# TEACH Public Schools

## Teach Regular Board Meeting

**Date and Time**

Tuesday May 26, 2026 at 5:00 PM PDT

**Location**

Locations:
TEACH Elementary
8505 S Western Ave
Los Angeles, CA 90047

TEACH Academy of Technologies
1000 S Western Ave
Los Angeles, CA 90047
10045 S Western Ave, Los Angeles, CA 900100047

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

2079 Saturn Ave.
Huntington Park, Ca 90255

1513 E 103rd st Los Angeles CA 90002

and via zoom:

Topic: TEACH Regular Board Meeting
Time: May 26, 2026 02:00 PM Hawaii

Join Zoom Meeting
https://teachpublicschools-org.zoom.us/j/89006123890
Meeting ID: 890 0612 3890
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+16694449171,,89006123890# US

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https://teachpublicschools-org.zoom.us/meetings/89006123890/invitations?signature=GuoiKDwtMsn8edPd6PYIHZs1o_4tKxPzwtF4fOMbTvY

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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, 10600 S. Western Ave. Los Angeles, CA 90047; phone: 323-872-0808; fax 323-389-4898.
www.teachpublicschools.org

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**Agenda**

| | | Purpose | Presenter | Time |
|---|---|---|---|---|
| **I.** | **Opening Items** | | | **5:00 PM** |
| **A.** | Record Attendance | | Beth Bulgeron | 2 m |
| **B.** | Call the Meeting to Order | | Cecilia Sandoval | |
| **C.** | Public Comment | | Cecilia Sandoval | 5 m |
| **II.** | **Consent Items** | | | **5:07 PM** |

Consent Items- Items included as Consent Items will be voted on in one motion, unless a member of the Board requests than an item be removed and voted on separately, in which case the Board Chair will determine when it will be called and considered for action.

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|---|---|---|---|---|
| **A.** | Approve the Current Agenda and Approve the Minutes from the April 28, 2026 Regular Board Meeting | Vote | Cecilia Sandoval | 3 m |
| **III.** | **Items for Potential Action** | | | **5:10 PM** |
| **A.** | Executive Director Framing Meeting | FYI | Matthew Brown | 3 m |

The Executive Director will provide framing and context for the Board as TEACH Inc. transitions from the close of the current school and fiscal year into planning and implementation for the 2026–27 year beginning July 1. This discussion is intended to orient the Board to the volume and significance of annual governance, fiscal, and operational items that will be presented over the next several meetings, including budgets, LCAPs, organizational calendars, annual reports, staffing matters, and related compliance actions. The item is intended to support strategic alignment and provide a broader overview of upcoming priorities and timelines.

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| **B.** | Financial Report | FYI | Matthew Brown | 5 m |

The Board will review the April 2026 financial reports for TEACH Inc. and its managed schools. The reports provide an overview of year-to-date revenue, expenditures, cash flow, enrollment and ADA trends, reserve levels, and projected year-end financial performance. The April close is particularly significant as the organization approaches the end of the current fiscal year and begins preparation for adoption of the FY 2026–27 budgets. The item is intended to provide the Board with an updated assessment of the organization’s financial position, fiscal stability, and any material budgetary or operational considerations requiring ongoing monitoring.

| | | Purpose | Presenter | Time |
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| **C.** | Update on TEACH Prep's Renewal with LACOE | Discuss | Matthew Brown | 3 m |

The Board will receive an update regarding TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School’s charter renewal approval by the Los Angeles County Board of Education (LACOE). The update will include discussion of the renewal findings, approval term, and conditions of renewal adopted by LACOE, as well as management’s progress toward addressing required fiscal, governance, operational, and compliance items. The Board will also receive and review the official Confirmation of Board Action issued by LACOE following the May 12, 2026 approval of the renewal petition on appeal.

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| **D.** | Consider and Approve the Updated Fiscal Policy | Vote | Matthew Brown | 3 m |

The Board will consider approval of the updated TEACH Inc. Fiscal Policies and Procedures for FY 2026–27. The revised policy document incorporates updates related to organizational structure, financial controls, procurement procedures, credit card oversight, cost allocation methodology, debt management, record retention, audit compliance, and operational workflows. The proposed revisions are intended to strengthen internal controls, improve operational efficiency, clarify fiscal authority and segregation of duties, and align organizational practices with current legal, audit, and compliance requirements. Approval of the updated fiscal policies supports the organization’s annual governance and financial oversight responsibilities for the upcoming fiscal year and complies with LACOE's conditions for TEACH Prep's renewal.

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| **E.** | Consider and Approve the TEACH Prep CMO Agreement Update | Vote | Matthew Brown | 3 m |

The Board will consider approval of the updated TEACH Prep CMO Management Services MOU and related Cost Allocation Plan and CMO Fee Methodology for FY 2026–27. These documents were developed specifically in response to conditions associated with TEACH Prep’s LACOE charter renewal and are intended to provide additional clarity, transparency, and formal documentation regarding the allocation of shared organizational costs and centralized management services provided by TEACH Inc. The proposed framework establishes detailed methodologies for CMO fee calculation, cost allocation, annual true-up procedures, and related governance oversight applicable to TEACH Prep. The updated structure applies specifically to TEACH Prep and does not modify the existing CMO agreements currently in place for TEACH Academy Middle School or TEACH Tech High School

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| **F.** | Consider and Approve of Opening School Savings Accounts with Banc of California | Vote | Matthew Brown | 3 m |

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The Board will consider the establishment of separate school-site savings accounts for TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School, TEACH Academy of Technologies, and TEACH Tech Charter High School. The proposed accounts are intended to improve fiscal organization, cash management, and transparency at the individual school level. Establishment of a separate savings account for TEACH Prep is also intended to satisfy a condition associated with the school's LACOE charter renewal, and management recommends implementing the same structure across all TEACH schools to maintain operational consistency and standardized financial practices throughout the organization.

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| **G.** | Consider and Approve the Special Education Local Plan Area (SELPA) Assurances – Application of TEACH Prep to Join the Los Angeles County Office of Education (LACOE) SELPA | Vote | Beth Bulgeron | 2 m |

**Description:**
The Board is asked to review and approve the required assurances associated with the school's application to join a Special Education Local Plan Area (SELPA). A SELPA is a regional consortium of school districts, charter schools, and county offices of education that collaborate to provide special education services to students with disabilities in accordance with state and federal law. SELPAs are responsible for ensuring a full continuum of services, coordinating program delivery, and overseeing compliance with the Individuals with Disabilities Education Act (IDEA).
As part of the application process to join the Los Angeles County Office of Education (LACOE) SELPA, the school must adopt formal assurances confirming its commitment to comply with all SELPA governance requirements, policies, and procedures related to special education services. Approval of these assurances authorizes submission of the application and affirms the school's intent to participate in the LACOE SELPA and meet all associated obligations.
**Recommended Action:**
Approve the SELPA Assurances and authorize submission of the application to join the LACOE SELPA.

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| **H.** | Approval of Notice of Withdrawal from LAUSD SELPA | Vote | Beth Bulgeron | 5 m |

The Board of Directors will review and consider approval of TEACH Prep Elementary School's withdrawal from the Los Angeles Unified School District (LAUSD) Special Education Local Plan Area (SELPA), effective at the end of the [2025–2026] school

| | | Purpose | Presenter | Time |
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| | year, and authorize the Superintendent to submit a formal notice of withdrawal and complete all necessary actions to effectuate the transition.<br><br>Recommended Motion:<br>Motion to approve TEACH Prep Elementary School's withdrawal from the Los Angeles Unified School District (LAUSD) Special Education Local Plan Area (SELPA), effective June 30, 2026, and to authorize the Superintendent to submit the formal notice of withdrawal and take all necessary actions to implement this transition. | | | |
| **I.** | Consider and Approve the Revised Elementary School Master Schedule<br><br>This modified schedule includes 5th grade. | Vote | Enrique Robles | 3 m |
| **J.** | Update on STRS Notifaction 1765<br><br>The Board will consider a recommendation to approve an amendment to TEACH Inc.'s Articles of Incorporation and authorize submission of the required CalSTRS Charter School/NPBC Certification (Form ES0765) prior to the July 1, 2026 deadline. The item relates to new CalSTRS certification requirements tied to IRS Notice 2015-07 and is intended to maintain TEACH Inc.'s continued participation in CalSTRS for eligible employees. The Board memorandum outlines the operational, financial, and workforce considerations associated with maintaining or exiting CalSTRS participation, along with staff feedback and related risk considerations. | Discuss | Matthew Brown | 3 m |
| **K.** | Approve the Updated Articles of Incorporation for TEACH, Inc.<br><br>The Board will consider approval of an amendment to the TEACH, Inc. Articles of Incorporation to update the organization's dissolution provisions in order to comply with current CalSTRS certification requirements and applicable federal guidance under IRS Notice 2015-07. Approval of the amendment is necessary to support TEACH Inc.'s continued participation in CalSTRS for eligible employees and to authorize submission of the required certification prior to the July 1, 2026 deadline. The proposed amendment is limited in scope and does not otherwise alter the organization's governance structure or operational authority. | Vote | Matthew Brown | 2 m |
| **L.** | Consider and Approve the 2026-2027 Employee Handbook | Vote | Maria Pimienta | 5 m |
| **M.** | Consider and Approval of the 2026–2027 Teacher Salary Schedule | Vote | Maria Pimienta | 3 m |

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The new teacher salary schedule reflects a 4.5% salary increase for certificated teaching staff in support of employee retention, market competitiveness, and continued investment in instructional excellence.

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| **N.** | Consider and Approve the 2026-2027 Benefits Package | Vote | Maria Pimienta | 5 m |
| **O.** | Consider and Approve the Bonus for TEACH Academy of Technologies Faculty and Staff | Vote | Matthew Brown | 3 m |

The Board will consider a resolution authorizing a discretionary FY2025–26 retention bonus for eligible TEACH Academy employees. Although TEACH Academy is not projected to meet the enrollment and fiscal performance thresholds outlined in the original June 10, 2025 retention bonus resolution, the proposed action would authorize payment of the final 2.5% retention bonus installment in recognition of staff service, organizational stability, and retention priorities. The accompanying memorandum outlines the fiscal context, staffing considerations, and rationale supporting the recommendation, including the organization’s consolidated financial position and the Board’s previously established discretionary authority over bonus payments.

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| **P.** | Consider and Approve the Board Meeting Dates for the 2026-2027 School Year | Vote | Beth Bulgeron | 5 m |
| **Q.** | Consider and Approve the Crossing Guard / Campus Security Contract with Skyline Security Services LLC for TEACH Prep, TEACH Academy of Technologies and TEACH Tech Charter High School | Vote | Shawnna Lawson | 2 m |

The following vendors submitted proposals for consideration:

- Skyline Security Services LLC
- Allied Universal Security Services
- Sharp Patrol Security Services Inc.

All contracts and supporting documents have been reviewed to ensure all material terms are completed and no required fields remain blank.
After reviewing pricing, operational capacity, campus familiarity, responsiveness, and school site feedback, Skyline Security Services LLC is the recommended vendor for crossing guard and campus safety support services for the 2026–2027 school year.
Recommendation Summary:
Skyline Security Services LLC is the recommended vendor based on:

| | Purpose | Presenter | Time |
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- Existing operational relationship with TEACH Public Schools since October 2025
- Positive experience and responsiveness during the current school year
- Principal recommendations and school site preference for continued services
- Familiarity with TEACH campuses, student safety procedures, and operational expectations
- Consistent staffing and support during arrival and dismissal periods

The principals participated in the vendor evaluation process and provided operational feedback and recommendations based on school site needs and service experience.
Vendor Cost Summary:
Vendor
Estimated
Monthly Total
Skyline Security Services LLC

$25,818.40
Allied Universal Security Services

$23,124.80
Sharp Patrol Security Services Inc.

$27,600.00

**R.** Consider and Approve the 2025-2026 Local Indicators Report for the California Dashboard for TEACH Prep Elementary, TEACH Academy of Technologies, and TEACH Tech High School — Vote — Beth Bulgeron — 3 m

**Background:**
California's accountability system requires school districts to report progress on the State Priority Areas identified in the Local Control Funding Formula (LCFF). Local Educational Agencies (LEAs) must annually measure and report progress on the applicable Local Indicators through the California School Dashboard.
The Local Indicators address the following priority areas:

- Basic Services and Conditions (Priority 1)
- Implementation of State Academic Standards (Priority 2)
- Parent and Family Engagement (Priority 3)

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- School Climate (Priority 6)
- Access to a Broad Course of Study (Priority 7)
- Coordination of Services for Expelled Youth (Priority 9, if applicable)
- Coordination of Services for Foster Youth (Priority 10, if applicable)

Staff completed the required self-reflection tools and reviewed local data, stakeholder input, and evidence of progress related to each indicator. The results indicate that the District has met the standards for performance as defined by the California Department of Education.
The completed Local Indicators will be submitted as part of the TEACH's annual accountability reporting requirements and reflected on the California School Dashboard.

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| **S.** | Consider and Approve Renewal of CharterSAFE Insurance Coverage and Related Membership Contributions for Fiscal Year 2026–2027 | Vote | Matthew Brown | 3 m |

The Board will consider approval of the annual renewal of TEACH Inc.'s insurance coverage through CharterSAFE, effective July 1, 2026 through July 1, 2027. CharterSAFE is a California charter school joint powers authority (JPA) that provides comprehensive insurance coverage and risk management services specifically tailored to charter schools. Coverage includes general liability, property, directors and officers liability, employment practices liability, workers' compensation, cyber liability, student accident coverage, childhood sexual assault liability, and related protections.

The proposed total annual member contribution for the 2026–2027 coverage year is $381,241, consisting of $281,142 for liability/property-related coverage and $100,099 for workers' compensation and employer liability coverage. TEACH Inc. may elect either payment in full or an installment payment option consisting of a 25% deposit followed by nine monthly installments.

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| **T.** | Consider and Approve the Food Service Management Company (FSMC) Contract with Revolution Foods. | Vote | Enrique Robles | 2 m |
| **U.** | Consider and Approve Ceclia Sandoval's Term Renewal on the Board | Vote | Matthew Brown | 2 m |
| **V.** | Executive Director End Of Year Objectives and Key Results (OKRs) Report FY 2025-2026 | Discuss | Matthew Brown | 5 m |

The Board will review the Executive Director End-of-Year OKR Report for FY 2025–26, summarizing progress toward the Board-approved organizational objectives and

| | | Purpose | Presenter | Time |
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key results established for the fiscal year. The report provides an overview of major accomplishments, operational and financial outcomes, renewal and compliance activities, organizational restructuring efforts, and implementation of strategic initiatives across TEACH Inc. and its managed schools. The report is also intended to provide context for upcoming FY 2026–27 planning discussions, including future organizational priorities and proposed Executive Director OKRs for the next fiscal year

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| **W.** | Closed Session: Public Employee Performance Evaluation – Chief Executive Officer<br>(Government Code section 54957(b)(1)) | Vote | Cecilia Sandoval | 10 m |

Pursuant to Government Code section 54957(b)(1) 1. Public Employee Performance Evaluation
Title: Chief Executive Officer. The Board will meet in closed session to conduct the annual performance evaluation of the Chief Executive Officer, including review of progress toward organizational goals, leadership performance, operational effectiveness, fiscal stewardship, compliance oversight, and strategic priorities.

## IV. Closing Items — 6:33 PM

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| **A.** | Board or Public Comment | FYI | Cecilia Sandoval | 5 m |
| **B.** | The Next Board Meeting | Discuss | Cecilia Sandoval | 1 m |

A Special Board Meeting will be scheduled for June 2nd, at 5 pm

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|---|---|---|---|---|
| **C.** | Adjourn Meeting | Discuss | Cecilia Sandoval | |

# Coversheet

## Approve the Current Agenda and Approve the Minutes from the April 28, 2026 Regular Board Meeting

**Section:** II. Consent Items
**Item:** A. Approve the Current Agenda and Approve the Minutes from the April 28, 2026 Regular Board Meeting
**Purpose:** Vote
**Submitted by:**
**Related Material:** 2026_04_28_board_meeting_minutes.pdf

DRAFT

# TEACH Public Schools

# Minutes

## TEACH Regular Board Meeting

**Date and Time**
Tuesday April 28, 2026 at 5:00 PM

**Location**
Locations:
TEACH Elementary
8505 S Western Ave
Los Angeles, CA 90047

TEACH Academy of Technologies
1000 S Western Ave
Los Angeles, CA 90047
10045 S Western Ave, Los Angeles, CA 900100047

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

2079 Saturn Ave.
Huntington Park, Ca 90255

1513 E 103rd st Los Angeles CA 90002

And Via Zoom at:

Topic: TEACH Regular Board Meeting

Time: Apr 28, 2026 02:00 PM Hawaii
Join Zoom Meeting
https://teachpublicschools-org.zoom.us/j/88442458165
Meeting ID: 884 4245 8165
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One tap mobile
+17193594580,,88442458165# US
+12532050468,,88442458165# US
Join instructions
https://teachpublicschools-org.zoom.us/meetings/88442458165/invitations?signature=RABn7C4CMEK8nJtjE6ZHlj7EQczCumfA0_Tk-uq-Eek

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**Directors Present**
A. Dragon (remote), C. Guardado (remote), C. Sandoval (remote), J. Lobdell (remote), M. Maye (remote)

**Directors Absent**
*None*

**Guests Present**

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B. Bulgeron (remote), M. Brown

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## I. Opening Items

### A. Record Attendance

### B. Call the Meeting to Order

C. Sandoval called a meeting of the board of directors of TEACH Public Schools to order on Tuesday Apr 28, 2026 at 5:02 PM.

### C. Public Comment

There was no public comment.

## II. Consent Items

### A. Approve the Current Agenda and Approve the Minutes from the March 24, 2026 Regular Board Meeting

J. Lobdell made a motion to approve the minutes from the March 23rd Regular Board Meeting TEACH Regular Board Meeting on 03-24-26.
M. Maye seconded the motion.
The board **VOTED** to approve the motion.

**Roll Call**

| | |
|---|---|
| A. Dragon | Aye |
| M. Maye | Aye |
| J. Lobdell | Aye |
| C. Sandoval | Aye |
| C. Guardado | Aye |

## III. Items for Potential Action

### A. TEACH Prep Renewal Update

Matt Brown announced that the LACOE Staff has recommended a grant of the elementary's appeal. He thanked the team and the board for their support during the process and reviewed the public hearing and the capacity interview. He explained that LACOE still has to vote but it is likely the board will follow their staff's recommendation. He explained to the board that staff is already working to address some of the concerns that were raised and working proactively to make sure the relationship gets off on the right foot. Board Member Maye asked about the turnaround and Matt explained it was a short turnaround but required by statute. Board Member Lobdell asked about the final vote and commended the team on the progress.

### B.

**Financial Report**

Richard McNeel gave the financial report. He reviewed the key financial indicators for each entity. At the middle school, current assets are 2.78 times current liabilities, enrollment is below budget ad expenses are higher. The school has 228 days cash on hand. The elementary has positive financial indicators, the high school has savings overall due to one position not filled and has 287 days cash on hand. The central office has savings from salaries and benefits. Rich explained he will be going into more detail at future board meetings and giving financial reports on the subsidiaries that carry the bond debt. All financial details, reports, check register are attached in the board meeting materials.

## C. Discussion of STRS Notifaction 1765 Charter School Certification

Matt Brown explained new requirements and changes in STRs, the California school pension fund. He explained that STRs was requiring an update to the Articles of Incorporation of the Non-Profit, and if TEACH decides not to make the update, STRs will potentially kick faculty and staff out of future STRs participation. Matt explained that there are many unknown factors about whether or not STRs will take action, but faculty and staff's current contributions will be preserved. He explained how STRs works. Matt told the board that he was giving the staff a survey assess their values and understanding of the pension, retirement, and social security. He explained that teachers would pay into social security if they no longer paid into STRs and that TEACH could potentially contribute to a 403(b), unmatched as another retirement benefit. Board Member Guardado expressed that more experienced teachers will likely value the pension more than new teachers, and was glad that Matt was getting input from everyone. The results of the survey will be discussed at the next board meeting.

## D. Consider and Approve the Academic Calendar and Bell Schedules for TEACH Prep Elementary, TEACH Academy of Technologies, and TEACH Tech Charter High School

## E. Consider and Approve the E-Rate Contracts

J. Lobdell made a motion to Approve the E-Rate Contracts.
M. Maye seconded the motion.
Enrique Robles described the request for proposal process, the bids, the evaluation process and the final recommendation for the E-Rate contract. He explained that federal funds cover 85% of the contract.
The board **VOTED** to approve the motion.

**Roll Call**

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

## IV. Closing Items

### A. Board or Public Comment

There was no additional board or public comment.

