District Administrative Services Manager	4, 5	
Principal	4	
Assistant Principal	4	
Coordinator	4	
Specialist	4	
Senior Financial Manager	4	
Financial Manager	4	
Chief Executive Officer	1, 2, 3	
Executive Officer	1, 2, 3	
School Operations:		
Assistant Superintendent	1, 2, 3	
Director of School Operations	1, 2, 3	
Safety/Youth Relations:		
Director, Youth Relations Office	4, 5	
Crisis Counseling & Intervention:		
Director, Crisis Counseling & Intervention	4, 5	
Procurement Services Division:		
Deputy Business Manager	2, 3	
Branch Director	2, 3	
Chief Procurement Officer	2, 3	
Director of Purchasing	2, 3	

Chief Procurement Officer	2, 3	
Director of Purchasing	2, 3	
Supervising Purchasing Services Coordinator	2, 3	
Purchasing Services Manager	2, 3	
Purchasing Services Coordinator	2, 3	
Director of Contracts Administration	2, 3	
Senior Contract Administration Manager	2, 3	
Contract Administration Manager	2, 3	
Assistant Contract Administration Manager	2, 3	
Contract Administration Analyst	2, 3	
Assistant Contract Administration Analyst	2, 3	
Contracts Supervisor	2, 3	
Assistant Contracts Supervisor	2, 3	
Director of Benefits Administration	2, 3	
Director of Materials Management	2, 3	
Buyer	2, 3	
Assistant Buyer	4	
Produce Buyer	4	
Vendor Services Manager	4	
Marketing Representative	4	
Director of Transportation Branch	1, 2, 3	
Deputy Director of Transportation	1, 4, 5	
Transportation Services Manager	1, 4, 5	
Regional Transportation Manager	1, 4	
Fleet Maintenance Manager	4	
Truck Operations Manager	4, 5	
Assistant Truck Operations Manager	4, 5	
Director of Food Services	4, 5	
Deputy Director of Food Services	4, 5	
Food Services Administrative Manager	4, 5	
Food Production Manager	4	
Nutrition Services Manager	4	
Reprographic Services Manager	4	
Textbook Services Manager	4	
Administrative Analyst	4	
Environmental Health & Safety:		
Director of Environmental Health and Safety	1, 4	
Deputy Director of Environmental Health & Safety	1, 4	
Chief Deputy Director	1, 4	
Central Business Advisor	4	
Assistant Director, Violence Prevention/Intervention	4	
Assistant Director, Emergency Services	4	
Senior Administrative Analyst	4	
Administrative Analyst	4	
Safety Manager	4	
Associate Financial Analyst	4	
Senior Financial Analyst	4	
Charter Schools Division:		
Chief Administrative Officer	1, 2, 3	

Director	2, 3	
Central Business Advisor	4	
Fiscal Services Manager	4	
Coordinator, Charter Schools	4	
Advisor, Charter Schools	4	
Beyond the Bell:		
Assistant Superintendent	1, 2, 3	
Chief Operating Officer of LA's BEST	1, 2, 3	
Director of Technology, LA's BEST	4	
Director of Education, LA's BEST	4	
Director, Before and After-School Programs	4	
Director, Extended Day Programs	4	
Director, Student Auxiliary Services	4	
Director, School Volunteer Program	4	
Staff Development Coordinator, LA's BEST	4	
Manager, Civic Center Permit Administration	4	
Operations Compliance Manager, LA's BEST	4, 5	
Senior Recreation Director, Before & After School Programs	4	
Senior Recreation Director, Student Auxiliary Services	4	
Regional Recreation Director, Before & After School Programs	4	
Regional Recreation Director, Student Auxiliary Services	4	
Intervention Administrators, Academic Intervention Programs	4	
Administrative Coordinator, Before & After School Programs	4	
Coordinator, NCLB Community Outreach/Mentor	4	
Coordinator, Outdoor Education	4	
Coordinator, Emergency Immigrant Education Program	4	
Coordinator, Migrant Education	4	
Coordinator, Out-of-School Programs/Technology	4	
Coordinator, Visual & Performing Arts	4	
Field Coordinator, Student Auxiliary Services	4	
Specialist, NCLB Supplemental Services	4	
Area Playground Supervisor, Kid Care	4	
Student Health and Human Services:		
Assistant Superintendent	1, 2, 3	
Director, District Nursing	2, 3	
Director, Mental Health Services	2, 3	
Director, Student Medical Services	2, 3	
Pupil Services Legal Specialist	4, 5	
Organization Facilitator, Student Health and Human Services	4, 5	
Coordinator, Physician Services	2, 3	
Director, Integrated Health Partnerships	4	
Director, Pupil Services	4	
Assistant Director, Pupil Services & Attendance	4	
Coordinator, School - Based Health Clinics	4	
Coordinator, Health Educational Programs	4	
Specialist	4	
Dropout Recovery Truancy PSA Counselors:		
Director	4	