### B. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 5:33 PM.

Respectfully Submitted,
C. Sandoval

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**Documents used during the meeting**

- 2026_03_24_board_meeting_minutes.pdf
- TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School Recommendation Item and Report Attachment 5.12.26.pdf
- TEACH FY25-26 Financials as of 03.31.26 Close.pdf
- CalSTRS Charter School Certification (Form 0765).pdf
- 2026-27 TEACH Instructional Calendar & Bell Schedules (SB 328) - Pending Board Approval.pdf
- 2026 Bid Matrix TEACH Public Schools_Completed_Bid_Matrix.pdf
- TEACH Public Schools 471 C2 2026 CERT 3.30.2026.pdf
- InTCHSolutions - TEACH Public Schools RFP (1).pdf
- TEACH_20Public_20Schools_20471_20C1_202026_20CERT_201.23.2026.pdf

# Coversheet

## Financial Report

**Section:** III. Items for Potential Action
**Item:** B. Financial Report
**Purpose:** FYI
**Submitted by:**
**Related Material:** FY25-26- TEACH- Financials as of 04.30.26 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 April 30th,  2026 Close

# Highlights (as of 4.30.26)

- 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 April 30, 2026

| | TEACH Acadmey of Technologies | TEACH Tech Charter High | TEACH Prep Elementary | TEACH CMO |
|---|---|---|---|---|
| ***Revenue Projected*** | $ 8,916,301 | $ 7,777,598 | $ 6,195,903 | $ 2,221,392 |
| ***Expenses Projected*** | 9,068,233 | 7,578,243 | 6,028,236 | 1,765,907 |
| ***Surplus/Deficit*** | (151,932) | 199,355 | 167,667 | 455,485 |
| ***Beginning Fund Balance*** | 6,990,005 | 7,797,504 | 3,232,906 | 902,847 |
| ***Ending Fund Balance*** | $ 6,838,073 | $ 7,996,859 | $ 3,400,573 | $ 1,358,332 |
| ***Cash Projected @ 6/30/2026*** | $ 5,767,034 | $ 7,122,296 | $ 4,899,194 | $ 2,428,917 |
| ***Enrollment/ Average Daily Attendance*** | 426/ 394.20 | 364/ 335.47 | 271/ 238.00 | |
| ***Average Daily Cash On Hand Projected @ 6/30/26 (45 req)*** | 232 | 343 | 297 | |
| ***Base Rent Coverage Ratio ( 1.1 req)*** | 1.92 | 2.40 | 2.47 | |
| ***Current Operating Cash Balance as of 4/30/26*** | $ 6,357,055 | $ 7,147,773 | $ 5,152,128 | $ 2,339,512 |

# TPS, Inc.– Financial Position 4/30/26

**TEACH, Inc.**

***Statement of Financial Position***

**April 30, 2026**

| | 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 | $ 6,357,055 | $ 7,147,773 | $ 5,152,128 | $ 2,339,512 | $ 32,568 | $ 43,970 | $ - | | $ 21,073,006 |
| Accounts Receivable | 600,683 | 334,730 | 129,831 | 6,429 | 3,323 | - | 2,337 | | 1,077,333 |
| Public Funding Receivables | - | 80,492 | 35,586 | - | - | - | - | | 116,078 |
| Due To/From Related Parties | 999,584 | (337,752) | (187,792) | (64,630) | (829,269) | 419,860 | - | | 1 |
| Prepaid Expenses | 45,121 | 38,983 | 28,352 | 14,520 | - | - | - | | 126,976 |
| | **8,002,443** | **7,264,226** | **5,158,105** | **2,295,831** | **(793,378)** | **463,830** | **2,337** | | **22,393,394** |
| Property & Equipment, Net | 393,281 | 253,941 | 173,218 | 74,424 | 8,973,407 | 17,265,903 | - | | 27,134,174 |
| Right-Of-Use Asset, Net | 17,385,282 | 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 | - | - | - | - | 170,044 | (46,017) | - | | 124,027 |
| Investments | - | - | - | - | 732,809 | 1,394,562 | - | | 2,127,371 |
| Securities | - | - | - | - | 862,144 | 1,271,363 | - | | 2,133,507 |
| Securities Premium | - | - | - | - | 1,699 | (1,180) | - | | 519 |
| **Total Long Term Assets** | **17,778,563** | **15,520,270** | **11,643,003** | **83,174** | **10,740,103** | **19,888,256** | **-** | **(141,967)** | **31,652,273** |
| **Total Assets** | **$ 25,781,006** | **$ 22,784,496** | **$ 16,801,108** | **$ 2,379,005** | **$ 9,946,725** | **$ 20,352,086** | **$ 2,337** | **$ (141,967)** | **$ 97,904,796** |

Note- Current Assets are 2.73 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 4/30/26

**TEACH, Inc.**

*Statement of Financial Position*

April 30, 2026

| | 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 | $ (3,098) | $ (911) | $ - | $ - | $ - | $ - | $ - | | $ (4,009) |
| Accrued Liabilities | 91,987 | 60,833 | 814,999 | 1,496,710 | - | - | - | | 2,464,529 |
| Interest Payable | - | - | - | - | 280,393 | 358,167 | - | | 638,560 |
| Deferred Revenue | 1,861,187 | 231,980 | 2,128,494 | - | - | - | - | | 4,221,661 |
| Other Short-term Liabilities | 358,701 | 309,426 | 213,842 | - | - | - | - | | 881,969 |
| **Total Current Liabilities** | **2,308,777** | **601,328** | **3,157,335** | **1,496,710** | **280,393** | **358,167** | - | - | **8,202,710** |
| **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 | - | - | - | - | (210,230) | (405,401) | - | | (615,631) |
| Discount on Bonds | - | - | - | - | (171,204) | - | - | | (171,204) |
| Premium on Bonds | - | - | - | - | - | 1,616,991 | - | | 1,616,991 |
| Other Long-term Liabilities | 17,175,859 | 14,784,854 | 11,174,096 | - | - | - | - | - | 43,134,809 |
| **Total Long-Term Liabilities** | **17,175,859** | **14,784,854** | **11,174,096** | - | **11,183,566** | **22,843,557** | - | **(141,967)** | **33,885,156** |
| **Total Liabilities** | **$ 19,484,636** | **$ 15,386,182** | **$ 14,331,431** | **$ 1,496,710** | **$ 11,463,959** | **$ 23,201,724** | $ - | **$ (141,967)** | **$ 85,222,675** |
| Net Asset | 6,296,370 | 7,398,314 | 2,469,677 | 882,295 | (1,517,234) | (2,849,638) | 2,337 | - | 12,682,121 |
| **Total Liabilities and Net Assets** | **$ 25,781,006** | **$ 22,784,496** | **$ 16,801,108** | **$ 2,379,005** | **$ 9,946,725** | **$ 20,352,086** | $ 2,337 | **$ (141,967)** | **$ 97,904,796** |

CHARTER IMPACT

# TEACH Academy of Technologies

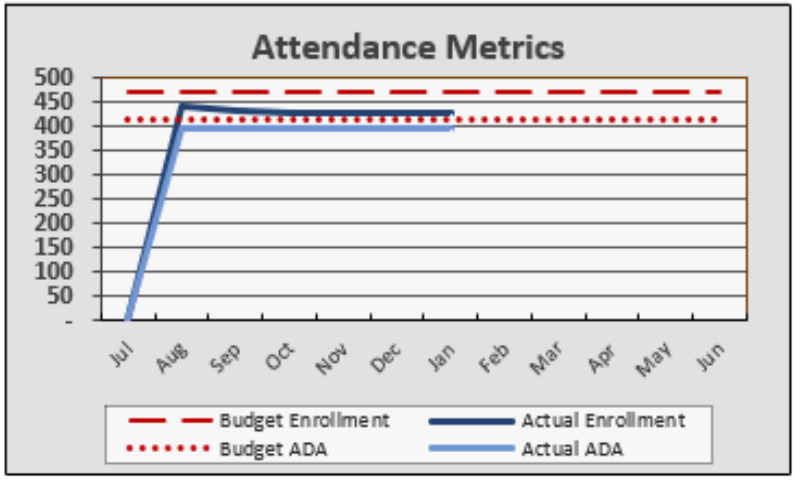
## Monthly Financial Presentation – As of April 30th, 2026

# TAT – Attendance Data and Metrics

## Enrollment and Per Pupil Data

| Enrollment & Per Pupil Data | Forecast | Budget |
|---|---|---|
| Average Enrollment | 426 | 468 |
| ADA | 394.20 | 411.84 |
| Attendance Rate | 92.5% | 88.0% |
| Unduplicated % | 98.9% | 98.9% |
| Revenue per ADA | $22,490 | $22,266 |
| Expenses per ADA | $23,305 | $21,793 |

## Attendance Metrics




ADA is currently projected at 394.20 ADA, which is 17.64 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 | $ 4,538,668 | $ 4,574,033 | $ (35,365) | $ 5,818,068 | $ 6,103,157 | $ (285,089) |
| Federal Revenue | 592,008 | 757,069 | (165,060) | 1,053,177 | 1,115,964 | (62,787) |
| Other State Revenue | 1,038,580 | 1,134,525 | (95,945) | 1,851,935 | 1,750,817 | 101,118 |
| Other Local Revenue | 159,788 | 166,667 | (6,879) | 193,121 | 200,000 | (6,879) |
| **Total Revenue** | **$ 6,329,045** | **$ 6,632,293** | **$ (303,249)** | **$ 8,916,301** | **$ 9,169,938** | **$ (253,637)** |

Note: Variance explanation(s) on next slide

# TAT - Revenue

- **State Aid-Rev: $5.82 MM (projected decrease of $285.1k)-** Due to decrease of 17.64 ADA.
- **Federal Revenue: $1.05MM (projected decrease of $62.8k)-** Due to lower ADA projection.
- **Other State Revenue: $1.85 MM (projected increase of $101.1k)-** Due to added SSPDBG Grant offset by lower projected ADA.
- **Other Local Revenue: $193.1k – (projected decrease of $6.9k)-** Due to slightly lower than projected interest run rate.

# TAT – Expenses

| | Year-to-Date | | | Annual/Full Year | | |
|---|---|---|---|---|---|---|
| | Actual | Budget | Fav/(Unf) | Forecast | Budget | Fav/(Unf) |
| **Expenses** | | | | | | |
| Certificated Salaries | $ 1,730,696 | $ 1,837,931 | $ 107,235 | $ 2,129,221 | $ 2,234,011 | $ 104,790 |
| Classified Salaries | 529,713 | 546,353 | 16,640 | 696,263 | 658,094 | (38,169) |
| Benefits | 913,734 | 853,544 | (60,190) | 1,139,084 | 1,029,840 | (109,243) |
| Books and Supplies | 685,691 | 693,896 | 8,206 | 800,836 | 810,395 | 9,560 |
| Subagreement Services | 598,422 | 959,142 | 360,720 | 1,138,733 | 1,178,000 | 39,267 |
| Operations | 394,410 | 328,805 | (65,605) | 457,677 | 394,900 | (62,777) |
| Facilities | 792,865 | 811,417 | 18,551 | 954,924 | 973,700 | 18,776 |
| Professional Services | 1,297,306 | 1,271,997 | (25,309) | 1,654,002 | 1,570,112 | (83,890) |
| Depreciation | 77,266 | 92,167 | 14,901 | 94,916 | 110,600 | 15,684 |
| Interest | 2,577 | 12,880 | 10,303 | 2,577 | 15,456 | 12,879 |
| **Total Expenses** | **$ 7,022,680** | **$ 7,408,131** | **$ 385,452** | **$ 9,068,233** | **$ 8,975,109** | **$ (93,124)** |

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

# TAT - Expense

- **Certificated Salaries: $2.13MM (Projected surplus of $104.8k)-** Due to open position.
- **Classified Salaries: $696.3k (Projected increase of $38.2k)-** Due primarily to added 3.0 Aides and .33 Director of Enrollment partially offset by removal of 1.0 clerical salaries.
- **Benefits: $1.14MM (Projected increase of $109.4k) –** Increase based on added positions and slightly higher run rate.
- **Non-Personnel Related Expenses: $5.10MM (Projected increase of $50.5k)-** Increase due primarily to higher Operations & Housekeeping costs than budgeted, Professional/Consulting Services- Audit & Taxes increase, and SpEd encroachment increase partially offset by other savings.

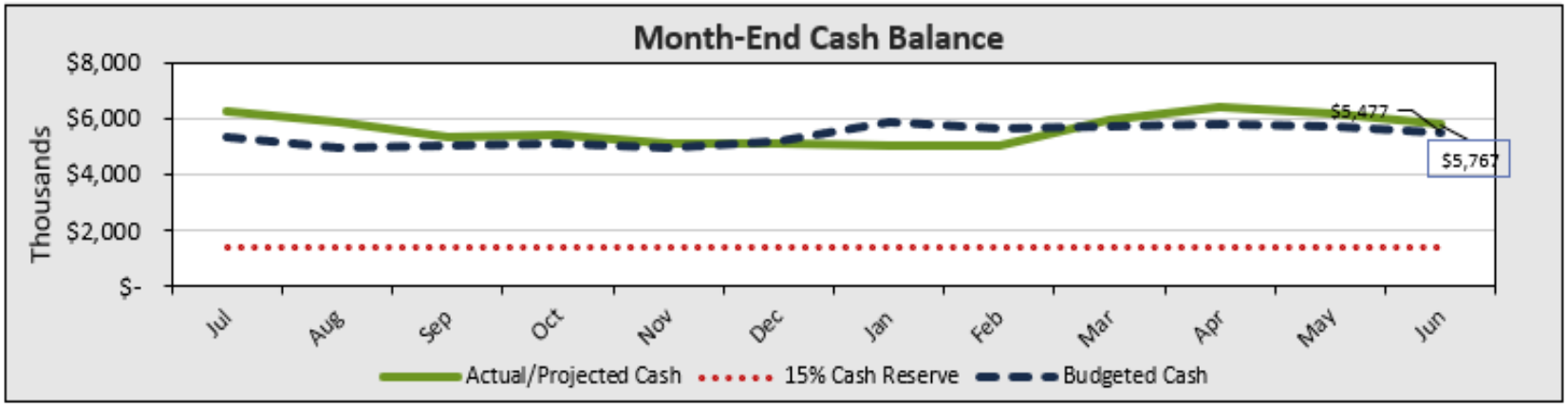
# TAT – Fund Balance

- Projected deficit of $151.9k.
- Net assets projected at year-end of $6.84MM= 75.4% of the operating budget.

| | Year-to-Date | | | Annual/Full Year | | |
|---|---|---|---|---|---|---|
| | Actual | Budget | Fav/(Unf) | Forecast | Budget | Fav/(Unf) |
| **Total Surplus(Deficit)** | **$ (693,635)** | **$ (775,838)** | **$ 82,203** | **$ (151,932)** | **$ 194,829** | **$ (346,761)** |
| Beginning Fund Balance | 6,990,005 | 6,990,005 | | 6,990,005 | 6,990,005 | |
| **Ending Fund Balance** | **$ 6,296,369** | **$ 6,214,167** | | **$ 6,838,073** | **$ 7,184,834** | |
| *As a % of Annual Expenses* | *69.4%* | *69.2%* | | *75.4%* | *80.1%* | |

# TAT – Cash Balance

- Current Cash Balance as of April Close = $6.36MM.
- Cash projected at 6/30/26= $5.77MM which is 232 DCOH. 45 DCOH required by the bond.
- The Base Rent Coverage Ratio is projected to end at 1.92- 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

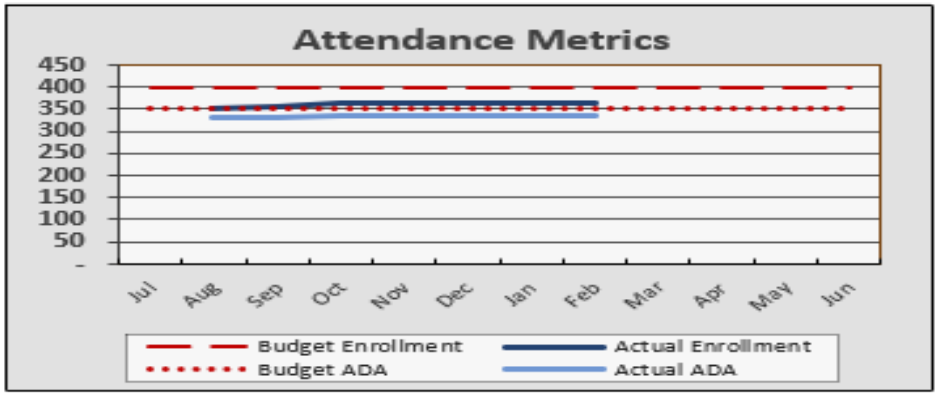
## Monthly Financial Presentation – As of April 30th, 2026

# TTHS – Attendance Data and Metrics

## Enrollment and Per Pupil Data

| Enrollment & Per Pupil Data | Forecast | Budget |
|---|---|---|
| Average Enrollment | 364 | 400 |
| ADA | 335.47 | 352.00 |
| Attendance Rate | 92.2% | 88.0% |
| Unduplicated % | 94.0% | 94.0% |
| Revenue per ADA | $22,974 | $23,459 |
| Expenses per ADA | $22,932 | $22,877 |

## Attendance Metrics




Current projected ADA is 335.47 a decrease of 16.53 ADA from Budgeted.

# TTHS - Revenue

| | Year-to-Date | | | Annual/Full Year | | |
|---|---|---|---|---|---|---|
| | Actual | Budget | Fav/(Unf) | Forecast | Budget | Fav/(Unf) |
| **Revenue** | | | | | | |
| State Aid-Rev Limit | $ 4,475,782 | $ 4,487,268 | $ (11,486) | $ 5,937,913 | $ 6,233,043 | $ (295,130) |
| Federal Revenue | 318,524 | 382,494 | (63,970) | 489,362 | 574,616 | (85,254) |
| Other State Revenue | 776,470 | 643,625 | 132,845 | 1,126,257 | 1,074,870 | 51,387 |
| Other Local Revenue | 184,899 | 312,500 | (127,601) | 224,065 | 375,000 | (150,935) |
| **Total Revenue** | **$ 5,755,675** | **$ 5,825,888** | **$ (70,212)** | **$ 7,777,598** | **$ 8,257,529** | **$ (479,931)** |

See next slide for variance explanation(s)

# TTHS - Revenue

- **State- Aid Revenue: $5.94MM (Projected Decrease of $295.1k)-** Due to ADA decrease of 16.53 ADA.
- **Federal Revenue: $489.4k (projected decrease of $85.3k)-** Due primarily to ADA decrease.
- **Other State Revenue: $1.12MM (Projected increase of $51.4k)-** Due added SSPDBG grant partially offset by ADA decrease.
- **Other Local Revenue: $224.1k (Projected decrease of $150.9k)-** Due to actual Interest run rate below budgeted projection.

# TTHS - Expenses

| | Year-to-Date | | | Annual/Full Year | | |
|---|---|---|---|---|---|---|
| | Actual | Budget | Fav/(Unf) | Forecast | Budget | Fav/(Unf) |
| **Expenses** | | | | | | |
| Certificated Salaries | $ 1,561,972 | $ 1,679,481 | $ 117,509 | $ 1,915,973 | $ 2,046,125 | $ 130,152 |
| Classified Salaries | 426,220 | 555,876 | 129,656 | 559,964 | 671,008 | 111,044 |
| Benefits | 677,580 | 635,270 | (42,311) | 830,064 | 767,981 | (62,084) |
| Books and Supplies | 565,658 | 781,795 | 216,137 | 652,292 | 900,242 | 247,949 |
| Subagreement Services | 583,973 | 646,920 | 62,947 | 751,209 | 790,700 | 39,491 |
| Operations | 311,576 | 350,652 | 39,076 | 378,731 | 421,100 | 42,369 |
| Facilities | 697,642 | 735,833 | 38,191 | 843,033 | 883,000 | 39,967 |
| Professional Services | 1,260,726 | 1,210,068 | (50,659) | 1,563,010 | 1,485,936 | (77,074) |
| Depreciation | 69,517 | 59,167 | (10,350) | 83,967 | 71,000 | (12,967) |
| Interest | - | 12,880 | 12,880 | - | 15,456 | 15,456 |
| **Total Expenses** | **$ 6,154,864** | **$ 6,667,942** | **$ 513,077** | **$ 7,578,243** | **$ 8,052,547** | **$ 474,305** |

Note: Variance explanation(s) on next slide

# TTHS - Expense

- **Certificated Salaries:$1.92MM-(Projected savings of $130.1k)-** Savings primarily due to 1.0 less FTE than projected partially offset by some lower and higher salaries.
- **Classified Salaries: $559.96k- (Projected savings of $111.04K)-** Savings due primarily to 2 positions not yet filled.
- **Benefits: $830.1k –(projected increase of $62.1K)**- Based on current run rates.
- **Non-Personnel Expenses: $4.27MM- (Projected savings of $295.2k)**- Savings due to decreased costs due primarily to lower ADA mostly in Books and Supplies partially offset by increase in Professional Services.

# TTHS – Fund Balance

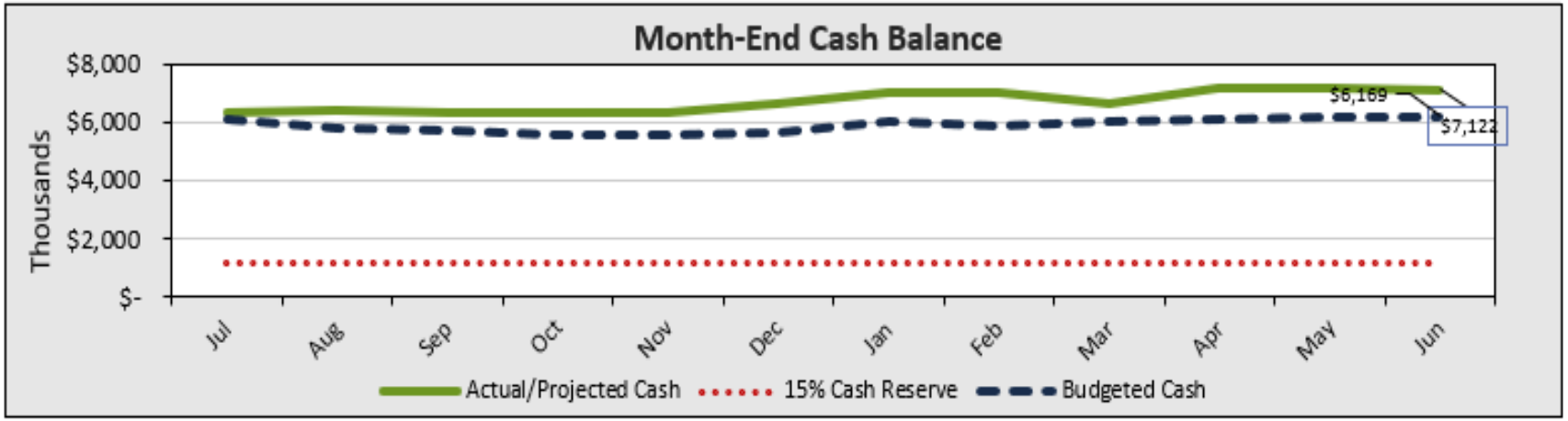
- Projected surplus of $199.4k.
- Net assets projected to end positively at $7.997MM, which is 105.5% of annual expenses.

| | Year-to-Date | | | Annual/Full Year | | |
|---|---|---|---|---|---|---|
| | Actual | Budget | Fav/(Unf) | Forecast | Budget | Fav/(Unf) |
| **Total Surplus(Deficit)** | **$ (399,189)** | **$ (842,[illegible]42,865** | | **$ 199,355** | **$ 204,982** | **$ (5,627)** |
| Beginning Fund Balance | 7,797,504 | 7,797,504 | | 7,797,504 | 7,797,504 | |
| **Ending Fund Balance** | **$ 7,398,315** | **$ 6,955,449** | | **$ 7,996,859** | **$ 8,002,486** | |
| *As a % of Annual Expenses* | *97.6%* | *86.4%* | | *105.5%* | *99.4%* | |

Chart Area

# TTHS – Cash Balance

- Cash as of April close of $7.15MM.
- Cash projected at 6/30/25 close is $7.12MM which is 343 DCOH. 45 DCOH required by bond.
- The Base Rent Coverage Ratio projected to end at 2.40, 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

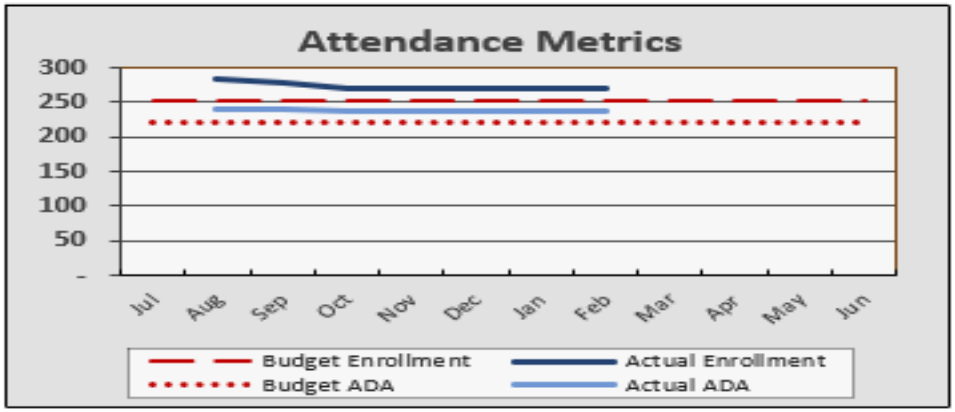
## Monthly Financial Presentation – As of April 30th, 2026

# TES – Attendance Data and Metrics

## Enrollment and Per Pupil Data

| Enrollment & Per Pupil Data | Forecast | Budget |
|---|---|---|
| Average Enrollment | 271 | 251 |
| ADA | 238.00 | 238.48 |
| Attendance Rate | 87.8% | 88.0% |
| Unduplicated % | 98.7% | 98.4% |
| Revenue per ADA | $26,041 | $25,626 |
| Expenses per ADA | $25,760 | $25,043 |

## Attendance Metrics




Current enrollment at 238.00 which is below the budgeted number by 0.48 ADA.

# TES – Revenue

| | Year-to-Date | | | Annual/Full Year | | |
|---|---|---|---|---|---|---|
| | Actual | Budget | Fav/(Unf) | Forecast | Budget | Fav/(Unf) |
| **Revenue** | | | | | | |
| State Aid-Rev Limit | $ 2,739,460 | $ 2,795,728 | $ (56,268) | $ 3,801,531 | $ 3,772,200 | $ 29,331 |
| Federal Revenue | 276,680 | 235,454 | 41,226 | 462,352 | 431,032 | 31,320 |
| Other State Revenue | 757,066 | 1,232,035 | (474,969) | 1,763,129 | 1,783,005 | (19,876) |
| Other Local Revenue | 148,058 | 104,167 | 43,891 | 168,891 | 125,000 | 43,891 |
| **Total Revenue** | **$ 3,921,263** | **$ 4,367,384** | **$ (446,121)** | **$ 6,195,903** | **$ 6,111,237** | **$ 84,665** |

- **State- Aid Revenue: $3.80MM (Projected increase of $29.3k)-** Based on slightly higher TK rate.
- **Federal Revenue: $462.4k (Projected increase of $31.3k)-** Based primarily on higher Title-1 Apportionment and Child Nutrition revenue than budgeted partially offset by some Prior Year overpayment.
- **Other State Revenue: $1.76MM (Projected decrease of $19.9K)-** Primarily due to slightly reduced ELOP revenue based on spend rates partially offset by higher SSPDBG Grant and higher Child Nutrition reimbursements.
- **Other Local Revenue: $168.9k (projected increase of $43.9k)-** 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 | $ 1,139,150 | $ 1,049,392 | $ (89,758) | $ 1,375,216 | $ 1,276,129 | $ (99,087) |
| Classified Salaries | 485,631 | 397,136 | (88,495) | 612,411 | 481,769 | (130,642) |
| Benefits | 553,301 | 445,158 | (108,143) | 666,019 | 537,217 | (128,802) |
| Books and Supplies | 548,127 | 443,777 | (104,350) | 644,403 | 517,366 | (127,037) |
| Subagreement Services | 458,666 | 939,998 | 481,332 | 659,012 | 1,158,913 | 499,901 |
| Operations | 150,474 | 147,918 | (2,556) | 180,290 | 177,800 | (2,490) |
| Facilities | 504,131 | 593,083 | 88,952 | 692,506 | 711,700 | 19,194 |
| Professional Services | 803,462 | 848,473 | 45,011 | 1,148,113 | 1,043,496 | (104,616) |
| Depreciation | 41,551 | 43,750 | 2,199 | 50,267 | 52,500 | 2,233 |
| Interest | - | 12,880 | 12,880 | - | 15,456 | 15,456 |
| **Total Expenses** | **$ 4,684,493** | **$ 4,921,564** | **$ 237,071** | **$ 6,028,236** | **$ 5,972,346** | **$ (55,890)** |

Note: Variance explanation(s) on next slide

# TES - Expense

- **Certificated Salaries: $1.38MM- (Projected increase of $99.1k)**-Increase due to added 1.0 FTE partially offset due to some salaries slightly lower than projected.
- **Classified Salaries: $612.4K- (Projected increase of $130.6k)**-Increase due to added .33 FTE plus slightly higher overall salaries than projected.
- **Benefits: $666.02k- (Projected increase of $128.8k)-** Increase based on added positions and current actuals.
- **Non-Personnel Expenses: $3.37MM- (Projected savings of $302.6k)-** Increase based on current run rates with largest savings in contracted services. Will continue to monitor contracted services to confirm if this savings will hold.

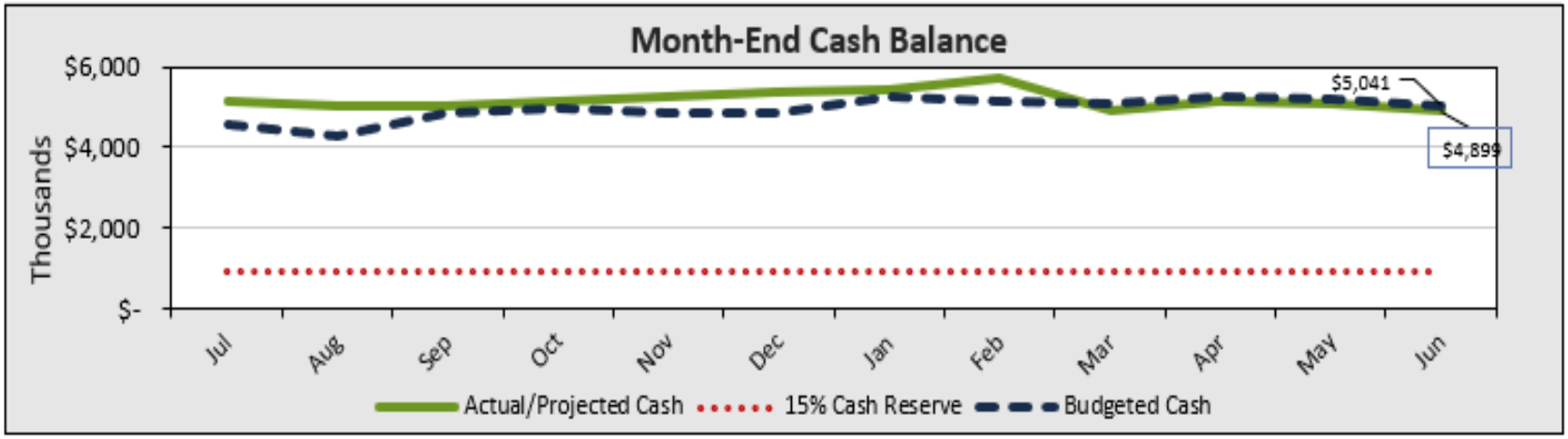
# TES – Fund Balance

- Surplus Projected of $167.7k.
- Net assets projected to end positively at $3.40MM which is 56.4% of the total operating expenses.

| | Year-to-Date | | | Annual/Full Year | | |
|---|---|---|---|---|---|---|
| | Actual | Budget | Fav/(Unf) | Forecast | Budget | Fav/(Unf) |
| **Total Surplus(Deficit)** | **$ (763,230)** | **$ (554,180)** | **$ (209,050)** | **$ 167,667** | **$ 138,891** | **$ 28,776** |
| Beginning Fund Balance | 3,232,906 | 3,232,906 | | 3,232,906 | 3,232,906 | |
| **Ending Fund Balance** | **$ 2,469,677** | **$ 2,678,726** | | **$ 3,400,573** | **$ 3,371,798** | |
| *As a % of Annual Expenses* | *41.0%* | *44.9%* | | *56.4%* | *56.5%* | |

# TES – Cash Balance

- Cash on hand as of April close- $5.15MM.
- Cash projected at Year-end $4.90MM which is 297 DCOH. 45 DCOH required by bond.
- The Base Rent Coverage Ratio projected to end at 2.47- 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 April 30th, 2026

# TPS – Revenue

- Revenue- $2.22MM –Decrease of $26.8k from budgeted primarily due to the decrease of overall ADA offset by other grants such as SSPDBG.

| | Year-to-Date | | | Annual/Full Year | | |
|---|---|---|---|---|---|---|
| | Actual | Budget | Fav/(Unf) | Forecast | Budget | Fav/(Unf) |
| Revenue | | | | | | |
| Other Local Revenue | 1,547,429 | 1,873,481 | (326,052) | 2,221,392 | 2,248,177 | (26,785) |
| Total Revenue | $ 1,547,429 | $ 1,873,481 | $ (326,052) | $ 2,221,392 | $ 2,248,177 | $ (26,785) |

# TPS – Expenses

| | Year-to-Date | | | Annual/Full Year | | |
|---|---|---|---|---|---|---|
| | Actual | Budget | Fav/(Unf) | Forecast | Budget | Fav/(Unf) |
| **Expenses** | | | | | | |
| Certificated Salaries | $ 416,295 | $ 457,502 | $ 41,207 | $ 495,716 | $ 549,002 | $ 53,285 |
| Classified Salaries | 646,250 | 548,095 | (98,155) | 670,600 | 657,714 | (12,886) |
| Benefits | 253,816 | 316,742 | 62,926 | 305,131 | 379,740 | 74,609 |
| Books and Supplies | 95,388 | 68,700 | (26,688) | 107,988 | 81,300 | (26,688) |
| Subagreement Services | - | - | - | - | - | - |
| Operations | 70,056 | 70,228 | 173 | 85,127 | 85,300 | 173 |
| Facilities | 2,227 | 750 | (1,477) | 2,377 | 900 | (1,477) |
| Professional Services | 52,260 | 33,133 | (19,127) | 60,327 | 41,200 | (19,127) |
| Depreciation | 31,690 | 34,750 | 3,060 | 38,640 | 41,700 | 3,060 |
| Interest | - | - | - | - | - | - |
| **Total Expenses** | **$ 1,567,982** | **$ 1,529,900** | **$ (38,082)** | **$ 1,765,907** | **$ 1,836,856** | **$ 70,949** |

- Overall savings of $70.9k due primarily to salaries and benefits below projected.

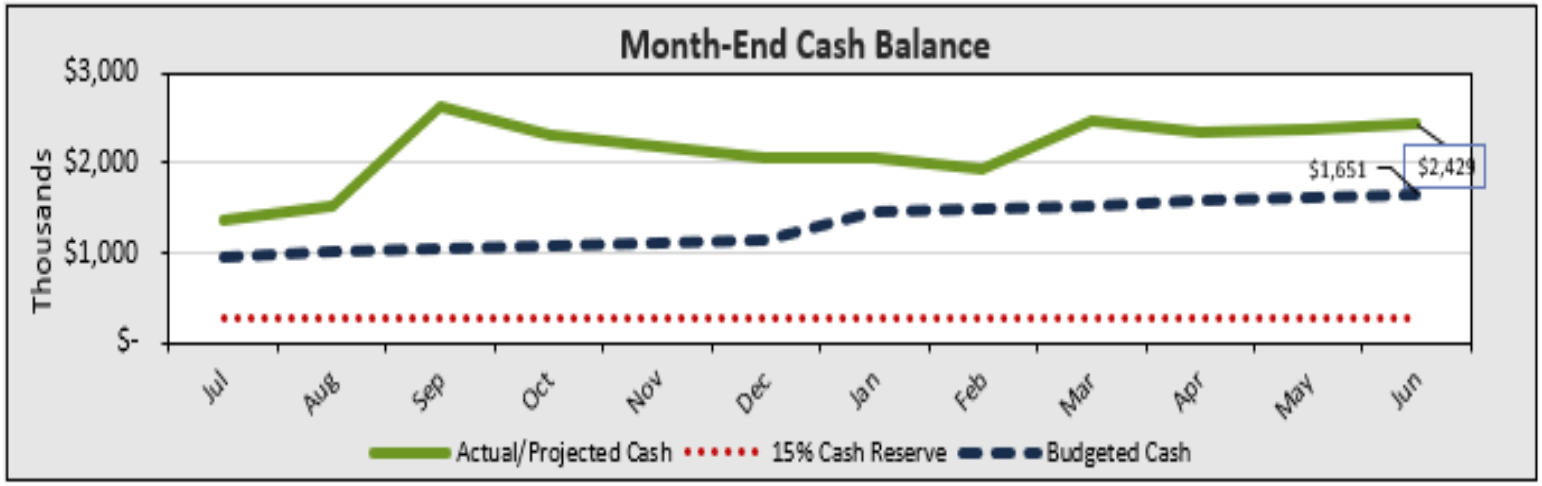
# TPS – Fund Balance

- Projected surplus at year-end of $455.5k.
- Ending positive fund balance of $1.36MM- 76.9% of expenses.

| | Year-to-Date | | | Annual/Full Year | | |
|---|---|---|---|---|---|---|
| | Actual | Budget | Fav/(Unf) | Forecast | Budget | Fav/(Unf) |
| **Total Surplus(Deficit)** | **$ (20,553)** | **$ 343,581** | **$ (364,133)** | **$ 455,485** | **$ 411,321** | **$ 44,164** |
| Beginning Fund Balance | 902,847 | 902,847 | | 902,847 | 902,847 | |
| **Ending Fund Balance** | **$ 882,294** | **$ 1,246,428** | | **$ 1,358,332** | **$ 1,314,168** | |
| *As a % of Annual Expenses* | *50.0%* | *67.9%* | | *76.9%* | *71.5%* | |

# TPS – Cash Balance

- Cash on hand as of April close of $2.34MM.
- Cash Projected at Year-end close is $2.43MM.



# Questions & Discussion

Appendix follows, including:

- Monthly Cash Flow/ Forecasts
- 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 05/18/2026*

*Actuals Through:* 4/30/2026

**ADA = 394.20**

| | | 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 | 298,154 | 298,154 | 298,154 | 298,154 | 298,154 | 252,113 | 252,113 | 229,936 | 229,936 | 185,579 | **2,971,729** | 3,543,411 | (571,682) |
| 8012 | Education Protection Account | - | - | - | 262,121 | - | - | 262,121 | - | - | 248,672 | - | - | 438,029 | **1,210,943** | 846,570 | 364,373 |
| 8019 | State Aid - Prior Year | - | - | - | - | - | - | - | - | (4,235) | (23,672) | - | - | - | **(27,907)** | - | (27,907) |
| 8096 | In Lieu of Property Taxes | - | 312,610 | 138,938 | 138,938 | - | 277,876 | 138,938 | - | 243,141 | 216,942 | 109,334 | 109,334 | (22,748) | **1,663,303** | 1,713,176 | (49,873) |
| | | - | 478,251 | 304,579 | 699,213 | 298,154 | 576,030 | 699,213 | 298,154 | 491,019 | 694,055 | 339,270 | 339,270 | 600,860 | **5,818,068** | **6,103,157** | **(285,089)** |
| **Federal Revenue** | | | | | | | | | | | | | | | | | |
| 8181 | Special Education - Entitlement | - | 19,102 | 8,490 | 8,490 | - | 16,980 | 8,490 | - | 14,857 | 12,417 | - | - | 35,634 | **124,460** | 124,460 | - |
| 8220 | Federal Child Nutrition | - | - | - | - | 3,922 | 26,303 | 39,312 | 45,639 | 29,737 | 34,661 | 28,500 | 28,500 | 57,000 | **293,574** | 313,520 | (19,946) |
| 8290 | Title I, Part A - Basic Low Income | - | - | - | 56,740 | - | 84,013 | - | - | - | 72,927 | - | - | 18,763 | **232,443** | 222,397 | 10,046 |
| 8291 | Title II, Part A - Teacher Quality | - | - | - | 6,171 | - | - | - | - | - | - | - | - | 18,494 | **24,665** | 24,396 | 269 |
| 8293 | Title III - Limited English | - | - | - | - | - | - | - | - | - | - | - | - | - | **-** | 10,000 | (10,000) |
| 8296 | Other Federal Revenue | - | - | - | 84,849 | 4,059 | - | 14,694 | - | - | 77 | - | - | 274,278 | **377,957** | 421,191 | (43,234) |
| 8299 | Prior Year Federal Revenue | - | - | - | - | - | - | 78 | - | - | - | - | - | - | **78** | - | 78 |
| | | - | 19,102 | 8,490 | 156,250 | 7,981 | 127,296 | 62,574 | 45,639 | 44,594 | 120,082 | 28,500 | 28,500 | 404,169 | **1,053,177** | **1,115,964** | **(62,787)** |
| **Other State Revenue** | | | | | | | | | | | | | | | | | |
| 8311 | State Special Education | - | 68,763 | 30,561 | 30,561 | - | 61,122 | 30,561 | - | 53,483 | 50,571 | 39,684 | 39,684 | 14,997 | **419,986** | 419,986 | - |
| 8520 | Child Nutrition | - | - | - | - | 1,026 | 6,534 | 20,862 | - | 7,213 | 8,400 | 2,698 | 2,698 | 5,395 | **54,824** | 29,675 | 25,149 |
| 8545 | School Facilities (SB740) | - | - | - | - | - | - | - | 295,529 | - | - | 133,912 | - | 106,208 | **535,649** | 559,618 | (23,970) |
| 8550 | Mandated Cost | - | - | - | - | - | 8,446 | - | - | - | - | - | - | - | **8,446** | 8,478 | (32) |
| 8560 | State Lottery | - | - | - | - | - | - | 33,776 | - | - | 35,158 | - | - | 38,682 | **107,617** | 112,432 | (4,816) |
| 8598 | Prior Year Revenue | - | - | - | - | - | (3,642) | (389) | - | (17,732) | (1,169) | - | - | - | **(22,931)** | - | (22,931) |
| 8599 | Other State Revenue | 7,569 | 6,626 | 6,626 | 68,466 | 6,051 | 3,144 | 211,712 | 3,144 | 2,804 | 2,804 | 2,306 | 2,306 | 424,786 | **748,344** | 620,627 | 127,717 |
| | | 7,569 | 75,389 | 37,187 | 99,027 | 7,077 | 75,604 | 296,523 | 298,673 | 45,768 | 95,764 | 178,599 | 44,687 | 590,068 | **1,851,935** | **1,750,817** | **101,118** |
| **Other Local Revenue** | | | | | | | | | | | | | | | | | |
| 8660 | Interest Revenue | 18,091 | 18,362 | 16,796 | 16,433 | 15,183 | 14,456 | 13,871 | 12,799 | 16,754 | 17,043 | 16,667 | 16,667 | - | **193,121** | 200,000 | (6,879) |
| | | 18,091 | 18,362 | 16,796 | 16,433 | 15,183 | 14,456 | 13,871 | 12,799 | 16,754 | 17,043 | 16,667 | 16,667 | - | **193,121** | **200,000** | **(6,879)** |
| **Total Revenue** | | **25,660** | **591,104** | **367,052** | **970,923** | **328,395** | **793,386** | **1,072,181** | **655,265** | **598,135** | **926,944** | **563,036** | **429,124** | **1,595,096** | **8,916,301** | **9,169,938** | **(253,637)** |
| **Expenses** | | | | | | | | | | | | | | | | | |
| **Certificated Salaries** | | | | | | | | | | | | | | | | | |
| 1100 | Teachers' Salaries | 12,082 | 146,694 | 145,867 | 146,981 | 157,242 | 139,040 | 128,188 | 121,599 | 135,807 | 132,307 | 146,320 | 146,320 | - | **1,558,447** | 1,498,393 | (60,054) |
| 1175 | Teachers' Extra Duty/Stipends | - | - | - | 6,454 | 6,454 | - | - | - | - | - | - | - | - | **12,908** | - | (12,908) |
| 1200 | Pupil Support Salaries | 11,232 | 14,597 | 14,110 | 15,874 | 18,245 | 14,200 | 14,584 | 14,619 | 14,309 | 14,459 | 14,024 | 14,024 | - | **174,276** | 162,040 | (12,236) |
| 1300 | Administrators' Salaries | 23,249 | 22,249 | 22,249 | 58,378 | 33,378 | 28,333 | 32,917 | 28,333 | 28,333 | 28,333 | 30,585 | 30,585 | - | **366,924** | 273,578 | (93,346) |
| 1900 | Other Certificated Salaries | - | - | - | - | - | - | - | - | - | - | 8,333 | 8,333 | - | **16,667** | 300,000 | 283,333 |
| | | 46,563 | 183,540 | 182,226 | 227,687 | 215,319 | 181,573 | 175,689 | 164,550 | 178,449 | 175,099 | 199,263 | 199,263 | - | **2,129,221** | **2,234,011** | **104,790** |
| **Classified Salaries** | | | | | | | | | | | | | | | | | |
| 2100 | Instructional Salaries | 7,056 | 19,471 | 26,886 | 31,267 | 23,544 | 19,150 | 14,278 | 22,389 | 24,151 | 19,217 | 29,371 | 29,371 | - | **266,150** | 135,921 | (130,229) |
| 2200 | Support Salaries | - | - | - | - | - | - | - | - | - | - | 2,898 | 2,898 | 23,885 | **29,681** | 68,628 | 38,947 |
| 2400 | Clerical and Office Staff Salaries | 7,529 | 11,797 | 18,628 | 19,028 | 15,037 | 9,994 | 10,687 | 14,473 | 13,147 | 9,899 | 19,064 | 19,064 | - | **168,347** | 282,167 | 113,820 |
| 2900 | Other Classified Salaries | 12,798 | 17,990 | 19,603 | 20,614 | 23,410 | 19,431 | 20,054 | 19,710 | 19,484 | 18,990 | 20,001 | 20,001 | - | **232,085** | 171,378 | (60,707) |
| | | 27,383 | 49,258 | 65,117 | 70,909 | 61,990 | 48,575 | 45,019 | 56,572 | 56,783 | 48,106 | 71,333 | 71,333 | 23,885 | **696,263** | **658,094** | **(38,169)** |
| **Benefits** | | | | | | | | | | | | | | | | | |
| 3101 | STRS | 8,042 | 33,752 | 30,337 | 37,874 | 32,246 | 33,453 | 31,873 | 30,121 | 32,835 | 32,167 | 40,014 | 40,014 | - | **382,728** | 426,696 | 43,968 |
| 3202 | PERS | 8,310 | 15,036 | 18,171 | 18,347 | 15,016 | 13,744 | 13,062 | 16,712 | 16,730 | 14,512 | 23,205 | 23,205 | - | **196,048** | 180,318 | (15,730) |
| 3301 | OASDI | 1,904 | 3,469 | 4,422 | 4,890 | 4,340 | 3,402 | 3,205 | 3,923 | 3,917 | 3,389 | 5,251 | 5,251 | - | **47,361** | 40,802 | (6,559) |
| 3311 | Medicare | 1,070 | 3,374 | 3,584 | 4,326 | 4,019 | 3,334 | 3,198 | 3,204 | 3,408 | 3,237 | 4,257 | 4,257 | - | **41,266** | 41,936 | 669 |
| 3401 | Health and Welfare | 26,122 | 466 | 1,982 | 38,714 | 80,429 | 36,510 | 21,648 | 28,990 | 58,572 | 35,779 | 33,000 | 33,000 | - | **395,213** | 280,000 | (115,213) |
| 3501 | State Unemployment | 315 | 2,760 | 625 | 673 | 291 | 273 | 10,888 | 1,995 | 1,291 | 139 | 1,078 | 1,078 | - | **21,405** | 19,600 | (1,805) |
| 3601 | Workers' Compensation | 6,632 | 2,211 | 2,211 | 5,494 | 2,211 | 2,211 | 2,211 | 2,211 | 2,211 | 2,211 | 4,110 | 4,110 | - | **38,034** | 40,489 | 2,455 |
| 3901 | Other Benefits | 751 | 1,178 | 1,119 | 496 | 1,479 | 1,498 | 1,527 | 1,540 | 1,517 | 2,401 | 1,761 | 1,761 | - | **17,029** | - | (17,029) |
| | | 53,146 | 62,245 | 62,451 | 110,815 | 140,031 | 94,424 | 87,611 | 88,697 | 120,481 | 93,833 | 112,675 | 112,675 | - | **1,139,084** | **1,029,840** | **(109,243)** |