Adult & Career Education:		
Assistant Superintendent	1, 2, 3	
Administrator, Division Programs	1, 2, 3	
Facilities Planner & Administrative Specialist	1, 2, 3	
Complex Project Manager	1, 4	
Director, Instruction and Counseling Services	4	
Principal	4	
Assistant Principal	4	
Coordinator	4	
Specialist	4	
Supervisor	4	
Adviser	4	
CHIEF FINANCIAL OFFICER:		
Chief Financial Officer	1, 2, 3	
Deputy Chief Financial Officer	1, 2, 3	
Budget Services & Financial Planning:		
Controller	2, 3	
Deputy Controller	2, 3	
Director of Treasury	2, 3	
Budget Director	2, 3	
Deputy Budget Director	2, 3	
Assistant Budget Director	4	
Accounting & Disbursements:		
Director of Accounting	2, 3	
Branch Director	2, 3	
Director of Payroll Administration	4, 5	
Deputy Branch Director	2, 3	
Chief Accountant	2, 3	
Head Accountant	4	
School Fiscal Services:		
Director, School Fiscal Services	4, 5	
Deputy Director, School Fiscal Services	4, 5	
Director, Grants and Funding	4	
Fiscal Services Manager	4	
Fiscal Reports Specialist	2, 3	
HUMAN RESOURCES:		
Chief Human Resources Officer	2, 3	
Deputy Chief Human Resources Officer	2, 3	
Administrative Services Manager	2, 3	
Director, Salary Allocation	2, 3	
Medical Director of Employee Health Services	2, 3	
Administrator, Certificated Employment Operations	4, 5	
Director, Paraeducator Career Ladder Program	4, 5	
Director, Personnel Research and Assessment	4, 5	
Director, Employee Relations	4, 5	

Director, Certificated Placement & Assignments	4, 5	
Administrative Coordinator, Employment and Operations	4, 5	
Coordinator, Credentialing Services	4, 5	
Temporary Adviser, MST-Management	4, 5	
Temporary Adviser, MST-Confidential	4, 5	
Senior Human Resources Specialist	4, 5	
Principal Human Resources Specialist	4, 5	
Human Resources Specialist I-III	4, 5	
Assistant Director, Employee Relations	4, 5	
Specialist, Personnel Research & Assessment	4, 5	
Administrator, Personnel Services & Research	4, 5	
Field Specialist, Certificated Personnel	4, 5	
Assistant Director, Certificated Personnel	4, 5	
Specialist, Certificated Recruitment, Special Ed.	4, 5	
Specialist, Special Education Certificated Employment Operations	4, 5	
Assistant Director, Special Education Certificated Employment Operations	4, 5	
Specialist, Certificated Recruitment, Bilingual	4, 5	
Senior Financial Analyst	4	
Administrative Analyst	4	
Staff Relations:		
Director, Staff Relations	4, 5	
DATA & ACCOUNTABILITY:		
Executive Director	1, 2, 3	
Director of School Information Management	4	
Director of Student Information Systems	4	
SCHOOL POLICE:		
Chief of Police	1, 2, 3	
Deputy Chief of Police	1, 2, 3	
CHIEF FACILITIES EXECUTIVE: * Consultants Utilized		
Chief Facilities Executive	1, 2, 3	
Special Assistant to the Chief Facilities Executive	1, 2, 3	
Deputy Branch Director - Facilities	1, 2, 3	
Director of External Affairs and Administration	2, 3	
Regional Construction Director	1, 2, 3	
Director of Facilities Projects	1, 2, 3	
Special Facilities Project Manager	1, 4	
Senior Facilities Project Manager	1, 4	
Senior Technical Project Manager - Facilities	4	
Facilities Project Manager II	1, 4	
Facilities Project Manager I	1, 4	
Real Estate Project Director	1, 2, 3	
Realty Agent	1, 4	
Assistant Realty Agent	1, 4	
Assistant Project Manager	1, 4	
Senior Administrative Analyst	4	