# TEACH Academy of Technologies

**Monthly Cash Flow/Forecast FY25-26**

*Revised 05/18/2026*

*Actuals Through:* 4/30/2026

**ADA = 394.20**

| | | 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 | - | - | - | - | - | - | - | - | - | - | - | **6,400** | 85,400 | 79,000 |
| 4200 | Books and Reference Materials | - | - | - | - | - | - | - | - | - | - | - | - | - | **-** | 3,000 | 3,000 |
| 4302 | School Supplies | 127 | 1,880 | 7,894 | 4,051 | 925 | 1,445 | 4,308 | 1,609 | 427 | 3,516 | 4,133 | 4,133 | - | **34,449** | 51,800 | 17,351 |
| 4305 | Software | 35,428 | 8,055 | 50,546 | 3,009 | 61,506 | - | 6,404 | 4,262 | - | 63 | 12,600 | 12,600 | - | **194,473** | 157,900 | (36,573) |
| 4310 | Office Expense | 12,153 | 6,592 | 5,835 | 5,405 | 1,116 | 8,480 | 10,987 | 8,244 | 3,567 | 6,385 | 9,125 | 9,125 | - | **87,014** | 114,400 | 27,387 |
| 4311 | Business Meals | 159 | - | - | - | 117 | - | - | - | 34 | - | 17 | 17 | - | **343** | 200 | (143) |
| 4312 | School Fundraising Expense | - | - | - | - | - | - | - | - | - | - | 25 | 25 | - | **50** | 300 | 250 |
| 4400 | Noncapitalized Equipment | 285 | 9,766 | 43,358 | 3,516 | - | 8,203 | 5,179 | 3,204 | - | 2,478 | - | - | - | **75,989** | 54,200 | (21,789) |
| 4700 | Food Services | - | 4,632 | 33,577 | 49,322 | 54,799 | - | 79,901 | 33,102 | 58,880 | 24,562 | 31,673 | 31,673 | - | **402,119** | 343,195 | (58,924) |
| | | 48,152 | 37,325 | 141,209 | 65,304 | 118,463 | 18,127 | 106,778 | 50,420 | 62,908 | 37,004 | 57,573 | 57,573 | - | **800,836** | **810,395** | **9,560** |
| **Subagreement Services** | | | | | | | | | | | | | | | | | |
| 5101 | Nursing | - | - | - | - | 3,355 | - | - | - | - | - | - | - | - | **3,355** | - | (3,355) |
| 5102 | Special Education | - | 861 | - | 77,655 | - | 59,031 | 83,805 | - | - | - | 51,391 | 51,391 | 241,165 | **565,300** | 565,500 | 200 |
| 5103 | Substitute Teacher | - | 2,688 | 8,714 | 15,539 | 14,645 | (6,840) | 60,305 | 16,983 | 24,158 | 33,083 | 11,318 | 11,318 | - | **191,910** | 130,100 | (61,810) |
| 5104 | Transportation | - | - | - | - | 2,000 | - | - | - | - | - | 13,173 | 13,173 | - | **28,346** | 158,100 | 129,754 |
| 5105 | Security | 1,445 | 2,122 | 3,691 | 18,979 | 6,206 | 7,547 | 15,143 | 4,539 | 12,079 | 9,200 | 5,836 | 5,836 | - | **92,622** | 67,100 | (25,522) |
| 5106 | Other Educational Consultants | - | - | - | - | 26,333 | 23,633 | 33,924 | 34,245 | 3,355 | - | 24,620 | 24,620 | 86,471 | **257,200** | 257,200 | - |
| | | 1,445 | 5,671 | 12,405 | 112,173 | 52,539 | 83,371 | 193,177 | 55,767 | 39,591 | 42,282 | 106,338 | 106,338 | 327,635 | **1,138,733** | **1,178,000** | **39,267** |
| **Operations and Housekeeping** | | | | | | | | | | | | | | | | | |
| 5201 | Auto and Travel | 10,310 | - | - | - | - | - | - | - | 1,176 | - | 82 | 82 | - | **11,651** | 1,000 | (10,651) |
| 5300 | Dues & Memberships | - | 7,495 | - | 285 | - | - | - | - | - | - | 908 | 908 | - | **9,596** | 11,400 | 1,804 |
| 5400 | Insurance | 26,172 | 8,724 | 8,724 | 8,724 | 8,724 | 8,724 | 8,724 | 8,724 | 8,724 | 8,721 | 8,208 | 8,208 | - | **121,099** | 102,900 | (18,199) |
| 5501 | Utilities | 2,130 | 5,046 | 8,970 | 17,272 | 24,981 | 16 | 15,719 | 15,681 | 10,599 | 6,597 | 8,325 | 8,325 | - | **123,661** | 104,400 | (19,261) |
| 5502 | Janitorial Services | 3,714 | 22,990 | 8,493 | 26,589 | 10,481 | 9,109 | 26,153 | 10,218 | 9,163 | 14,081 | 13,008 | 13,008 | - | **167,008** | 163,000 | (4,008) |
| 5900 | Communications | 4,193 | 60 | 768 | 386 | 8,472 | 1,718 | 4,384 | 67 | 909 | 68 | 342 | 342 | - | **21,708** | 4,300 | (17,408) |
| 5901 | Postage and Shipping | 96 | 21 | 1,234 | 21 | 21 | 21 | 10 | - | - | 10 | 760 | 760 | - | **2,954** | 7,900 | 4,946 |
| | | 46,615 | 44,335 | 28,188 | 53,277 | 52,679 | 19,588 | 54,991 | 34,690 | 30,570 | 29,477 | 31,633 | 31,633 | - | **457,677** | **394,900** | **(62,777)** |
| **Facilities, Repairs and Other Leases** | | | | | | | | | | | | | | | | | |
| 5601 | Rent | 72,648 | 72,648 | 72,648 | 72,648 | 72,646 | 72,646 | 72,646 | 72,646 | 72,646 | 72,646 | 72,646 | 72,646 | - | **871,760** | 868,500 | (3,260) |
| 5602 | Additional Rent | - | - | - | - | - | - | - | - | - | - | 58 | 58 | - | **117** | 700 | 583 |
| 5603 | Equipment Leases | 467 | 1,214 | 452 | 3,594 | - | 2,973 | 2,020 | 3,987 | 1,813 | 1,688 | 2,642 | 2,642 | - | **23,491** | 33,200 | 9,709 |
| 5610 | Repairs and Maintenance | 1,255 | 2,159 | 6,691 | 5,103 | 3,530 | 2,240 | 12,158 | 8,256 | 331 | 6,467 | 5,683 | 5,683 | - | **59,556** | 71,300 | 11,744 |
| | | 74,370 | 76,022 | 79,791 | 81,345 | 76,176 | 77,858 | 86,823 | 84,889 | 74,790 | 80,801 | 81,029 | 81,029 | - | **954,924** | **973,700** | **18,776** |
| **Professional/Consulting Services** | | | | | | | | | | | | | | | | | |
| 5801 | IT | - | - | - | - | - | 2,434 | - | - | - | - | 17 | 17 | - | **2,467** | 200 | (2,267) |
| 5802 | Audit & Taxes | - | 5,012 | 51,620 | - | 1,400 | - | 11,191 | - | - | 254 | - | - | - | **69,477** | 15,100 | (54,377) |
| 5803 | Legal | - | - | 26 | - | 5,765 | - | - | - | 2,818 | 298 | 1,875 | 1,875 | - | **12,656** | 23,500 | 10,844 |
| 5804 | Professional Development | - | 6,000 | 1,500 | - | - | - | - | 97 | 3,000 | - | 2,467 | 2,467 | - | **15,530** | 25,700 | 10,170 |
| 5805 | General Consulting | - | 667 | 834 | 1,500 | - | 1,000 | 1,000 | 1,367 | - | 1,300 | 1,100 | 1,100 | - | **9,868** | 11,500 | 1,632 |
| 5806 | Special Activities/Field Trips | 3,849 | 2,250 | 3,900 | 19,051 | 5,250 | 3,201 | 12,651 | 6,241 | 25 | 5,201 | - | - | - | **61,618** | 11,500 | (50,118) |
| 5807 | Bank Charges | 159 | 160 | 160 | 159 | 160 | 159 | 159 | 161 | 161 | 161 | 280 | 280 | - | **2,158** | 2,900 | 742 |
| 5808 | Printing | - | 9,338 | 2,524 | 249 | - | - | 12,494 | - | - | - | 3,750 | 3,750 | - | **32,105** | 39,200 | 7,095 |
| 5809 | Other taxes and fees | 50 | 42 | 500 | 7 | - | - | 862 | 1,821 | 1,280 | 181 | 1,620 | 1,620 | - | **7,982** | 16,900 | 8,918 |
| 5810 | Payroll Service Fee | 851 | 851 | 851 | 851 | 851 | 851 | 851 | 792 | 792 | 792 | 617 | 617 | - | **9,566** | 7,800 | (1,766) |
| 5811 | Management Fee | 10,595 | 66,102 | 44,756 | 97,457 | 45,816 | 85,603 | 111,397 | 72,136 | 66,709 | 98,024 | 79,038 | 79,038 | 91,785 | **948,456** | 1,046,032 | 97,577 |
| 5812 | District Oversight Fee | - | 10,730 | 4,769 | 4,769 | - | 9,538 | 4,769 | - | 8,345 | 7,133 | 3,393 | 3,393 | 1,342 | **58,181** | 61,032 | 2,851 |
| 5813 | County Fees | - | - | - | - | 2,812 | - | - | 2,364 | - | - | - | - | 1,075 | **6,251** | 4,500 | (1,751) |
| 5814 | SPED Encroachment | - | 66,583 | 29,592 | 29,592 | - | 59,184 | 29,592 | - | 51,787 | 68,037 | 35,931 | 35,931 | - | **406,230** | 292,048 | (114,182) |
| 5815 | Public Relations/Recruitment | - | 9,139 | - | - | - | - | - | - | - | - | 1,160 | 1,160 | - | **11,459** | 12,200 | 741 |
| | | 15,504 | 176,873 | 141,031 | 153,635 | 62,053 | 161,970 | 184,967 | 84,978 | 134,916 | 181,380 | 131,247 | 131,247 | 94,202 | **1,654,002** | **1,570,112** | **(83,890)** |
| **Depreciation** | | | | | | | | | | | | | | | | | |
| 6900 | Depreciation Expense | 6,843 | 8,894 | 7,931 | 7,931 | 8,170 | 7,452 | 7,527 | 7,572 | 7,470 | 7,476 | 8,825 | 8,825 | - | **94,916** | 110,600 | 15,684 |
| | | 6,843 | 8,894 | 7,931 | 7,931 | 8,170 | 7,452 | 7,527 | 7,572 | 7,470 | 7,476 | 8,825 | 8,825 | - | **94,916** | **110,600** | **15,684** |
| **Interest** | | | | | | | | | | | | | | | | | |
| 7438 | Interest Expense | 1,288 | 1,289 | - | - | - | - | - | - | - | - | - | - | - | **2,577** | 15,456 | 12,879 |
| | | 1,288 | 1,289 | - | - | - | - | - | - | - | - | - | - | - | **2,577** | **15,456** | **12,879** |
| **Total Expenses** | | **321,311** | **645,452** | **720,350** | **883,075** | **787,419** | **692,939** | **942,582** | **628,135** | **705,958** | **695,458** | **799,916** | **799,916** | **445,722** | **9,068,233** | **8,975,109** | **(93,124)** |
| **Monthly Surplus (Deficit)** | | **(295,652)** | **(54,348)** | **(353,297)** | **87,848** | **(459,024)** | **100,447** | **129,599** | **27,130** | **(107,823)** | **231,486** | **(236,879)** | **(370,792)** | **1,149,374** | **(151,932)** | **194,829** | **(346,761)** |

# TEACH Academy of Technologies

**Monthly Cash Flow/Forecast FY25-26**

*Revised 05/18/2026*

*Actuals Through:* 4/30/2026

**ADA = 394.20**

| | 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) | 87,848 | (459,024) | 100,447 | 129,599 | 27,130 | (107,823) | 231,486 | (236,879) | (370,792) | 1,149,374 | **(151,932)** | | |
| Cash flows from operating activities | | | | | | | | | | | | | | | | |
| Depreciation/Amortization | 6,843 | 8,894 | 7,931 | 7,931 | 8,170 | 7,452 | 7,527 | 7,572 | 7,470 | 7,476 | 8,825 | 8,825 | - | **94,916** | | |
| Public Funding Receivables | 758,904 | 101,671 | - | 68,985 | - | 3,642 | - | - | 107,812 | - | - | - | (1,595,096) | **(554,082)** | | |
| Grants and Contributions Rec. | - | - | - | - | - | - | - | - | - | - | - | - | - | **-** | | |
| Accounts Receivable - Other ARO | 7,139 | 7,939 | - | - | (704) | (22,100) | - | 22,100 | - | 704 | - | - | - | **15,079** | | |
| Due To/From Related Parties | (212,545) | (274,272) | (178,492) | (55,088) | 11,072 | (151,387) | (9,908) | (63,323) | 845,778 | (51,638) | - | - | - | **(139,802)** | | |
| Prepaid Expenses | 9,027 | 4,285 | (1,137) | 1,137 | (19,229) | 27,597 | (27,685) | (25,251) | 91 | 35,276 | - | - | - | **4,111** | | |
| Other Assets | - | - | - | - | - | - | - | - | - | - | - | - | - | **-** | | |
| Accounts Payable | (174,198) | (134,171) | - | - | 2,645 | 1,711 | (1,711) | - | 3,530 | (3,820) | - | - | 445,722 | **139,708** | | |
| Accrued Expenses | (96,698) | (23,040) | (5,131) | (9,235) | (9,237) | (9,235) | (9,235) | (9,235) | (9,235) | (17,599) | - | - | - | **(197,880)** | | |
| Other Liabilities | - | - | - | - | - | - | - | - | - | - | - | - | - | **-** | | |
| Deferred Revenue | 227,991 | 23,143 | 23,143 | (44,327) | 167,435 | 92,545 | (172,768) | 50,439 | 82,669 | 199,085 | - | - | - | **649,354** | | |
| Cash flows from investing activities | | | | | | | | | | | | | | | | |
| Purchases of Prop. And Equip. | (51,575) | (50,630) | (18,000) | - | (9,186) | - | (9,809) | (1,427) | - | (2,265) | - | - | - | **(142,891)** | | |
| 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) | 57,249 | (308,058) | 50,673 | (93,991) | 8,005 | 930,292 | 398,705 | (228,054) | (361,967) | | | | |
| Cash, Beginning of Month | 6,059,320 | 6,234,124 | 5,839,163 | 5,314,179 | 5,371,429 | 5,063,371 | 5,114,044 | 5,020,053 | 5,028,059 | 5,958,350 | 6,357,055 | 6,129,001 | | | | |
| Cash, End of Month | **6,234,124** | **5,839,163** | **5,314,179** | **5,371,429** | **5,063,371** | **5,114,044** | **5,020,053** | **5,028,059** | **5,958,350** | **6,357,055** | **6,129,001** | **5,767,034** | | | | |

# TEACH Tech Charter High

**Monthly Cash Flow/Forecast FY25-26**

*Revised 05/18/2026*

*Actuals Through:* 4/30/2026

**ADA = 335.47**

| | | 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 | 389,164 | 389,164 | 389,164 | 389,164 | 389,164 | 403,136 | 403,136 | 416,110 | 416,110 | 442,058 | **4,458,774** | 4,698,390 | (239,616) |
| 8012 | Education Protection Account | - | - | - | 16,222 | - | - | 16,221 | - | - | 17,408 | - | - | 17,243 | **67,094** | 70,400 | (3,306) |
| 8019 | State Aid - Prior Year | - | - | - | - | - | - | - | - | 1,149 | (4,600) | - | - | - | **(3,451)** | - | (3,451) |
| 8096 | In Lieu of Property Taxes | - | 246,405 | 109,512 | 109,513 | - | 219,026 | 109,513 | - | 191,648 | 259,269 | 103,588 | 103,588 | (36,566) | **1,415,496** | 1,464,253 | (48,757) |
| | | - | 462,607 | 325,714 | 514,899 | 389,164 | 608,190 | 514,898 | 389,164 | 595,933 | 675,213 | 519,698 | 519,698 | 422,735 | **5,937,913** | **6,233,043** | **(295,130)** |
| **Federal Revenue** | | | | | | | | | | | | | | | | | |
| 8181 | Special Education - Entitlement | - | 15,057 | 6,692 | 6,692 | - | 13,384 | 6,692 | - | 11,711 | 15,130 | - | - | 16,517 | **91,875** | 91,875 | - |
| 8220 | Federal Child Nutrition | - | - | - | - | 2,831 | 18,642 | 23,395 | 22,507 | 16,884 | 16,587 | 23,052 | 23,052 | 46,105 | **193,055** | 254,639 | (61,584) |
| 8290 | Title I, Part A - Basic Low Income | - | - | - | - | - | 51,954 | - | - | - | 82,365 | 43,164 | - | (4,829) | **172,654** | 194,118 | (21,464) |
| 8291 | Title II, Part A - Teacher Quality | - | - | - | - | - | 3,907 | - | - | - | 388 | 4,294 | - | 8,588 | **17,177** | 20,048 | (2,871) |
| 8296 | Other Federal Revenue | - | - | - | - | - | - | 3,558 | - | - | 74 | - | - | 10,895 | **14,527** | 13,936 | 591 |
| 8299 | Prior Year Federal Revenue | - | - | - | - | - | - | 74 | - | - | - | - | - | - | **74** | - | 74 |
| | | - | 15,057 | 6,692 | 6,692 | 2,831 | 87,887 | 33,719 | 22,507 | 28,595 | 114,544 | 70,510 | 23,052 | 77,276 | **489,362** | **574,616** | **(85,254)** |
| **Other State Revenue** | | | | | | | | | | | | | | | | | |
| 8311 | State Special Education | - | 54,201 | 24,088 | 24,089 | - | 48,178 | 24,089 | - | 42,156 | 59,447 | 33,373 | 33,373 | (1,485) | **341,508** | 358,336 | (16,828) |
| 8520 | Child Nutrition | - | - | - | - | 801 | 4,777 | 11,568 | - | 4,209 | 4,202 | 2,182 | 2,182 | 4,364 | **34,286** | 24,102 | 10,184 |
| 8545 | School Facilities (SB740) | - | - | - | - | - | - | 232,941 | - | - | 119,147 | - | - | 103,757 | **455,845** | 478,306 | (22,461) |
| 8550 | Mandated Cost | - | - | - | - | - | 18,885 | - | - | - | - | - | - | - | **18,885** | 18,554 | 331 |
| 8560 | State Lottery | - | - | - | - | - | - | 27,021 | - | - | 28,126 | - | - | 36,436 | **91,583** | 96,096 | (4,513) |
| 8598 | Prior Year Revenue | - | - | - | - | - | 3,200 | (5,048) | - | (13,976) | - | - | - | - | **(15,824)** | - | (15,824) |
| 8599 | Other State Revenue | 6,417 | 5,022 | 5,022 | 12,159 | 3,511 | 2,478 | 22,061 | 2,478 | 2,610 | 2,610 | 1,962 | 1,962 | 131,681 | **199,974** | 99,475 | 100,499 |
| | | 6,417 | 59,223 | 29,110 | 36,248 | 4,312 | 77,518 | 312,632 | 2,478 | 34,999 | 213,533 | 37,517 | 37,517 | 274,753 | **1,126,257** | **1,074,870** | **51,387** |
| **Other Local Revenue** | | | | | | | | | | | | | | | | | |
| 8660 | Interest Revenue | 14,460 | 19,892 | 19,878 | 19,376 | 18,142 | 17,663 | 19,210 | 18,533 | 17,931 | 18,814 | 19,583 | 19,583 | - | **223,065** | 375,000 | (151,935) |
| 8690 | Other Local Revenue | - | - | - | - | - | - | - | 1,000 | - | - | - | - | - | **1,000** | - | 1,000 |
| | | 14,460 | 19,892 | 19,878 | 19,376 | 18,142 | 17,663 | 19,210 | 19,533 | 17,931 | 18,814 | 19,583 | 19,583 | - | **224,065** | **375,000** | **(150,935)** |
| **Total Revenue** | | **20,877** | **556,779** | **381,394** | **577,215** | **414,449** | **791,258** | **880,459** | **433,682** | **677,458** | **1,022,103** | **647,308** | **599,851** | **774,764** | **7,777,598** | **8,257,529** | **(479,931)** |
| **Expenses** | | | | | | | | | | | | | | | | | |
| **Certificated Salaries** | | | | | | | | | | | | | | | | | |
| 1100 | Teachers' Salaries | 26,358 | 154,465 | 136,498 | 50,581 | 134,981 | 131,782 | 129,826 | 130,472 | 125,252 | 119,663 | 128,758 | 128,758 | - | **1,397,394** | 1,586,754 | 189,360 |
| 1175 | Teachers' Extra Duty/Stipends | - | - | - | 4,533 | 4,533 | - | - | - | - | - | - | - | - | **9,066** | - | (9,066) |
| 1200 | Pupil Support Salaries | 16,613 | 16,613 | 16,613 | 16,613 | 21,597 | 18,113 | 14,155 | 12,655 | 16,613 | 17,613 | 17,406 | 17,406 | - | **202,009** | 193,870 | (8,139) |
| 1300 | Administrators' Salaries | 24,375 | 16,667 | 16,667 | 63,248 | 24,042 | 20,417 | 16,667 | 21,250 | 21,250 | 21,250 | 30,836 | 30,836 | - | **307,504** | 265,501 | (42,003) |
| | | 67,346 | 187,744 | 169,778 | 134,974 | 185,153 | 170,312 | 160,647 | 164,377 | 163,115 | 158,526 | 177,001 | 177,001 | - | **1,915,973** | **2,046,125** | **130,152** |
| **Classified Salaries** | | | | | | | | | | | | | | | | | |
| 2100 | Instructional Salaries | - | 3,048 | 4,056 | 5,507 | 7,251 | 4,868 | 3,356 | 7,606 | 6,600 | 5,580 | 10,298 | 10,298 | - | **68,467** | 113,277 | 44,810 |
| 2200 | Support Salaries | 5,883 | 3,379 | 3,686 | 4,091 | 2,826 | 2,458 | 1,843 | 3,686 | 2,458 | 3,994 | 6,848 | 6,848 | 23,885 | **71,885** | 104,324 | 32,439 |
| 2400 | Clerical and Office Staff Salaries | 10,088 | 10,361 | 11,896 | 12,173 | 14,058 | 10,693 | 9,656 | 11,384 | 10,970 | 10,624 | 14,171 | 14,171 | - | **140,244** | 170,054 | 29,809 |
| 2900 | Other Classified Salaries | 20,833 | 22,780 | 23,228 | 23,764 | 29,045 | 22,524 | 21,564 | 23,164 | 22,780 | 22,460 | 23,613 | 23,613 | - | **279,368** | 283,353 | 3,985 |
| | | 36,803 | 39,568 | 42,866 | 45,535 | 53,180 | 40,543 | 36,420 | 45,841 | 42,807 | 42,657 | 54,930 | 54,930 | 23,885 | **559,964** | **671,008** | **111,044** |
| **Benefits** | | | | | | | | | | | | | | | | | |
| 3101 | STRS | 10,325 | 36,605 | 29,161 | 21,100 | 26,993 | 31,384 | 28,965 | 30,346 | 31,155 | 30,279 | 34,806 | 34,806 | - | **345,922** | 390,810 | 44,887 |
| 3301 | OASDI | 2,258 | 2,433 | 2,637 | 2,802 | 3,276 | 2,509 | 2,254 | 2,838 | 2,650 | 2,641 | 3,905 | 3,905 | - | **34,106** | 41,602 | 7,496 |
| 3311 | Medicare | 1,447 | 3,344 | 3,076 | 2,613 | 3,450 | 3,056 | 2,856 | 3,047 | 2,985 | 2,916 | 3,551 | 3,551 | - | **35,894** | 39,398 | 3,504 |
| 3401 | Health and Welfare | 35,567 | 970 | 1,808 | 27,470 | 57,678 | 42,359 | 20,785 | 23,928 | 39,981 | 27,695 | 26,583 | 26,583 | - | **331,407** | 240,000 | (91,407) |
| 3501 | State Unemployment | 42 | 819 | 0 | 130 | 273 | 416 | 9,673 | 1,453 | 247 | - | 906 | 906 | - | **14,866** | 18,130 | 3,264 |
| 3601 | Workers' Compensation | 6,652 | 2,217 | 2,217 | 6,254 | 2,217 | 2,217 | 2,217 | 2,217 | 2,217 | 2,217 | 3,429 | 3,429 | - | **37,502** | 38,040 | 537 |
| 3901 | Other Benefits | 1,768 | 3,526 | 3,294 | 2,955 | 2,953 | 3,124 | (2,028) | 2,863 | 2,958 | 2,831 | 3,061 | 3,061 | - | **30,366** | - | (30,366) |
| | | 58,057 | 49,915 | 42,193 | 63,324 | 96,841 | 85,065 | 64,722 | 66,691 | 82,193 | 68,578 | 76,242 | 76,242 | - | **830,064** | **767,981** | **(62,084)** |

# TEACH Tech Charter High

**Monthly Cash Flow/Forecast FY25-26**

*Revised 05/18/2026*

*Actuals Through:* 4/30/2026

**ADA = 335.47**

| | | 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 | - | - | 2,750 | - | - | - | - | - | - | - | - | **14,869** | 121,300 | 106,431 |
| 4200 | Books and Reference Materials | - | - | - | - | - | - | - | - | - | - | - | - | - | **-** | 14,700 | 14,700 |
| 4302 | School Supplies | 3,162 | 17,270 | 10,015 | 53 | 6,292 | 1,667 | 1,475 | 8,518 | 323 | 6,035 | 7,650 | 7,650 | - | **70,112** | 96,400 | 26,288 |
| 4305 | Software | 82,277 | 21,603 | 5,559 | 1,504 | 50,487 | - | 6,402 | 4,261 | - | 1,262 | 5,608 | 5,608 | - | **184,573** | 192,000 | 7,427 |
| 4310 | Office Expense | 15,399 | 2,200 | 3,264 | 3,467 | 301 | 842 | 10,696 | 4,588 | 150 | 8,113 | 9,383 | 9,383 | - | **67,785** | 118,100 | 50,315 |
| 4311 | Business Meals | - | - | - | 70 | - | - | - | - | (70) | 157 | 8 | 8 | - | **174** | 100 | (74) |
| 4400 | Noncapitalized Equipment | - | 2,036 | 43,895 | 592 | - | 355 | 294 | 3,368 | - | 230 | - | - | - | **50,772** | 78,900 | 28,128 |
| 4700 | Food Services | - | 3,828 | 24,255 | 33,779 | 32,187 | 78 | 37,827 | 19,822 | 38,712 | 32,184 | 20,667 | 20,667 | - | **264,007** | 278,742 | 14,734 |
| | | 111,750 | 48,145 | 86,989 | 39,465 | 92,017 | 2,942 | 56,695 | 40,557 | 39,115 | 47,983 | 43,317 | 43,317 | - | **652,292** | **900,242** | **247,949** |
| **Subagreement Services** | | | | | | | | | | | | | | | | | |
| 5101 | Nursing | - | - | - | - | - | 1,556 | 610 | 786 | - | - | - | - | - | **2,952** | - | (2,952) |
| 5102 | Special Education | - | - | - | 105,778 | - | 72,394 | 91,971 | - | - | - | 28,455 | 28,455 | 56,910 | **383,962** | 328,400 | (55,562) |
| 5103 | Substitute Teacher | - | 11,396 | 24,005 | 58,703 | 24,319 | 15,791 | 17,649 | 20,356 | 26,403 | 21,864 | 15,200 | 15,200 | - | **250,886** | 175,400 | (75,486) |
| 5104 | Transportation | - | - | - | - | 2,000 | 2,611 | - | - | - | - | 4,473 | 4,473 | - | **13,556** | 205,900 | 192,344 |
| 5105 | Security | 2,198 | 1,045 | 3,326 | 24,207 | 5,043 | 9,053 | 16,649 | 5,602 | 13,112 | 5,547 | 6,945 | 6,945 | - | **99,672** | 80,100 | (19,572) |
| 5106 | Other Educational Consultants | - | - | - | - | - | - | - | - | - | - | 90 | 90 | - | **180** | 900 | 720 |
| | | 2,198 | 12,441 | 27,331 | 188,688 | 31,362 | 101,404 | 126,879 | 26,744 | 39,515 | 27,411 | 55,163 | 55,163 | 56,910 | **751,209** | **790,700** | **39,491** |
| **Operations and Housekeeping** | | | | | | | | | | | | | | | | | |
| 5201 | Auto and Travel | - | - | - | - | - | - | - | - | - | - | 45 | 45 | - | **91** | 500 | 409 |
| 5300 | Dues & Memberships | - | 7,413 | - | 285 | - | - | - | - | - | - | 1,000 | 1,000 | - | **9,698** | 12,600 | 2,902 |
| 5400 | Insurance | 20,629 | 6,876 | 6,876 | 6,876 | 6,876 | 6,876 | 6,876 | 6,876 | 6,876 | 6,876 | 7,592 | 7,592 | - | **97,698** | 95,600 | (2,098) |
| 5501 | Utilities | 11,654 | 13,223 | 16,245 | 13,472 | 10,065 | - | 1,925 | 9,290 | 27,874 | 1,039 | 10,292 | 10,292 | - | **125,371** | 129,600 | 4,229 |
| 5502 | Janitorial Services | 1,847 | 19,709 | 5,999 | 21,535 | 5,608 | 7,845 | 14,906 | 6,077 | 6,527 | 10,669 | 11,883 | 11,883 | - | **124,487** | 149,600 | 25,113 |
| 5900 | Communications | 4,191 | 340 | 156 | 219 | 8,410 | 1,072 | 1,499 | 6 | (45) | 7 | 2,025 | 2,025 | - | **19,906** | 25,500 | 5,594 |
| 5901 | Postage and Shipping | - | - | - | - | - | - | - | - | - | - | 740 | 740 | - | **1,480** | 7,700 | 6,220 |
| | | 38,321 | 47,560 | 29,276 | 42,388 | 30,959 | 15,793 | 25,206 | 22,250 | 41,232 | 18,592 | 33,577 | 33,577 | - | **378,731** | **421,100** | **42,369** |
| **Facilities, Repairs and Other Leases** | | | | | | | | | | | | | | | | | |
| 5601 | Rent | 61,626 | 61,626 | 61,626 | 61,624 | 60,834 | 60,834 | 60,833 | 60,833 | 60,833 | 60,833 | 62,462 | 62,462 | - | **736,427** | 754,200 | 17,773 |
| 5602 | Additional Rent | - | - | - | - | - | - | - | - | - | - | 17 | 17 | - | **33** | 200 | 167 |
| 5603 | Equipment Leases | 467 | 1,070 | 744 | 2,071 | 1,755 | - | 3,187 | 2,864 | 1,009 | 2,856 | 1,442 | 1,442 | - | **18,905** | 18,100 | (805) |
| 5604 | Other Leases | - | - | - | - | - | - | - | - | - | - | - | - | - | **-** | - | - |
| 5610 | Repairs and Maintenance | 3,089 | 5,643 | 1,378 | 4,086 | 5,107 | 7,998 | 3,315 | 16,670 | 11,648 | 11,183 | 8,775 | 8,775 | - | **87,667** | 110,500 | 22,833 |
| | | 65,182 | 68,339 | 63,748 | 67,781 | 67,696 | 68,832 | 67,335 | 80,366 | 73,490 | 74,872 | 72,695 | 72,695 | - | **843,033** | **883,000** | **39,967** |
| **Professional/Consulting Services** | | | | | | | | | | | | | | | | | |
| 5801 | IT | - | - | - | - | - | 2,433 | - | - | - | - | 208 | 208 | - | **2,850** | 2,600 | (250) |
| 5802 | Audit & Taxes | - | 5,010 | 51,604 | - | 1,400 | - | 1,155 | - | - | 254 | - | - | - | **59,423** | 16,400 | (43,023) |
| 5803 | Legal | - | - | 26 | - | - | - | - | - | 1,044 | - | 850 | 850 | - | **2,771** | 10,700 | 7,929 |
| 5804 | Professional Development | - | 4,500 | - | - | 1,500 | - | - | - | 1,500 | - | 3,710 | 3,710 | - | **14,920** | 38,900 | 23,980 |
| 5805 | General Consulting | - | 667 | 833 | 1,500 | - | 1,000 | 1,000 | 1,367 | - | 1,300 | 2,130 | 2,130 | - | **11,926** | 22,300 | 10,374 |
| 5806 | Special Activities/Field Trips | - | 600 | 2,500 | 34,568 | 10,449 | 16,225 | 27,196 | 24,545 | 23,125 | 11,858 | - | - | - | **151,065** | 50,000 | (101,065) |
| 5807 | Bank Charges | 442 | 442 | 443 | 442 | 442 | 442 | 442 | 445 | 445 | 445 | 830 | 830 | - | **6,091** | 8,700 | 2,609 |
| 5808 | Printing | - | 9,335 | - | - | - | - | 15,117 | - | - | - | 4,500 | 4,500 | - | **33,452** | 47,200 | 13,748 |
| 5809 | Other taxes and fees | - | 3,906 | 632 | 4,423 | 1,270 | - | 700 | 1,782 | 74 | 756 | 1,000 | 1,000 | - | **15,542** | 10,500 | (5,042) |
| 5810 | Payroll Service Fee | 851 | 851 | 851 | 851 | 851 | 851 | 851 | 792 | 792 | 792 | 633 | 633 | - | **9,596** | 8,000 | (1,596) |
| 5811 | Management Fee | 10,139 | 62,641 | 45,918 | 63,618 | 50,028 | 84,551 | 93,633 | 50,886 | 74,044 | 106,864 | 69,852 | 69,852 | 56,197 | **838,223** | 941,292 | 103,069 |
| 5812 | District Oversight Fee | - | 10,131 | 4,503 | 4,503 | - | 9,006 | 4,503 | - | 7,880 | 10,284 | 5,197 | 5,197 | (1,825) | **59,379** | 62,330 | 2,951 |
| 5813 | County Fees | - | - | - | - | 2,040 | - | - | 1,975 | - | - | - | - | 1,125 | **5,139** | 4,700 | (439) |
| 5814 | SPED Encroachment | - | 52,482 | 23,325 | 23,325 | - | 46,650 | 23,325 | - | 40,819 | 73,741 | 33,273 | 33,273 | - | **350,212** | 249,614 | (100,598) |
| 5815 | Public Relations/Recruitment | - | - | - | - | - | - | - | - | - | - | 1,210 | 1,210 | - | **2,420** | 12,700 | 10,280 |
| | | 11,431 | 150,565 | 130,636 | 133,229 | 67,980 | 161,157 | 167,921 | 81,790 | 149,724 | 206,293 | 123,393 | 123,393 | 55,497 | **1,563,010** | **1,485,936** | **(77,074)** |
| **Depreciation** | | | | | | | | | | | | | | | | | |
| 6900 | Depreciation Expense | 6,367 | 8,136 | 7,225 | 7,225 | 7,208 | 7,208 | 7,014 | 7,014 | 6,286 | 5,834 | 7,225 | 7,225 | - | **83,967** | 71,000 | (12,967) |
| | | 6,367 | 8,136 | 7,225 | 7,225 | 7,208 | 7,208 | 7,014 | 7,014 | 6,286 | 5,834 | 7,225 | 7,225 | - | **83,967** | **71,000** | **(12,967)** |
| **Interest** | | | | | | | | | | | | | | | | | |
| 7438 | Interest Expense | - | - | - | - | - | - | - | - | - | - | - | - | - | **-** | 15,456 | 15,456 |
| | | - | - | - | - | - | - | - | - | - | - | - | - | - | **-** | **15,456** | **15,456** |
| **Total Expenses** | | **397,455** | **612,415** | **600,041** | **722,607** | **632,396** | **653,257** | **712,840** | **535,630** | **637,477** | **650,746** | **643,543** | **643,543** | **136,292** | **7,578,243** | **8,052,547** | **474,305** |
| **Monthly Surplus (Deficit)** | | **(376,578)** | **(55,636)** | **(218,647)** | **(145,392)** | **(217,947)** | **138,001** | **167,619** | **(101,947)** | **39,982** | **371,356** | **3,765** | **(43,693)** | **638,472** | **199,355** | **204,982** | **(5,627)** |

# TEACH Tech Charter High

**Monthly Cash Flow/Forecast FY25-26**

*Revised 05/18/2026*

*Actuals Through:* 4/30/2026

**ADA = 335.47**

| | 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) | (145,392) | (217,947) | 138,001 | 167,619 | (101,947) | 39,982 | 371,356 | 3,765 | (43,693) | 638,472 | **199,355** | | |
| Cash flows from operating activities | | | | | | | | | | | | | | | | |
| Depreciation/Amortization | 6,367 | 8,136 | 7,225 | 7,225 | 7,208 | 7,208 | 7,014 | 7,014 | 6,286 | 5,834 | 7,225 | 7,225 | - | **83,967** | | |
| Public Funding Receivables | 489,546 | 73,081 | - | 31,130 | - | 31,257 | - | - | 49,847 | - | - | - | (774,764) | **(99,902)** | | |
| 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 | 98,376 | 156,922 | 142,911 | 167,985 | 134,399 | (540,749) | 166,452 | - | - | - | **667,712** | | |
| Prepaid Expenses | 83,771 | (2,686) | (1,137) | 1,137 | (7,743) | - | (88) | (21,477) | 355 | - | - | - | - | **52,131** | | |
| Other Assets | - | - | - | - | - | - | - | - | - | - | - | - | - | **-** | | |
| Accounts Payable | (76,766) | (73,965) | - | 40 | 7,669 | 910 | (1,150) | - | 2,619 | (3,530) | - | - | 136,292 | **(7,881)** | | |
| Accrued Expenses | 9,413 | (5,102) | - | 5,226 | (789) | (49,111) | (1) | - | - | (1,951) | - | - | - | **(42,316)** | | |
| Other Liabilities | - | - | - | - | - | - | - | - | - | - | - | - | - | **-** | | |
| Deferred Revenue | - | - | - | (3,120) | 82,741 | 50,929 | (13,022) | 6,561 | 31,964 | 6,571 | - | - | - | **162,624** | | |
| 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) | (5,378) | 28,060 | 322,106 | 328,358 | 24,549 | (409,697) | 544,732 | 10,990 | (36,468) | | | | |
| Cash, Beginning of Month | 6,132,076 | 6,326,909 | 6,385,296 | 6,315,043 | 6,309,665 | 6,337,725 | 6,659,831 | 6,988,189 | 7,012,738 | 6,603,041 | 7,147,773 | 7,158,763 | | | | |
| Cash, End of Month | **6,326,909** | **6,385,296** | **6,315,043** | **6,309,665** | **6,337,725** | **6,659,831** | **6,988,189** | **7,012,738** | **6,603,041** | **7,147,773** | **7,158,763** | **7,122,296** | | | | |

# TEACH Prep Elementary School

**Monthly Cash Flow/Forecast FY25-26**

*Revised 05/18/2026*

*Actuals Through:* 4/30/2026

**ADA = 238.00**

| | | 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 =** | **238.48** |
| **State Aid - Revenue Limit** | | | | | | | | | | | | | | | | | |
| 8011 | LCFF State Aid | - | 134,817 | 134,817 | 242,671 | 242,671 | 242,671 | 242,671 | 242,671 | 221,384 | 221,384 | 253,012 | 253,012 | 316,267 | **2,748,048** | 2,732,473 | 15,575 |
| 8012 | Education Protection Account | - | - | - | 11,687 | - | - | 11,687 | - | - | 10,547 | - | - | 13,679 | **47,600** | 47,696 | (96) |
| 8019 | State Aid - Prior Year | - | - | - | - | - | - | - | - | 828 | 828 | - | - | - | **1,656** | - | 1,656 |
| 8096 | In Lieu of Property Taxes | - | 59,175 | 118,350 | 78,900 | 78,900 | 78,900 | 78,900 | 78,900 | 138,075 | 68,026 | 72,034 | 72,034 | 82,034 | **1,004,227** | 992,031 | 12,196 |
| | | - | 193,992 | 253,167 | 333,258 | 321,571 | 321,571 | 333,258 | 321,571 | 360,287 | 300,785 | 325,045 | 325,045 | 411,980 | **3,801,531** | **3,772,200** | **29,331** |
| **Federal Revenue** | | | | | | | | | | | | | | | | | |
| 8181 | Special Education - Entitlement | - | 3,616 | 7,232 | 4,821 | 4,821 | 4,821 | 4,821 | 4,821 | 8,437 | 3,713 | - | - | 77,357 | **124,460** | 124,460 | - |
| 8220 | Federal Child Nutrition | - | - | - | - | 3,390 | 26,379 | 29,669 | 29,991 | 19,391 | 21,226 | 17,164 | 17,164 | 34,327 | **198,699** | 180,574 | 18,125 |
| 8290 | Title I, Part A - Basic Low Income | - | - | - | 30,870 | - | 37,831 | - | - | - | 35,213 | - | - | 22,552 | **126,466** | 105,425 | 21,041 |
| 8291 | Title II, Part A - Teacher Quality | - | - | - | 3,346 | - | - | - | - | - | - | - | - | 10,028 | **13,374** | 10,573 | 2,801 |
| 8293 | Title III - Limited English | - | - | - | 419 | - | - | - | - | - | - | - | - | (419) | **-** | 0 | (0) |
| 8296 | Other Federal Revenue | - | - | - | - | 2,500 | - | - | - | - | - | - | - | 7,500 | **10,000** | 10,000 | - |
| 8299 | Prior Year Federal Revenue | - | - | - | (10,647) | - | - | - | - | - | - | - | - | - | **(10,647)** | - | (10,647) |
| | | - | 3,616 | 7,232 | 28,809 | 10,711 | 69,031 | 34,490 | 34,812 | 27,828 | 60,152 | 17,164 | 17,164 | 151,345 | **462,352** | **431,032** | **31,320** |
| **Other State Revenue** | | | | | | | | | | | | | | | | | |
| 8311 | State Special Education | - | 13,016 | 26,033 | 17,355 | 17,355 | 17,355 | 17,355 | 17,355 | 30,372 | 16,476 | 23,292 | 23,292 | 23,028 | **242,284** | 242,773 | (489) |
| 8520 | Child Nutrition | - | - | - | - | 886 | 6,345 | 14,145 | - | 4,680 | 4,998 | 1,625 | 1,625 | 3,249 | **37,553** | 17,092 | 20,461 |
| 8545 | School Facilities (SB740) | - | - | - | - | - | - | - | 167,825 | - | - | 80,850 | - | 74,725 | **323,400** | 324,053 | (652) |
| 8550 | Mandated Cost | - | - | - | - | - | 4,796 | - | - | - | - | - | - | - | **4,796** | 4,825 | (29) |
| 8560 | State Lottery | - | - | - | - | - | - | 19,233 | - | - | 20,019 | - | - | 25,722 | **64,974** | 65,105 | (131) |
| 8598 | Prior Year Revenue | - | - | - | - | - | (680) | (1,436) | - | (10,070) | - | - | - | - | **(12,186)** | - | (12,186) |
| 8599 | Other State Revenue | 4,363 | 3,805 | 3,805 | 148,817 | 2,784 | 1,785 | 183,198 | 1,785 | 1,655 | 1,655 | 1,392 | 1,392 | 745,871 | **1,102,307** | 1,129,158 | (26,851) |
| | | 4,363 | 16,821 | 29,838 | 166,172 | 21,025 | 29,601 | 232,494 | 186,965 | 26,637 | 43,149 | 107,159 | 26,309 | 872,595 | **1,763,129** | **1,783,005** | **(19,876)** |
| **Other Local Revenue** | | | | | | | | | | | | | | | | | |
| 8660 | Interest Revenue | 15,053 | 15,511 | 16,005 | 15,683 | 14,411 | 14,214 | 14,902 | 14,047 | 13,446 | 13,288 | 10,417 | 10,417 | - | **167,391** | 125,000 | 42,391 |
| 8690 | Other Local Revenue | - | - | 1,500 | - | - | - | - | - | - | - | - | - | - | **1,500** | - | 1,500 |
| | | 15,053 | 15,511 | 17,505 | 15,683 | 14,411 | 14,214 | 14,902 | 14,047 | 13,446 | 13,288 | 10,417 | 10,417 | - | **168,891** | **125,000** | **43,891** |
| **Total Revenue** | | **19,416** | **229,940** | **307,742** | **543,921** | **367,718** | **434,417** | **615,144** | **557,395** | **428,198** | **417,373** | **459,785** | **378,935** | **1,435,920** | **6,195,903** | **6,111,237** | **84,665** |
| **Expenses** | | | | | | | | | | | | | | | | | |
| **Certificated Salaries** | | | | | | | | | | | | | | | | | |
| 1100 | Teachers' Salaries | 11,797 | 80,698 | 74,158 | 133,161 | 101,012 | 87,582 | 88,284 | 87,975 | 88,221 | 88,036 | 89,106 | 89,106 | - | **1,019,138** | 927,193 | (91,945) |
| 1175 | Teachers' Extra Duty/Stipends | - | - | - | 8,559 | 14,780 | - | - | - | - | - | - | - | - | **23,339** | - | (23,339) |
| 1200 | Pupil Support Salaries | - | - | - | - | - | - | - | - | - | - | - | - | - | **-** | 100,000 | 100,000 |
| 1300 | Administrators' Salaries | 20,739 | 20,739 | 20,739 | 20,739 | 20,739 | 20,739 | 20,739 | 20,739 | 20,739 | 20,739 | 20,745 | 20,745 | - | **248,875** | 248,936 | 61 |
| 1900 | Other Certificated Salaries | - | 7,500 | 7,500 | 7,500 | 7,500 | 7,500 | 7,500 | 7,500 | 7,500 | 7,500 | 8,182 | 8,182 | - | **83,864** | - | (83,864) |
| | | 32,536 | 108,937 | 102,397 | 169,959 | 144,031 | 115,821 | 116,523 | 116,214 | 116,460 | 116,274 | 118,033 | 118,033 | - | **1,375,216** | **1,276,129** | **(99,087)** |
| **Classified Salaries** | | | | | | | | | | | | | | | | | |
| 2100 | Instructional Salaries | 5,527 | 22,088 | 29,152 | 34,864 | 32,457 | 27,289 | 24,132 | 39,982 | 30,531 | 26,673 | 26,027 | 26,027 | - | **324,747** | 286,293 | (38,454) |
| 2200 | Support Salaries | - | - | - | - | - | - | - | - | - | - | 2,898 | 2,898 | 23,885 | **29,680** | - | (29,680) |
| 2400 | Clerical and Office Staff Salaries | 9,522 | 10,257 | 10,416 | 10,822 | 12,311 | 9,218 | 8,353 | 10,376 | 10,017 | 9,591 | 10,315 | 10,315 | - | **121,513** | 123,774 | 2,261 |
| 2900 | Other Classified Salaries | 10,171 | 11,341 | 11,595 | 12,346 | 13,319 | 10,191 | 9,775 | 11,474 | 10,750 | 11,094 | 12,208 | 12,208 | - | **136,470** | 71,701 | (64,769) |
| | | 25,219 | 43,685 | 51,163 | 58,033 | 58,086 | 46,698 | 42,260 | 61,832 | 51,298 | 47,357 | 51,447 | 51,447 | 23,885 | **612,411** | **481,769** | **(130,642)** |
| **Benefits** | | | | | | | | | | | | | | | | | |
| 3101 | STRS | 6,214 | 20,807 | 17,429 | 29,838 | 22,018 | 22,122 | 22,256 | 22,197 | 22,244 | 22,208 | 21,624 | 21,624 | - | **250,582** | 243,741 | (6,841) |
| 3301 | OASDI | 1,556 | 2,701 | 3,164 | 3,590 | 3,593 | 2,887 | 2,612 | 3,826 | 3,172 | 2,928 | 3,080 | 3,080 | - | **36,189** | 34,197 | (1,992) |
| 3311 | Medicare | 836 | 2,209 | 2,222 | 3,302 | 2,926 | 2,349 | 2,294 | 2,574 | 2,424 | 2,365 | 2,362 | 2,362 | - | **28,224** | 26,502 | (1,723) |
| 3401 | Health and Welfare | 20,990 | 1,513 | 1,708 | 28,815 | 67,170 | 26,455 | 20,323 | 21,901 | 34,228 | 24,557 | 24,150 | 24,150 | - | **295,961** | 192,000 | (103,961) |
| 3501 | State Unemployment | - | 523 | 30 | 103 | 91 | 62 | 7,496 | 2,052 | 1,170 | 408 | 826 | 826 | - | **13,587** | 15,190 | 1,603 |
| 3601 | Workers' Compensation | 4,334 | 1,445 | 1,445 | 3,892 | 1,445 | 1,445 | 1,445 | 1,445 | 1,445 | 1,445 | 2,281 | 2,281 | - | **24,344** | 25,588 | 1,244 |
| 3901 | Other Benefits | 1,122 | 1,872 | 1,801 | 2,427 | 1,968 | 1,975 | (4,229) | 1,979 | 1,978 | 2,166 | 2,036 | 2,036 | - | **17,132** | - | (17,132) |
| | | 35,051 | 31,069 | 27,799 | 71,966 | 99,211 | 57,295 | 52,197 | 55,973 | 66,662 | 56,078 | 56,359 | 56,359 | - | **666,019** | **537,217** | **(128,802)** |