Administrative Analyst	4	
New Construction:		
Deputy Chief Executive - School Building Planning	1, 2, 3	
Director of New Construction	1, 2, 3	
Director of Acquisition and Relocation	1, 2, 3	
Deputy Director of Acquisition and Relocation	1, 2, 3	
Deputy Director of Project Management - New Construction	1, 2, 3	
Director of Community Outreach	1, 2, 3	
Director of Masterplanning and Demographics	1, 4	
Director of Operations, New Facilities	1, 4	
Director of Project Support - New Facilities	1, 4	
Deputy Director of Project Support - Preconstruction and Cost Estimation	1, 4	
Deputy Director of Project Support - School Occupancy	1, 4	
Chief Estimator	1, 2, 3	
Director of Real Estate	1, 2, 3	
Principal Realty Agent	1, 2, 3	
Senior Realty Agent	1, 2, 3	
Escrow and Title Supervisor	1, 2, 3	
Relocation Program Manager	1, 4	
Relocation Agent	1, 4	
New Construction Manager	1, 4	
Senior Resident Construction Engineer	1, 4	
Resident Construction Engineer	1, 4	
Existing Facilities & Modernization:		
Deputy Chief Executive - Facilities	1, 2, 3	
Director of Design and A/E Technical Support	1, 2, 3	
Director of School Building Planning	1, 2, 3	
Director of Maintenance and Operations	2, 3	
Deputy Director of Maintenance and Operations	1, 4	
Deputy Director of Maintenance & Operations (Operations Services)	1, 4	
Deputy Director of Maintenance & Operations (Planning & Standards)	1, 4	
Deputy Director of Architecture & Engineering	1, 4	
Deputy Director of Facilities Projects	1, 4	
Design Director	1, 4	
Regional Project Manager, Existing Facilities	1, 4	
Planning & Development:		
Director of Leasing & Asset Management Unit	1, 2, 3	
Facilities Support Services:		
Director of Facilities Support Services	1, 2, 3	
Deputy Director of Facilities Support Services, Financial Management & Systems Integration	1, 2, 3	
Director of Information Systems, Facilities	1, 2, 3	
Director of Non-Academic Facilities Planning	1, 2, 3	
Director, Facilities Legislation, Grants and Funding	1, 4	

Deputy Director, Facilities Legislation, Grants and Funding	1, 4	
Director of Facilities Reporting	4	
Facilities Information Systems Projects Administrator	4	
Director of Policies, Facilities	1, 2, 3	
Facilities Support Services Financial Specialist	2, 3	
Division Human Resources Administrator	4, 5	
Facilities Contracts:		
Director of Facilities Contracts	1, 2, 3	
Deputy Director of Facilities Contracts	1, 2, 3	
Senior Contract Administration Manager	1, 2, 3	
Assistant Contract Administration Manager	1, 2, 3	
Assistant Contract Administration Analyst	1, 2, 3	
Assistant Contracts Supervisor	2, 3	
Construction Support:		
Chief Construction Inspector	1, 2, 3	
Deputy Chief Construction Inspector	1, 4	
Supervising Construction Inspector	1, 4	
Construction Inspector	1, 4	
LAUSD SCHOOL CONSTRUCTION BOND OVERSIGHT COMMITTEE:		
Bond Oversight Committee Member	1, 4	
Bond Oversight Committee Member, Director	1, 4	
NON-EMPLOYEE FILERS:		
Consultants/New Positions*	6	
iDesign Network Partners	7	
Charter School Providers	8	

* Consultants/New Positions are included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitations:

The agency head or his or her designee may determine in writing that a particular consultant or new position, although a "designated position," is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with disclosure requirements in this section. Such written determination shall include a description of the consultant's or new position's duties and, based upon that description, a statement of the extent of disclosure requirements. The agency head or his or her designee's determination is a public record and shall be retained for public inspection in the same manner and location as this conflict-of-interest code. (Gov. Code Section 81008.)

EFFECTIVE DATE: 09/07/2016