# TEACH Prep Elementary School

**Monthly Cash Flow/Forecast FY25-26**

*Revised 05/18/2026*

*Actuals Through:* 4/30/2026

**ADA = 238.00**

| | | 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.) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Books and Supplies** | | | | | | | | | | | | | | | | | |
| 4100 | Textbooks and Core Curricula | 76,473 | 10,357 | 5,383 | - | 260 | - | - | - | - | - | - | - | - | **92,473** | 70,600 | (21,873) |
| 4302 | School Supplies | 7,745 | 7,032 | 5,968 | 419 | 336 | 866 | 2,046 | 2,764 | - | 1,975 | 2,058 | 2,058 | - | **33,268** | 24,700 | (8,568) |
| 4305 | Software | 31,701 | 7,073 | 23,891 | 2,038 | 8,320 | 3,073 | 6,402 | 4,261 | - | 417 | 10,267 | 10,267 | - | **107,710** | 123,400 | 15,690 |
| 4310 | Office Expense | 5,892 | 2,718 | 886 | 3,409 | 1,687 | 1,818 | 1,018 | 5,568 | 2,315 | 3,103 | 6,350 | 6,350 | - | **41,114** | 76,300 | 35,186 |
| 4311 | Business Meals | - | - | - | - | 91 | 218 | 131 | - | - | 427 | 125 | 125 | - | **1,117** | 1,500 | 383 |
| 4400 | Noncapitalized Equipment | 35,757 | 355 | - | 590 | 5,201 | 1,250 | - | 1,984 | - | 673 | - | - | - | **45,811** | 23,200 | (22,611) |
| 4700 | Food Services | - | 4,817 | 29,497 | 37,844 | 40,266 | - | 53,345 | 25,400 | 36,309 | 36,755 | 29,338 | 29,338 | - | **322,910** | 197,666 | (125,244) |
| | | 157,568 | 32,352 | 65,626 | 44,300 | 56,162 | 7,226 | 62,942 | 39,977 | 38,624 | 43,351 | 48,138 | 48,138 | - | **644,403** | **517,366** | **(127,037)** |
| **Subagreement Services** | | | | | | | | | | | | | | | | | |
| 5102 | Special Education | - | 3,536 | 560 | 67,126 | - | 49,025 | 61,302 | - | 28,871 | - | 36,300 | 36,300 | - | **283,019** | 400,100 | 117,081 |
| 5103 | Substitute Teacher | - | 2,692 | 6,289 | 23,225 | 11,860 | 3,292 | 7,288 | 12,802 | 23,435 | 10,615 | 6,173 | 6,173 | - | **113,842** | 68,100 | (45,742) |
| 5104 | Transportation | - | - | - | - | 2,000 | - | - | - | - | - | 8,645 | 8,645 | - | **19,291** | 195,800 | 176,509 |
| 5105 | Security | 1,196 | 598 | 2,051 | 12,525 | 2,521 | 4,371 | 7,630 | 2,905 | 6,556 | 2,774 | 3,964 | 3,964 | - | **51,053** | 43,700 | (7,353) |
| 5106 | Other Educational Consultants | - | - | - | - | 19,629 | 23,162 | 12,499 | 30,981 | 15,352 | - | 45,091 | 45,091 | - | **191,806** | 451,213 | 259,407 |
| | | 1,196 | 6,825 | 8,900 | 102,876 | 36,010 | 79,850 | 88,719 | 46,688 | 74,214 | 13,389 | 100,173 | 100,173 | - | **659,012** | **1,158,913** | **499,901** |
| **Operations and Housekeeping** | | | | | | | | | | | | | | | | | |
| 5201 | Auto and Travel | - | - | - | - | - | - | - | - | - | - | 55 | 55 | - | **109** | 600 | 491 |
| 5300 | Dues & Memberships | - | 6,933 | - | 285 | - | - | - | - | - | - | 817 | 817 | - | **8,851** | 9,900 | 1,049 |
| 5400 | Insurance | 14,862 | 4,954 | 4,954 | 4,954 | 4,954 | 4,954 | 4,954 | 4,954 | 4,954 | 4,954 | 4,917 | 4,917 | - | **69,282** | 59,100 | (10,182) |
| 5502 | Janitorial Services | - | 14,319 | 2,761 | 13,204 | 2,456 | 5,203 | 7,362 | 4,255 | 4,269 | 5,838 | 7,017 | 7,017 | - | **73,701** | 84,400 | 10,699 |
| 5900 | Communications | 4,191 | - | 9 | 1,808 | 8,955 | 7 | 8,053 | 556 | 554 | 7 | 1,383 | 1,383 | - | **26,907** | 16,600 | (10,307) |
| 5901 | Postage and Shipping | - | - | - | - | - | - | - | - | - | - | 720 | 720 | - | **1,440** | 7,200 | 5,760 |
| | | 19,054 | 26,206 | 7,724 | 20,251 | 16,365 | 10,164 | 20,369 | 9,765 | 9,777 | 10,799 | 14,908 | 14,908 | - | **180,290** | **177,800** | **(2,490)** |
| **Facilities, Repairs and Other Leases** | | | | | | | | | | | | | | | | | |
| 5601 | Rent | 46,490 | 46,490 | 46,490 | 46,488 | 45,893 | 45,893 | 45,892 | 45,892 | 45,892 | 45,892 | 53,000 | 53,000 | 69,991 | **637,300** | 637,300 | - |
| 5603 | Equipment Leases | 2,055 | 1,149 | 452 | 2,205 | 308 | 1,483 | 1,937 | 2,698 | 2,474 | 2,068 | 1,567 | 1,567 | - | **19,961** | 18,800 | (1,161) |
| 5610 | Repairs and Maintenance | - | 1,203 | 538 | 538 | 1,203 | 4,498 | 4,611 | 1,545 | 10,568 | 1,290 | 4,625 | 4,625 | - | **35,245** | 55,600 | 20,355 |
| | | 48,545 | 48,842 | 47,480 | 49,231 | 47,404 | 51,873 | 52,439 | 50,135 | 58,933 | 49,250 | 59,192 | 59,192 | 69,991 | **692,506** | **711,700** | **19,194** |
| **Professional/Consulting Services** | | | | | | | | | | | | | | | | | |
| 5801 | IT | - | - | - | - | - | 2,433 | - | - | - | - | - | - | - | **2,433** | - | (2,433) |
| 5802 | Audit & Taxes | - | 5,010 | 51,604 | - | 1,400 | - | 11,191 | - | - | 254 | - | - | - | **69,459** | 15,300 | (54,159) |
| 5803 | Legal | - | 474 | 26 | - | - | 5,837 | - | - | 1,044 | 3,692 | 325 | 325 | - | **11,723** | 3,900 | (7,823) |
| 5804 | Professional Development | - | - | - | - | - | 800 | - | - | (1,573) | - | 1,510 | 1,510 | - | **2,247** | 15,100 | 12,853 |
| 5805 | General Consulting | - | 667 | 833 | 1,500 | - | 1,000 | 1,000 | 1,367 | - | 1,300 | 2,230 | 2,230 | - | **12,126** | 23,300 | 11,174 |
| 5806 | Special Activities/Field Trips | 3,099 | - | - | 12,799 | - | 3,200 | 6,949 | 6,790 | 7,020 | 5,224 | - | - | - | **45,080** | 11,100 | (33,980) |
| 5807 | Bank Charges | 68 | 68 | 68 | 68 | 68 | 68 | 68 | 68 | 68 | 68 | 120 | 120 | - | **921** | 1,300 | 379 |
| 5808 | Printing | - | 9,335 | - | - | - | - | 9,498 | - | - | - | 3,810 | 3,810 | - | **26,453** | 38,200 | 11,747 |
| 5809 | Other taxes and fees | 28 | 930 | - | 7 | 1,955 | - | 119 | 2,714 | 189 | 169 | 880 | 880 | - | **7,871** | 8,800 | 929 |
| 5810 | Payroll Service Fee | 851 | 851 | 851 | 851 | 851 | 851 | 851 | 792 | 792 | 792 | 642 | 642 | - | **9,613** | 7,700 | (1,913) |
| 5811 | Management Fee | 10,000 | 26,803 | 34,132 | 44,766 | 51,700 | 46,231 | 63,271 | 57,849 | 45,576 | 44,625 | 57,046 | 57,046 | 145,506 | **684,551** | 695,861 | 11,310 |
| 5812 | District Oversight Fee | - | 2,165 | 4,329 | 2,886 | 2,886 | 2,886 | 2,886 | 2,886 | 5,051 | 2,624 | 3,250 | 3,250 | 2,915 | **38,015** | 37,722 | (293) |
| 5813 | County Fees | - | - | - | - | 1,877 | - | - | 1,832 | - | - | - | - | 1,075 | **4,784** | 4,300 | (484) |
| 5814 | SPED Encroachment | - | 12,604 | 25,207 | 16,805 | 16,805 | 16,805 | 16,805 | 16,805 | 29,409 | 26,064 | 26,594 | 26,594 | - | **230,497** | 169,113 | (61,383) |
| 5815 | Public Relations/Recruitment | - | - | - | - | - | - | - | - | - | - | 1,170 | 1,170 | - | **2,340** | 11,800 | 9,460 |
| | | 14,045 | 58,906 | 117,051 | 79,680 | 77,541 | 80,110 | 112,638 | 91,102 | 87,576 | 84,813 | 97,577 | 97,577 | 149,497 | **1,148,113** | **1,043,496** | **(104,616)** |
| **Depreciation** | | | | | | | | | | | | | | | | | |
| 6900 | Depreciation Expense | 4,075 | 4,984 | 4,522 | 4,260 | 4,311 | 4,315 | 3,880 | 3,880 | 3,759 | 3,563 | 4,358 | 4,358 | - | **50,267** | 52,500 | 2,233 |
| | | 4,075 | 4,984 | 4,522 | 4,260 | 4,311 | 4,315 | 3,880 | 3,880 | 3,759 | 3,563 | 4,358 | 4,358 | - | **50,267** | **52,500** | **2,233** |
| **Interest** | | | | | | | | | | | | | | | | | |
| 7438 | Interest Expense | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 15,456 | 15,456 |
| | | - | - | - | - | - | - | - | - | - | - | - | - | - | - | **15,456** | **15,456** |
| **Total Expenses** | | **337,289** | **361,807** | **432,661** | **600,554** | **539,123** | **453,352** | **551,967** | **475,565** | **507,302** | **424,874** | **550,185** | **550,185** | **243,373** | **6,028,236** | **5,972,346** | **(55,890)** |
| **Monthly Surplus (Deficit)** | | **(317,873)** | **(131,867)** | **(124,919)** | **(56,633)** | **(171,405)** | **(18,935)** | **63,176** | **81,830** | **(79,104)** | **(7,500)** | **(90,401)** | **(171,251)** | **1,192,548** | **167,667** | **138,891** | **28,776** |

# TEACH Prep Elementary School

**Monthly Cash Flow/Forecast FY25-26**

*Revised 05/18/2026*

*Actuals Through:* 4/30/2026

**ADA = 238.00**

| | 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) | (317,873) | (131,867) | (124,919) | (56,633) | (171,405) | (18,935) | 63,176 | 81,830 | (79,104) | (7,500) | (90,401) | (171,251) | 1,192,548 | **167,667** | | |
| Cash flows from operating activities | | | | | | | | | | | | | | | | |
| Depreciation/Amortization | 4,075 | 4,984 | 4,522 | 4,260 | 4,311 | 4,315 | 3,880 | 3,880 | 3,759 | 3,563 | 4,358 | 4,358 | - | **50,267** | | |
| Public Funding Receivables | 196,266 | 171,917 | - | 54,862 | 70,036 | 1,201 | - | - | 56,206 | - | - | - | (1,435,920) | **(885,432)** | | |
| Grants and Contributions Rec. | - | - | - | - | - | - | - | - | - | - | - | - | - | **-** | | |
| Accounts Receivable - Other ARO | 718 | - | 4,819 | - | - | - | - | - | - | - | - | - | - | **5,537** | | |
| Due To/From Related Parties | 47,078 | 19,717 | 99,028 | 155,326 | 163,360 | 66,215 | 119,683 | 104,402 | (867,040) | 74,983 | - | - | - | **(17,249)** | | |
| Prepaid Expenses | 30,212 | (1,139) | (1,137) | 1,137 | (4,205) | - | (88) | (20,477) | - | 446 | - | - | - | **4,750** | | |
| Other Assets | - | - | - | - | - | - | - | - | - | - | - | - | - | **-** | | |
| Accounts Payable | 16,095 | (189,105) | - | 8,303 | (8,303) | - | - | - | 1,765 | (1,765) | - | - | 243,373 | **70,363** | | |
| Accrued Expenses | 29,156 | (17,568) | (11,528) | 1,011 | (13,663) | (35,981) | (1) | - | - | (491) | - | - | - | **(49,064)** | | |
| Other Liabilities | - | - | - | - | - | - | - | - | - | - | - | - | - | **-** | | |
| Deferred Revenue | 57,461 | 31,529 | 31,529 | (85,217) | 131,961 | 86,552 | (119,598) | 66,887 | 80,118 | 199,174 | - | - | - | **480,397** | | |
| Cash flows from investing activities | | | | | | | | | | | | | | | | |
| Purchases of Prop. And Equip. | (4,675) | (17,340) | (4,675) | (2,500) | (3,090) | (1,320) | - | - | - | - | - | - | - | **(33,600)** | | |
| 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) | 80,549 | 169,003 | 102,046 | 67,053 | 236,523 | (804,296) | 268,410 | (86,042) | (166,892) | | | | |
| Cash, Beginning of Month | 5,105,558 | 5,164,071 | 5,035,200 | 5,032,840 | 5,113,389 | 5,282,392 | 5,384,438 | 5,451,491 | 5,688,014 | 4,883,718 | 5,152,128 | 5,066,086 | | | | |
| Cash, End of Month | **5,164,071** | **5,035,200** | **5,032,840** | **5,113,389** | **5,282,392** | **5,384,438** | **5,451,491** | **5,688,014** | **4,883,718** | **5,152,128** | **5,066,086** | **4,899,194** | | | | |

# TEACH Public Schools

## Monthly Cash Flow/Forecast FY25-26

*Revised 05/18/2026*

*Actuals Through:* 4/30/2026

**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 | 1 | **2** | 2 | - |
| | | - | - | - | - | - | - | - | - | - | - | 0 | 0 | 1 | **-** | - | - |
| **Federal Revenue** | | | | | | | | | | | | | | | | | |
| | | - | - | - | - | - | - | - | - | - | - | - | - | - | **-** | - | - |
| **Other State Revenue** | | | | | | | | | | | | | | | | | |
| 8599 | Other State Revenue | - | - | - | - | - | - | - | - | - | - | 0 | 0 | 0 | **0** | 0 | - |
| | | - | - | - | - | - | - | - | - | - | - | 0 | 0 | 0 | **0** | **0** | **-** |
| **Other Local Revenue** | | | | | | | | | | | | | | | | | |
| 8660 | Interest Revenue | 1,173 | 2,107 | 5,657 | 5,550 | 5,036 | 3,750 | 3,541 | 3,316 | 5,402 | 4,298 | 3,500 | 3,500 | - | **46,831** | 12,000 | 34,831 |
| 8689 | Other Fees and Contracts | 6,265 | 130,893 | 100,338 | 181,323 | 109,926 | 191,917 | 243,833 | 156,403 | 161,860 | 224,810 | 181,211 | 181,211 | 304,541 | **2,174,531** | 2,236,177 | (61,646) |
| 8690 | Other Local Revenue | - | - | - | - | - | - | - | 30 | - | - | - | - | - | **30** | - | 30 |
| | | 7,439 | 133,000 | 105,995 | 186,873 | 114,962 | 195,668 | 247,374 | 159,749 | 167,263 | 229,107 | 184,711 | 184,711 | 304,541 | **2,221,392** | **2,248,177** | **(26,785)** |
| **Total Revenue** | | **7,439** | **133,000** | **105,995** | **186,873** | **114,962** | **195,668** | **247,374** | **159,749** | **167,263** | **229,107** | **184,711** | **184,711** | **304,542** | **2,221,392** | **2,248,177** | **(26,785)** |

# TEACH Public Schools

## Monthly Cash Flow/Forecast FY25-26

*Revised 05/18/2026*

*Actuals Through:* 4/30/2026

**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.) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Expenses** | | | | | | | | | | | | | | | | | |
| **Certificated Salaries** | | | | | | | | | | | | | | | | | |
| 1175 | Teachers' Extra Duty/Stipends | - | - | - | - | 11,239 | - | - | - | - | - | - | - | - | **11,239** | - | (11,239) |
| 1300 | Administrators' Salaries | 45,371 | 37,663 | 37,663 | 37,663 | 53,506 | 37,663 | 42,538 | 37,663 | 37,663 | 37,663 | 39,711 | 39,711 | - | **484,478** | 549,002 | 64,524 |
| | | 45,371 | 37,663 | 37,663 | 37,663 | 64,745 | 37,663 | 42,538 | 37,663 | 37,663 | 37,663 | 39,711 | 39,711 | - | **495,716** | **549,002** | **53,285** |
| **Classified Salaries** | | | | | | | | | | | | | | | | | |
| 2200 | Support Salaries | 4,347 | 8,694 | 8,694 | 8,694 | 15,147 | 8,694 | 8,694 | 8,694 | 8,694 | 8,694 | - | - | (89,043) | **(0)** | - | 0 |
| 2300 | Classified Administrators' | 29,235 | 29,235 | 29,235 | 29,235 | 47,545 | 29,235 | 34,110 | 29,235 | 29,235 | 29,235 | 30,777 | 30,777 | - | **377,086** | 542,778 | 165,691 |
| 2400 | Clerical and Office Staff Salaries | 9,136 | 11,498 | 9,136 | 9,136 | 15,318 | 9,136 | 9,136 | 4,568 | 9,136 | 9,136 | 9,578 | 9,578 | - | **114,491** | 114,936 | 445 |
| 2900 | Other Classified Salaries | - | 15,417 | 15,417 | 15,417 | 23,006 | 15,417 | 15,417 | 15,417 | 15,417 | 15,417 | 16,342 | 16,342 | - | **179,023** | - | (179,023) |
| | | 42,717 | 64,843 | 62,481 | 62,481 | 101,015 | 62,481 | 67,356 | 57,913 | 62,481 | 62,481 | 56,697 | 56,697 | (89,043) | **670,600** | **657,714** | **(12,886)** |
| **Benefits** | | | | | | | | | | | | | | | | | |
| 3101 | STRS | 8,628 | 7,155 | 5,432 | 7,155 | 9,302 | 7,155 | 7,155 | 7,155 | 7,155 | 7,155 | 7,291 | 7,291 | - | **88,032** | 104,859 | 16,827 |
| 3301 | OASDI | 2,599 | 3,967 | 3,820 | 3,820 | 4,913 | 2,838 | 4,154 | 3,571 | 3,852 | 3,852 | 3,566 | 3,566 | - | **44,519** | 40,778 | (3,740) |
| 3311 | Medicare | 1,258 | 1,467 | 1,432 | 1,432 | 2,384 | 1,441 | 1,582 | 1,375 | 1,441 | 1,441 | 1,387 | 1,387 | - | **18,027** | 17,497 | (529) |
| 3401 | Health and Welfare | 8,561 | 1,276 | 1,101 | 5,986 | 16,604 | 7,704 | 6,248 | 8,707 | 10,226 | 8,537 | 7,050 | 7,050 | - | **89,049** | 135,000 | 45,951 |
| 3501 | State Unemployment | 42 | 176 | 84 | 83 | 54 | 41 | 2,033 | 476 | 395 | (205) | 243 | 243 | - | **3,665** | 4,375 | 710 |
| 3601 | Workers' Compensation | 3,510 | 1,170 | 1,170 | 2,631 | 1,170 | 1,170 | 1,170 | 1,170 | 1,170 | 1,170 | 1,339 | 1,339 | - | **18,178** | 16,894 | (1,284) |
| 3901 | Other Benefits | 3,323 | 3,432 | 3,432 | 3,432 | 3,432 | 3,432 | 3,432 | 3,318 | 3,432 | 3,432 | 4,781 | 4,781 | - | **43,661** | 60,336 | 16,675 |
| | | 27,921 | 18,643 | 16,471 | 24,540 | 37,859 | 23,781 | 25,775 | 25,773 | 27,671 | 25,382 | 25,658 | 25,658 | - | **305,131** | **379,740** | **74,609** |
| **Books and Supplies** | | | | | | | | | | | | | | | | | |
| 4302 | School Supplies | - | - | - | - | - | - | - | - | - | - | 83 | 83 | - | **167** | 1,000 | 833 |
| 4305 | Software | - | - | 940 | - | - | 302 | 284 | 58,826 | 6,936 | 564 | 333 | 333 | - | **68,520** | 4,000 | (64,520) |
| 4310 | Office Expense | 734 | 1,398 | - | 1,107 | 17 | 1,552 | - | 709 | 4,168 | 3,745 | 5,158 | 5,158 | - | **23,745** | 61,900 | 38,155 |
| 4311 | Business Meals | 61 | 180 | 91 | 1,184 | 137 | 46 | 60 | 1,006 | - | 184 | 725 | 725 | - | **4,397** | 8,700 | 4,303 |
| 4400 | Noncapitalized Equipment | 455 | 2,124 | - | 3,060 | - | 268 | 3,036 | 1,224 | 992 | - | - | - | - | **11,159** | 5,700 | (5,459) |
| | | 1,250 | 3,702 | 1,032 | 5,350 | 154 | 2,168 | 3,379 | 61,765 | 12,096 | 4,493 | 6,300 | 6,300 | - | **107,988** | **81,300** | **(26,688)** |
| **Subagreement Services** | | | | | | | | | | | | | | | | | |
| 5104 | Transportation | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **Operations and Housekeeping** | | | | | | | | | | | | | | | | | |
| 5201 | Auto and Travel | 508 | 2,519 | 71 | 5,382 | - | 232 | 1,748 | 713 | 2,578 | 7,442 | 4,009 | 4,009 | - | **29,212** | 44,100 | 14,888 |
| 5400 | Insurance | - | - | - | - | - | - | - | - | 579 | 1,274 | 8 | 8 | - | **1,869** | 100 | (1,769) |
| 5501 | Utilities | 1,134 | 1,247 | 1,241 | 1,397 | 1,249 | 1,670 | 1,661 | 1,876 | 2,496 | - | 1,083 | 1,083 | - | **16,137** | 13,000 | (3,137) |
| 5502 | Janitorial Services | - | - | - | - | - | - | - | - | 13,419 | - | - | - | - | **13,419** | - | (13,419) |
| 5900 | Communications | 1,799 | 1,641 | 1,674 | 1,653 | 1,651 | - | 3,500 | - | 3,390 | 2,581 | 1,875 | 1,875 | - | **21,640** | 22,500 | 860 |
| 5901 | Postage and Shipping | - | 11 | - | - | 1,000 | - | 656 | 21 | 21 | 21 | 560 | 560 | - | **2,850** | 5,600 | 2,750 |
| | | 3,441 | 5,418 | 2,985 | 8,433 | 3,900 | 1,902 | 7,565 | 2,610 | 22,484 | 11,317 | 7,536 | 7,536 | - | **85,127** | **85,300** | **173** |
| **Facilities, Repairs and Other Leases** | | | | | | | | | | | | | | | | | |
| 5603 | Equipment Leases | - | - | - | - | - | 149 | - | 39 | 1,160 | 82 | 42 | 42 | - | **1,513** | 500 | (1,013) |
| 5610 | Repairs and Maintenance | - | - | - | - | - | - | - | 649 | 149 | - | 33 | 33 | - | **864** | 400 | (464) |
| | | - | - | - | - | - | 149 | - | 687 | 1,309 | 82 | 75 | 75 | - | **2,377** | **900** | **(1,477)** |
| **Professional/Consulting Services** | | | | | | | | | | | | | | | | | |
| 5802 | Audit & Taxes | - | - | - | - | - | - | 3,675 | 761 | 4,988 | - | - | - | - | **9,424** | - | (9,424) |
| 5803 | Legal | - | - | - | - | - | - | - | - | - | - | 383 | 383 | - | **767** | 4,600 | 3,833 |
| 5804 | Professional Development | - | - | - | 3,001 | 4,794 | 525 | 700 | - | (2,452) | 6,200 | 2,490 | 2,490 | - | **17,748** | 24,900 | 7,152 |
| 5805 | General Consulting | - | - | - | - | - | - | - | - | 7,000 | 959 | 460 | 460 | - | **8,879** | 4,600 | (4,279) |
| 5806 | Special Activities/Field Trips | - | - | - | - | - | - | - | - | - | 14,346 | - | - | - | **14,346** | 100 | (14,246) |
| 5807 | Bank Charges | 125 | 125 | 125 | 125 | 130 | 130 | 382 | 382 | 442 | 382 | 190 | 190 | - | **2,728** | 1,900 | (828) |
| 5808 | Printing | - | - | - | - | - | - | - | - | - | - | 330 | 330 | - | **660** | 3,300 | 2,640 |
| 5809 | Other taxes and fees | 1,836 | - | 486 | - | - | - | 22 | 1,416 | 744 | 912 | 30 | 30 | - | **5,476** | 300 | (5,176) |
| 5811 | Management Fee | - | - | - | - | - | - | - | - | - | - | 0 | 0 | - | **0** | 0 | 0 |
| 5814 | SPED Encroachment | - | - | - | - | - | - | - | - | - | - | 0 | 0 | 0 | **0** | 0 | - |
| 5815 | Public Relations/Recruitment | - | - | - | - | - | - | - | - | - | - | 150 | 150 | - | **300** | 1,500 | 1,200 |
| | | 1,961 | 125 | 611 | 3,126 | 4,924 | 655 | 4,779 | 2,559 | 10,721 | 22,799 | 4,033 | 4,033 | 0 | **60,327** | **41,200** | **(19,127)** |
| **Depreciation** | | | | | | | | | | | | | | | | | |
| 6900 | Depreciation Expense | 2,826 | 2,865 | 2,884 | 2,911 | 2,911 | 4,709 | 3,111 | 3,111 | 3,182 | 3,182 | 3,475 | 3,475 | - | **38,640** | 41,700 | 3,060 |
| | | 2,826 | 2,865 | 2,884 | 2,911 | 2,911 | 4,709 | 3,111 | 3,111 | 3,182 | 3,182 | 3,475 | 3,475 | - | **38,640** | **41,700** | **3,060** |
| **Interest** | | | | | | | | | | | | | | | | | |
| | | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **Total Expenses** | | **125,487** | **133,259** | **124,126** | **144,503** | **215,508** | **133,509** | **154,503** | **192,081** | **177,607** | **167,399** | **143,484** | **143,484** | **(89,043)** | **1,765,907** | **1,836,856** | **70,949** |
| **Monthly Surplus (Deficit)** | | **(118,048)** | **(259)** | **(18,131)** | **42,369** | **(100,545)** | **62,159** | **92,871** | **(32,332)** | **(10,345)** | **61,708** | **41,227** | **41,227** | **393,585** | **455,485** | **411,321** | **44,164** |

# TEACH Public Schools

**Monthly Cash Flow/Forecast FY25-26**

*Revised 05/18/2026*

*Actuals Through:* 4/30/2026

**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) | 42,369 | (100,545) | 62,159 | 92,871 | (32,332) | (10,345) | 61,708 | 41,227 | 41,227 | 393,585 | **455,487** | | |
| Cash flows from operating activities | | | | | | | | | | | | | | | | |
| Depreciation/Amortization | 2,826 | 2,865 | 2,884 | 2,911 | 2,911 | 4,709 | 3,111 | 3,111 | 3,182 | 3,182 | 3,475 | 3,475 | - | **38,640** | | |
| Public Funding Receivables | - | - | - | - | - | - | - | - | - | - | - | - | (304,542) | **(304,542)** | | |
| Grants and Contributions Rec. | - | - | - | - | - | - | - | - | - | - | - | - | - | **-** | | |
| Due To/From Related Parties | 116,957 | 110,269 | (64,336) | (197,013) | (329,890) | 25,003 | (276,392) | (174,197) | 563,424 | (188,433) | - | - | - | **(414,608)** | | |
| Prepaid Expenses | 7,247 | - | - | (228,577) | 59,504 | 62,470 | 37,746 | 60,428 | (6,092) | - | - | - | - | **(7,274)** | | |
| Other Assets | - | - | - | - | - | - | - | - | - | - | - | - | - | **-** | | |
| Accounts Payable | 62 | (1,189) | - | - | - | - | - | - | - | - | - | - | (89,043) | **(90,170)** | | |
| Accrued Expenses | (94,332) | 32,254 | 1,174,609 | 73,856 | 234,106 | (265,978) | 142,175 | 2,417 | (9) | (4,230) | - | - | - | **1,294,868** | | |
| Other Liabilities | - | - | - | - | - | - | - | - | - | - | - | - | - | **-** | | |
| Deferred Revenue | - | - | - | - | - | - | - | - | - | - | - | - | - | **-** | | |
| Cash flows from investing activities | | | | | | | | | | | | | | | | |
| Purchases of Prop. And Equip. | - | (3,465) | - | (1,645) | - | - | - | - | (4,272) | - | - | - | - | **(9,382)** | | |
| 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 | (308,099) | (133,915) | (111,637) | (489) | (140,574) | 545,889 | (127,773) | 44,702 | 44,702 | | | | |
| Cash, Beginning of Month | 1,465,898 | 1,380,610 | 1,521,085 | 2,616,110 | 2,308,011 | 2,174,097 | 2,062,460 | 2,061,970 | 1,921,397 | 2,467,285 | 2,339,512 | 2,384,215 | | | | |
| Cash, End of Month | **1,380,610** | **1,521,085** | **2,616,110** | **2,308,011** | **2,174,097** | **2,062,460** | **2,061,970** | **1,921,397** | **2,467,285** | **2,339,512** | **2,384,215** | **2,428,917** | | | | |

# C & M LLC

## *Statement of Activities*

**For the period ended April 30, 2026**

| | Current Period Actual | Current Year Actual |
|---|---|---|
| **Revenues** | | |
| Other Local Revenue | | |
| Lease and Rental Income | $ 71,786 | $ 717,857 |
| Interest Revenue | 2,015 | 37,386 |
| Net Increase (Decrease) in the Fair Value of Investments | (1,049) | (768) |
| Unrealized Gain/Loss on FMV of Investments | - | - |
| Total Other Local Revenue | 72,752 | 754,475 |
| **Total Revenues** | **$ 72,752** | **$ 754,475** |
| **Expenses** | | |
| Operations & Housekeeping | | |
| Bond Amortization Expense | $ 712 | $ 7,118 |
| Total Operations & Housekeeping | 712 | 7,118 |
| Professional/Consulting Services | | |
| General Consulting | - | (3,859) |
| Bank Charges | - | 12 |
| Other Taxes and Fees | - | 5,000 |
| Total Professional/Consulting Services | - | 1,153 |
| Depreciation | | |
| Depreciation Expense | 27,221 | 272,212 |
| Total Depreciation | 27,221 | 272,212 |
| Interest | | |
| Interest Expense | 56,777 | 568,455 |
| Total Interest | 56,777 | 568,455 |
| **Total Expenses** | **$ 84,710** | **$ 848,938** |
| **Change in Net Assets** | **(11,958)** | **(94,463)** |
| Net Assets, Beginning of Period | (1,505,276) | (1,422,771) |
| **Net Assets, End of Period** | **$(1,517,234)** | **$(1,517,234)** |

# Wooten Avila

## *Statement of Activities*

**For the period ended April 30, 2026**

| | Current Period Actual | Current Year Actual |
|---|---|---|
| **Revenues** | | |
| Other Local Revenue | | |
| Lease and Rental Income | $ 108,243 | $ 1,082,429 |
| Interest Revenue | 5,661 | 86,028 |
| Net Increase (Decrease) in the Fair Value of Investments | (572) | 1,180 |
| Unrealized Gain/Loss on FMV of Investments | - | - |
| Total Other Local Revenue | 113,332 | 1,169,637 |
| **Total Revenues** | **$ 113,332** | **$ 1,169,637** |
| **Expenses** | | |
| Operations & Housekeeping | | |
| Bond Amortization Expense | $ 1,050 | $ 10,503 |
| Total Operations & Housekeeping | 1,050 | 10,503 |
| Professional/Consulting Services | | |
| General Consulting | - | 3,000 |
| Bank Charges | - | 12 |
| Other Taxes and Fees | - | 5,000 |
| Total Professional/Consulting Services | - | 8,012 |
| Depreciation | | |
| Depreciation Expense | 63,393 | 633,926 |
| Total Depreciation | 63,393 | 633,926 |
| Interest | | |
| Interest Expense | 85,287 | 853,862 |
| Total Interest | 85,287 | 853,862 |
| **Total Expenses** | **$ 149,730** | **$ 1,506,303** |
| **Change in Net Assets** | **(36,398)** | **(336,666)** |
| Net Assets, Beginning of Period | (2,813,240) | (2,512,972) |
| **Net Assets, End of Period** | **$ (2,849,638)** | **$ (2,849,638)** |

# TEACH Foundation, Inc

*Statement of Activities*

**For the period ended April 30, 2026**

| | 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***

**April 30, 2026**

| | 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 | $ 6,357,055 | $ 7,147,773 | $ 5,152,128 | $ 2,339,512 | $ 32,568 | $ 43,970 | $ - | | $ 21,073,006 |
| Accounts Receivable | 600,683 | 334,730 | 129,831 | 6,429 | 3,323 | - | 2,337 | | 1,077,333 |
| Public Funding Receivables | - | 80,492 | 35,586 | - | - | - | - | | 116,078 |
| Due To/From Related Parties | 999,584 | (337,752) | (187,792) | (64,630) | (829,269) | 419,860 | - | | 1 |
| Prepaid Expenses | 45,121 | 38,983 | 28,352 | 14,520 | - | - | - | | 126,976 |
| | **8,002,443** | **7,264,226** | **5,158,105** | **2,295,831** | **(793,378)** | **463,830** | **2,337** | | **22,393,394** |
| Property & Equipment, Net | 393,281 | 253,941 | 173,218 | 74,424 | 8,973,407 | 17,265,903 | - | | 27,134,174 |
| Right-Of-Use Asset, Net | 17,385,282 | 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 | - | - | - | - | 170,044 | (46,017) | - | | 124,027 |
| Investments | - | - | - | - | 732,809 | 1,394,562 | - | | 2,127,371 |
| Securities | - | - | - | - | 862,144 | 1,271,363 | - | | 2,133,507 |
| Securities Premium | - | - | - | - | 1,699 | (1,180) | - | | 519 |
| **Total Long Term Assets** | **17,778,563** | **15,520,270** | **11,643,003** | **83,174** | **10,740,103** | **19,888,256** | **-** | **(141,967)** | **31,652,273** |
| **Total Assets** | **$ 25,781,006** | **$ 22,784,496** | **$ 16,801,108** | **$ 2,379,005** | **$ 9,946,725** | **$ 20,352,086** | **$ 2,337** | **$ (141,967)** | **$ 97,904,796** |
| **Liabilities** | | | | | | | | | |
| **Current Liabilities** | | | | | | | | | |
| Accounts Payable | $ (3,098) | $ (911) | $ - | $ - | $ - | $ - | $ - | | $ (4,009) |
| Accrued Liabilities | 91,987 | 60,833 | 814,999 | 1,496,710 | - | - | - | | 2,464,529 |
| Interest Payable | - | - | - | - | 280,393 | 358,167 | - | | 638,560 |
| Deferred Revenue | 1,861,187 | 231,980 | 2,128,494 | - | - | - | - | | 4,221,661 |
| Other Short-term Liabilities | 358,701 | 309,426 | 213,842 | - | - | - | - | | 881,969 |
| **Total Current Liabilities** | **2,308,777** | **601,328** | **3,157,335** | **1,496,710** | **280,393** | **358,167** | **-** | **-** | **8,202,710** |
| **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 | - | - | - | - | (210,230) | (405,401) | - | | (615,631) |
| Discount on Bonds | - | - | - | - | (171,204) | - | - | | (171,204) |
| Premium on Bonds | - | - | - | - | - | 1,616,991 | - | | 1,616,991 |
| Other Long-term Liabilities | 17,175,859 | 14,784,854 | 11,174,096 | - | - | - | - | - | 43,134,809 |
| **Total Long-Term Liabilities** | **17,175,859** | **14,784,854** | **11,174,096** | **-** | **11,183,566** | **22,843,557** | **-** | **(141,967)** | **33,885,156** |
| **Total Liabilities** | **$ 19,484,636** | **$ 15,386,182** | **$ 14,331,431** | **$ 1,496,710** | **$ 11,463,959** | **$ 23,201,724** | **$ -** | **$ (141,967)** | **$ 85,222,675** |
| Net Asset | 6,296,370 | 7,398,314 | 2,469,677 | 882,295 | (1,517,234) | (2,849,638) | 2,337 | - | 12,682,121 |
| **Total Liabilities and Net Assets** | **$ 25,781,006** | **$ 22,784,496** | **$ 16,801,108** | **$ 2,379,005** | **$ 9,946,725** | **$ 20,352,086** | **$ 2,337** | **$ (141,967)** | **$ 97,904,796** |

## TEACH, Inc.

*Statement of Cash Flows*

**For the period ended April 30, 2026**

| | 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 04/30/26 |
|---|---|---|---|---|---|---|---|
| **Cash Flows from Operating Activities** | | | | | | | |
| Change in Net Assets | $ 231,486 | $ 371,356 | $ (7,500) | $ 61,708 | $ (11,958) | $ (36,398) | $ 608,694 |
| **Adjustments to reconcile change in net assets to net cash flows from operating activities:** | | | | | | | |
| Depreciation | 7,476 | 5,834 | 3,563 | 3,182 | 27,221 | 63,392 | 110,668 |
| Accounts Receivable | | | | | | | |
| Accounts Receivable - Other ARO | 704 | - | - | - | - | - | 704 |
| Due from Related Parties | (51,638) | 166,452 | 74,983 | (188,433) | (269) | (1,095) | - |
| Prepaid Expenses | 35,276 | - | 446 | - | - | - | 35,722 |
| Other Assets | - | - | - | - | (72,985) | (116,997) | (189,982) |
| Accounts Payable | (3,820) | (3,530) | (1,765) | - | - | - | (9,115) |
| Accrued Expenses | (17,599) | (1,951) | (491) | (4,230) | - | - | (24,271) |
| Deferred Revenue | 199,085 | 6,571 | 199,174 | - | - | - | 404,830 |
| Other Liabilities | - | - | - | - | 56,791 | 90,592 | 147,383 |
| **Total Cash Flows from Operating Activities** | **400,970** | **544,732** | **268,410** | **(127,773)** | **(1,200)** | **(506)** | **1,084,633** |
| **Cash Flows from Investing Activities** | | | | | | | |
| Purchases of Property & Equipment | (2,265) | - | - | - | - | - | (2,265) |
| Purchase of Securities | - | - | - | - | 1,049 | 572 | 1,621 |
| **Total Cash Flows from Investing Activities** | **(2,265)** | **-** | **-** | **-** | **1,049** | **572** | **(644)** |
| **Cash Flows from Financing Activities** | | | | | | | |
| Proceeds from (Payments on) Long-term Debt | - | - | - | - | 151 | (66) | 85 |
| **Total Cash Flows from Financing Activities** | **-** | **-** | **-** | **-** | **151** | **(66)** | **85** |
| Change in Cash & Cash Equivalents | 398,705 | 544,732 | 268,410 | (127,773) | - | - | 1,084,074 |
| Cash & Cash Equivalents, Beginning of Period | 5,958,350 | 6,603,041 | 4,883,718 | 2,467,285 | 32,568 | 43,970 | 19,988,932 |
| **Cash and Cash Equivalents, End of Period** | **$ 6,357,055** | **$ 7,147,773** | **$ 5,152,128** | **$ 2,339,512** | **$ 32,568** | **$ 43,970** | **$ 21,073,006** |

## Teach Academy of Technology

***Accounts Payable Aging***

**April 30, 2026**

| 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 | 0022214032224 | 3/22/2024 | 4/21/2024 | - | - | - | - | (1,764) | (1,764) |
| Staples | 6061469418 | 4/18/2026 | 5/18/2026 | (289) | - | - | - | - | (289) |
| | | **Total Outstanding Invoices** | | $ (289) | $ - | $ - | $ - | $ (2,809) | $ (3,098) |

## Teach Tech High School

***Accounts Payable Aging***

**April 30, 2026**

| 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 | 236562801020126 | 2/1/2026 | 3/3/2026 | $ - | $ - | $ (911) | $ - | $ - | $ (911) |
| | | | **Total Outstanding Invoices** | $ - | $ - | $ (911) | $ - | $ - | $ (911) |

# Teach Academy of Technology

***Check Register***

**For the period ended April 30, 2026**

| Check Number | Vendor Name | Transaction Description | Check Date | Check Amount |
|---|---|---|---|---|
| **9012-101-PWB x7835** | | | | |
| ACH | SoCalGas | Utility Svcs -02/10/26 - 03/12/26 | 4/2/2026 | $ 15.36 |
| | | | **Total Disbursements Issued in April** | **$ 15.36** |
| **9003-101-PWB x7843** | | | | |
| 64761 | Amtech Elevator Services x6685 | Maintenance Svcs - 01/01/26 - 03/31/26 | 4/3/2026 | $ 875.97 |
| 64762 | Delta Distributing | Office Supplies | 4/3/2026 | 1,441.68 |
| 64763 | Orkin | Pest Control Svcs | 4/3/2026 | 323.29 |
| 64764 | Teachers on Reserve | Substitute Svcs - 03/02/26 - 03/06/26 | 4/3/2026 | 971.67 |
| 64765 | Wells Fargo Vendor Financial Services LLC | Copier Lease - 03/03/26 - 04/02/26 | 4/3/2026 | 1,478.92 |
| 64766 | Bay Alarm Company | Security Svcs - 03/01/26 - 03/31/26 | 4/8/2026 | 2,434.90 |
| 64767 | Bay Alarm Company | Service Call | 4/8/2026 | 3,184.82 |
| 64768 | Elsa Flores-Guido | Reimb - Office Supplies - Trader Joe's - 01/29/26 | 4/8/2026 | 107.87 |
| 64769 | EMCOR Services Mesa Energy Systems, Inc. | Maintenance Svcs - 03/20/26 | 4/8/2026 | 876.50 |
| 64770 | PlanConnect | License - 11/25 - 01/26 | 4/8/2026 | 187.50 |
| 64771 | Teachers on Reserve | Substitute Svcs - 03/16/26 - 03/20/26 | 4/8/2026 | 317.84 |
| 64772 | Wells Fargo Vendor Financial Services LLC | Copier Lease - 02/03/26 - 03/02/26 | 4/8/2026 | 2,710.84 |
| 64773 | Zoom Video Communications, Inc. | Communication Svcs - 03/01/26 - 03/31/26 | 4/8/2026 | 21.52 |
| 64774 | Amtech Elevator Services x6685 | Maintenance Svcs - 04/01/26 - 06/30/26 | 4/17/2026 | 875.97 |
| 64775 | AT&T | Communication Svcs - 02/28/26 - 03/27/26 | 4/17/2026 | 60.69 |
| 64776 | CliftonLarsonAllen LLP | Preparation of the 2024 Federal and State Information Tax Ret | 4/17/2026 | 761.26 |
| 64777 | Wells Fargo Vendor Financial Services LLC | Copier Lease - 04/03/26 - 05/02/26 | 4/17/2026 | 1,417.17 |
| 64778 | Young, Minney & Corr LLP | Legal Svcs - 03/13/26 - 03/20/26 | 4/17/2026 | 297.50 |
| 64779 | Bay Alarm Company | Security Svcs - 05/01/26 - 05/31/26 | 4/24/2026 | 1,217.45 |
| 64780 | LADWP - 7788 | Utility Svcs - 03/04/26 - 04/01/26 | 4/24/2026 | 436.80 |
| 64781 | Orkin | Pest Control Svcs | 4/24/2026 | 135.15 |
| 64782 | Orkin | Pest Control Svcs | 4/30/2026 | 195.46 |
| ACH | PlanConnect | 403B & 457 Pay Date: 03/30/26 | 4/1/2026 | 12,977.54 |
| ACH | The Lincoln National Life Insurance Company | Life Ins - 04/26 | 4/2/2026 | 8,364.28 |
| ACH | CALPERS | TAT PERS 03/26 | 4/2/2026 | 21,653.98 |
| ACH | CALSTRS | TAT STRS 03/26 | 4/2/2026 | 64,085.39 |
| ACH | FCOC Transportation | Transportation Svcs - 03/23/26 - 03/26/26 | 4/3/2026 | 4,800.00 |
| ACH | Irresistible Cleaning Inc LLC | Janitorial Svcs - 04/01/26 - 04/15/26 | 4/3/2026 | 10,426.86 |
| ACH | Scoot Education Inc. | Substitute Svcs - 03/17/26 - 03/20/26 | 4/3/2026 | 8,748.00 |
| ACH | Skyline Security | Crossing Guard Svcs - 04/01/26 - 04/15/26 | 4/3/2026 | 8,825.02 |
| ACH | Staples | Office Supplies | 4/3/2026 | 506.18 |
| ACH | Charter Impact, LLC | Business Mgmt - 04/26 | 4/8/2026 | 26,844.25 |
| ACH | Scoot Education Inc. | Substitute Svcs - 03/23/26 - 03/26/26 | 4/8/2026 | 6,468.00 |
| ACH | Staples | Storage Cabinet PHS-HONSC2472Q (1) | 4/8/2026 | 1,132.61 |
| ACH | The Gas Company | Utility Svcs - 02/19/26 - 03/20/26 | 4/9/2026 | 32.09 |
| ACH | LADWP - 4653 | Utility Svcs - 02/27/26 - 03/30/26 | 4/15/2026 | 5,248.32 |
| ACH | LADWP - 0000 | Utility Svcs - 03/04/26 - 04/01/26 | 4/16/2026 | 355.93 |
| ACH | LADWP - 7788 | Utility Svcs - 03/04/26 -04/01/26 | 4/16/2026 | 436.80 |
| ACH | Charter Impact, LLC | Rush Processing - 03/26 | 4/17/2026 | 234.17 |
| ACH | FCOC Transportation | Transportation Svcs - 04/07/26 - 04/10/26 | 4/17/2026 | 4,800.00 |
| ACH | Fresh Start Healthy Meals, Inc. | Food Svcs - 03/02/26 - 03/26/26 | 4/17/2026 | 24,561.73 |
| ACH | Irresistible Cleaning Inc LLC | Janitorial Svcs - 04/16/26 - 04/30/26 | 4/17/2026 | 14,336.94 |
| ACH | Jennifer Olguin | Consulting Svcs - 03/16/26 - 03/27/26 | 4/17/2026 | 3,900.00 |
| ACH | Maintex, Inc. | Office Supplies | 4/17/2026 | 377.87 |
| ACH | Skyline Security | Crossing Guard Svcs - 04/16/26 - 04/30/26 | 4/17/2026 | 13,867.88 |
| ACH | Staples | Office Supplies | 4/17/2026 | 2,319.40 |
| ACH | LADWP - 7514 | Utility Svcs - 03/03/26 - 04/02/26 | 4/17/2026 | 71.64 |

## Teach Academy of Technology

***Check Register***

**For the period ended April 30, 2026**

| Check Number | Vendor Name | Transaction Description | Check Date | Check Amount |
|---|---|---|---|---|
| ACH | PlanConnect | 403B & 457 Pay Date: 04/15/26 | 4/17/2026 | 13,254.54 |
| ACH | Republic Services #902 | Janitorial svcs 05/26 | 4/21/2026 | 1,153.68 |
| ACH | Republic Services #902 | Janitorial svcs 05/26 | 4/21/2026 | 1,250.91 |
| ACH | Republic Services #902 | Janitorial Svcs - 04/26 | 4/21/2026 | 1,495.51 |
| ACH | Amazon Capital Services | School Supplies | 4/27/2026 | 2,658.70 |
| ACH | Scoot Education Inc. | Substitute Svcs - 04/07/26 - 04/10/26 | 4/27/2026 | 7,860.00 |
| ACH | Staples | School Supplies | 4/27/2026 | 458.21 |
| ACH | FCOC Transportation | Transportation Svcs - 04/13/26 - 04/17/26 | 4/27/2026 | 6,000.00 |
| ACH | Amazon Capital Services | School Supplies | 4/30/2026 | 5,931.63 |
| ACH | Scoot Education Inc. | Substitute Svcs - 04/13/26 - 04/17/26 | 4/30/2026 | 8,717.00 |
| | | | **Total Disbursements Issued in April** | **$ 314,485.83** |

# Teach Tech High School

***Check Register***

**For the period ended April 30, 2026**

| Check Number | Vendor Name | Transaction Description | Check Date | Check Amount |
|---|---|---|---|---|
| **9004-102-PWB x7868 - TTHS** | | | | |
| 73256 | Jostens | School Supplies | 4/3/2026 | $ 636.77 |
| 73257 | Daniela B Alonso | Reimb - Software - Gimkit - 03/19/26 | 4/8/2026 | 59.88 |
| 73258 | Jostens | School Supplies | 4/17/2026 | 2,711.55 |
| 73259 | Orkin | Pest Control Svcs | 4/17/2026 | 585.16 |
| 73260 | Riverside Insights | School Supplies | 4/17/2026 | 1,122.91 |
| 73261 | San Pedro High School Student Body | Cross Country League - 10/09/25 - 11/06/25 | 4/23/2026 | 408.65 |
| 73262 | Build Right LA | Maintenance Svcs | 4/24/2026 | 9,000.00 |
| 73263 | Jostens | School Supplies | 4/24/2026 | 826.36 |
| 73264 | Thompson Trophy Mfg. Inc. | School Supplies | 4/24/2026 | 445.15 |
| 73265 | AMTECH Elevator Services | Maintenance Svcs - 05/01/26 - 07/31/26 | 4/30/2026 | 1,597.80 |
| 73266 | ArbiterSports LLC | License - 02/01/26 - 01/31/27 | 4/30/2026 | 1,140.00 |
| 73267 | Asmin G Quintero | Reimb. - Office Supplies - 10/16/25 | 4/30/2026 | 70.12 |
| 73268 | Kevin Lezak | Reimb. - Office Supplies - 03/05/26 - 03/09/26 | 4/30/2026 | 342.52 |
| 73269 | L.A. County Department of Public Works | 2026 Annual Permit Fee & Penalty Billing | 4/30/2026 | 481.00 |
| 73270 | Pamela Adams | Tournament Registration Fees | 4/30/2026 | 1,950.00 |
| ACH | CALSTRS | TTHS STRS 03/26 | 4/2/2026 | 45,118.02 |
| ACH | FCOC Transportation | Transportation Svcs to Velo Center - 03/23/26 | 4/3/2026 | 1,600.00 |
| ACH | Scoot Education Inc. | Substitute Svcs - 03/16/26 - 03/20/26 | 4/3/2026 | 5,152.00 |
| ACH | Scoot Education Inc. | Substitute Svcs - 03/23/26 - 03/26/26 | 4/8/2026 | 2,714.00 |
| ACH | Golden State Water Company | Utility Svcs - 03/13/26 - 04/10/26 | 4/8/2026 | 38.33 |
| ACH | Golden State Water Company | Utility Svcs - 02/13/26 - 03/13/26 | 4/8/2026 | 1,000.80 |
| ACH | Fresh Start Healthy Meals, Inc. | Food Svcs - 03/01/26 - 03/26/26 | 4/17/2026 | 32,184.46 |
| ACH | Pacific Business Technologies North | Copier Lease - 12/01/25 - 01/01/26 | 4/17/2026 | 1,261.96 |
| ACH | Staples | Office Supplies | 4/17/2026 | 505.91 |
| ACH | Velo Sports Center | Volleyball Court - 4 Hrs. | 4/17/2026 | 300.00 |
| ACH | Waste Management | Waste Management - 04/26 | 4/22/2026 | 1,923.42 |
| ACH | Amazon Capital Services | Office Supplies | 4/27/2026 | 949.10 |
| ACH | Scoot Education Inc. | Substitute Svcs - 04/06/26 - 04/10/26 | 4/27/2026 | 6,064.00 |
| ACH | Amazon Capital Services | Office Supplies | 4/30/2026 | 1,943.24 |
| ACH | FCOC Transportation | Transportation Svcs - 04/22/26 | 4/30/2026 | 2,400.00 |
| ACH | Maintex, Inc. | Janitorial Supplies | 4/30/2026 | 4,982.09 |
| ACH | Scoot Education Inc. | Substitute Svcs - 04/13/26 - 04/17/26 | 4/30/2026 | 7,934.00 |
| | | | **Total Disbursements Issued in April** | **$ 137,449.20** |

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

## *Check Register*

**For the period ended April 30, 2026**

| Check Number | Vendor Name | Transaction Description | Check Date | Check Amount |
|---|---|---|---|---|
| **9007-104-PWB x1471 - TES** | | | | |
| 11460 | Orkin | Pest Control Svcs | 4/3/2026 | $ 240.22 |
| 11461 | The Education Team | Substitute Svcs - 03/12/26 - 03/13/26 | 4/3/2026 | 389.50 |
| 11462 | Build Right LA | Maintenance Svcs - 02/11/26 | 4/17/2026 | 450.00 |
| 11463 | De Lage Landen Financial Services, Inc. | Sales Taxes - 04/01/26 - 04/30/26 | 4/17/2026 | 368.70 |
| 11464 | The Education Team | Substitute Svcs - 03/26/26 | 4/17/2026 | 471.83 |
| 11465 | NCS Pearsons, Inc. | Office Supplies | 4/24/2026 | 52.45 |
| 11466 | The Education Team | Substitute Svcs - 04/03/26 | 4/24/2026 | 152.00 |
| 11467 | Build Right LA | Repair Svcs | 4/30/2026 | 600.00 |
| 11468 | Jackson Lewis P.C. | Legal Svs as of 03/31/26 | 4/30/2026 | 3,691.50 |
| 11469 | Jimmy Saldivar Aceves | School Supplies | 4/30/2026 | 530.00 |
| 11470 | Starfall Education Foundation | License (1yr) | 4/30/2026 | 355.00 |
| ACH | CALSTRS | TES STRS 03/26 | 4/2/2026 | 34,152.12 |
| ACH | Scoot Education Inc. | Substitute Svcs - 03/16/26 - 03/20/26 | 4/3/2026 | 5,106.00 |
| ACH | Enrique Robles | Reimb - Noncap - Costco - 04/01/26 | 4/8/2026 | 581.16 |
| ACH | Scoot Education Inc. | Substitute Svcs - 03/23/26 - 03/26/26 | 4/8/2026 | 2,452.00 |
| ACH | Staples | Office Supplies | 4/8/2026 | 1,774.96 |
| ACH | Wendy Zaragoza | Reimb - Special Activities - California Science Center - C | 4/8/2026 | 25.00 |
| ACH | Fresh Start Healthy Meals, Inc. | Food Svcs - 03/02/26 - 03/26/26 | 4/17/2026 | 36,754.70 |
| ACH | Amazon Capital Services | School Supplies | 4/27/2026 | 1,417.98 |
| ACH | Amazon Capital Services | Office Supplies | 4/30/2026 | 1,395.32 |
| ACH | Sharon Rhee | Reimb. - Meals - 02/28/26 | 4/30/2026 | 426.78 |
| ACH | Scoot Education Inc. | Substitute Svcs - 04/15/26 - 04/17/26 | 4/30/2026 | 2,044.00 |
| | | | **Total Disbursements Issued in April** | **$ 93,431.22** |

## Teach Public Schools

***Check Register***

**For the period ended April 30, 2026**

| Check Number | Vendor Name | Transaction Description | Check Date | Check Amount |
|---|---|---|---|---|
| **9005-100-PWB x7850** | | | | |
| 81938 | Maria Pimienta | Reimb. - Auto & Travel Expenses - 03/20/26 - 03/ | 4/27/2026 | $ 676.85 |
| 81939 | National Charter Schools Conference | 2026 National Charter Schools Conference | 4/27/2026 | 6,200.00 |
| ACH | UHA | Insurance Svcs 04/01/2026 - 04/30/2026 | 4/1/2026 | 1,519.68 |
| ACH | Vision Service Plan (CA) | Insurance Svcs - 04/26 | 4/2/2026 | 962.81 |
| ACH | Health Net | Health Ins - 04/26 | 4/2/2026 | 26,108.10 |
| ACH | Google | Google | 4/3/2026 | 25.69 |
| ACH | TASC | FSA Payment - 04/26 | 4/3/2026 | 1,029.15 |
| ACH | Aflac | Supplemental Ins - 04/26 | 4/3/2026 | 1,305.06 |
| ACH | Stamps.com | Stamps.com | 4/6/2026 | 20.99 |
| ACH | GO Daddy.com | Godaddy.com | 4/6/2026 | 203.88 |
| ACH | National CACFP Sponsors Association | National CACFP Sponsors Association | 4/7/2026 | 959.00 |
| ACH | Panera Bread | Panera Bread | 4/7/2026 | 1,539.08 |
| ACH | Chatgpt Subscription | Chatgpt Subscription | 4/8/2026 | 20.00 |
| ACH | Verizon Wireless | Verizon Wireless | 4/8/2026 | 693.27 |
| ACH | Verizon Wireless | Verizon Wireless | 4/8/2026 | 1,887.36 |
| ACH | Westgate Las Vegas Resort & Casino | Westgate Las Vegas Resort & Casino | 4/9/2026 | 170.06 |
| ACH | Pacific Western Bank | Bank Fee | 4/14/2026 | 382.00 |
| ACH | Inova | Payroll Taxes 04/15/2026 | 4/14/2026 | 64,073.72 |
| ACH | Inova | Payroll Direct Deposit 04/15/26 | 4/14/2026 | 229,361.76 |
| ACH | California Secretary of State | CA Secretary of State | 4/14/2026 | 25.00 |
| ACH | Primo Brands | Water svcs | 4/16/2026 | 360.63 |
| ACH | Pacific Business Technologies North | Copier Lease - 12/01/25 - 01/01/26 | 4/17/2026 | 88.19 |
| ACH | Staples | Office Supplies | 4/17/2026 | 751.29 |
| ACH | Fanshield | Fanshield Teak Refund | 4/17/2026 | 526.76 |
| ACH | Knott's Berry Farm | Knott's Berry Farm | 4/17/2026 | 5,916.80 |
| ACH | TASC | FSA Payment - 04/26 | 4/17/2026 | 1,029.15 |
| ACH | Fanshield | Fanshield Teak Refund | 4/20/2026 | 746.88 |
| ACH | Six Flags | Six Flags | 4/20/2026 | 8,429.10 |
| ACH | Chatgpt Subscription | Chatgpt Subscription | 4/21/2026 | 200.00 |
| ACH | Wix.com | Wix.com | 4/22/2026 | 708.00 |
| ACH | ServSafe | ServSafe | 4/23/2026 | 135.95 |
| ACH | ServSafe | ServSafe | 4/24/2026 | 214.97 |
| ACH | Inova | Payroll Taxes 04/24/2026S | 4/24/2026 | 65.78 |
| ACH | Beth Bulgeron | Reimb - Auto/Travel Expense - 04/15/26 - 04/17/ | 4/27/2026 | 1,149.56 |
| ACH | Enrique Robles | Reimb. - Auto & Travel Expenses - 04/09/26 - 04/ | 4/27/2026 | 1,285.64 |
| ACH | Costco Wholesale | Costco Wholesale | 4/28/2026 | 1,012.29 |
| ACH | California Department of Tax and Fee Admi | CA DEPT Tax Fee - Q1 2026 Use Tax Fees | 4/28/2026 | 530.00 |
| ACH | Inova | Payroll Taxes | 4/28/2026 | 21.53 |
| ACH | Kaiser Foundation Health Plan | Kaiser Foundation Health Plan 05/26 | 4/29/2026 | 59,479.65 |
| ACH | Inova | Payroll Taxes 04/30/2026 | 4/29/2026 | 73,761.03 |
| ACH | Inova | Payroll Direct Deposit 04/30/26 | 4/29/2026 | 249,483.83 |
| ACH | Matthew Brown | Reimb. - License (1yr) - 03/18/26 | 4/30/2026 | 2,722.19 |
| ACH | Enrique Robles | Reimb. - Meals - 03/05/26-03/13/26 | 4/30/2026 | 1,764.87 |
| ACH | Amazon Capital Services | Office Supplies | 4/30/2026 | 81.51 |
| | | **Total Disbursements Issued in April** | | **$ 747,629.06** |

| Area | Due Date | Description | Completed By | Board Must Approve | Signature Required | Additional Information |
|---|---|---|---|---|---|---|
| DATA | May-05 | **CALPADS End-of-Year 1 and 2 -** The data submission window opens on May 5, 2026 and closes on August 17, 2026. End-of-Year data includes: Course completion, program eligibility/participation, homeless students, student discipline, cumulative enrollment, student absence, postsecondary, RFEP count, work-based learning indicator, CTE, postsecondary outcomes for Students with Disabilities and SpED. | TEACH with Charter Impact support | No | No | https://www.cde.ca.gov/ds/sp/cl/ |
| FINANCE | May-15 | **Extended Due Date - Form 990 -** The IRS Form 990 is the annual information return filed by most non-profit charter schools. The form should be reviewed and accepted by the Board prior to filing. | TEACH/Audit firm | Yes | No | |
| FINANCE | Board approval before June 30 | **Local Control and Accountability Plan -** The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs. The components of the LCAP for the 2026-2027 LCAP year must be posted as one document assembled in the following order:<br><br>LCFF Budget Overview for Parents<br>Plan Summary<br>Engaging Educational Partners<br>Goals and Actions<br>Increased or Improved Services for Foster Youth, English Learners, and Low-income students<br>Action Tables<br>Instructions<br><br>**The LCAP must be presented at the same public meeting as the budget, preceding the budget hearing.**<br>**Local Indicators Report - Information Item**<br>**LCAP Public Hearing**<br>**Approval of the LCAP (Adoption)**<br>**Approval of the Budget (Adoption)** | TEACH with Charter Impact support | Yes | No | https://www.cde.ca.gov/re/lc/ |
| FINANCE | Board approval before June 30 | **Submit Preliminary Budget Plan to Authorizer -** Charter Schools are required to submit their annual budgets to their authorizer by the authorizer-imposed deadline. Authorizers then use the budget to determine if the Charter School has reasonable financial health to sustain operations.<br><br>**The budget must be presented at the same public meeting as the LCAP, following the budget hearing.** | Charter Impact | Yes | No | https://www.cde.ca.gov/fg/sf/fr/calendar23district.asp |
| FINANCE | Board approval before June 30 | **Education Protection Account (EPA) spending plan -** The governing board is required to approve a spending plan for EPA funds prior to recording allocable expenses for the year. This approval is not required by June 30th but is commonly approved during the annual budget adoption meeting for the upcoming year. | Charter Impact | Yes | No | https://www.cde.ca.gov/fg/aa/pa/pafaq.asp |
| FINANCE | Board approval before June 30 | **Complete Consolidated Application reporting - Spring -** The Consolidated Application (ConApp) is used by the California Department of Education (CDE) to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California. Annually, in May, each local educational agency (LEA) submits the spring release of the application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program. | Charter Impact with TEACH support | Yes | No | https://www.cde.ca.gov/fg/aa/co/index.asp |
| FINANCE | Jun-20 | **Certification of the Second Principal Apportionment -** The Principal Apportionment includes funding for the Local Control Funding Formula, which is the primary source of an LEA's general purpose funding; Special Education (AB 602); and funding for several other programs. The Second Principal Apportionment (P-2), certified by June 20, is based on the second period data that LEAs report to CDE in April and May. P-2 supersedes the P-1 Apportionment calculations and is the final state aid payment for the fiscal year ending in June. | FYI | No | No | https://www.cde.ca.gov/fg/aa/pa/ |
| FINANCE | Jun-26 | **Special Education Low Incidence Reimbursement Request due to SELPA** - Report are due to Los Angeles County Charter SELPA. | TEACH | No | No | https://www.lacountycharterselpa.org/ |
| FINANCE | Jun-30 | **Prop 28 Annual Certification -** Local educational agencies (LEAs) must annually certify that all funds will be used to provide arts education programs, among other assurances. | Charter Impact with TEACH support | No | No | https://www8.cde.ca.gov/ams |
| FINANCE | Jun-30 | **2022 Kitchen Infrastructure and Training (KIT) Funds Expenditure Deadline -** KIT funding can be used to purchase, repair, or fund infrastructure improvements, including those needed to implement the Universal Meals Program, at the district or school-site level such as electrical, plumbing, and construction related to the following four categories: Cooking equipment and supporting infrastructure needs; service equipment; refrigeration and storage; transportation between sites. | FYI | No | No | 2022 Kitchen Infrastructure and Training Funds - Nutrition (CA Dept of Education) |
| FINANCE | Jun-30 | **Middle College and Early College Grantees (MCEC) Progress Report and Expenditure Report Due** | TEACH with Charter Impact support | No | No | https://www.cde.ca.gov/fg/fo/r17/mcec24rfa.asp |
| FINANCE | Jun-30 | **School Nutrition Application Due for Community Eligibility or Provision 2 -** School Nutrition Program Provisions 1, 2, 3, and the Community Eligibility Provision are alternative ways for local educational agencies to claim student meals.<br>Provisions are methods for reducing paperwork and other administrative burdens at the local level by simplifying the traditional operating procedures for meal eligibility and meal counting. Schools must apply to participate in Provisions and receive approval from the California Department of Education (CDE) prior to implementation. | TEACH | No | No | https://www.cde.ca.gov/ls/nu/sn/cep.asp |
| DATA | Jun-30 | **Principal Apportionment Data Collection** - End-of-Year ADA data must be reconciled and submitted to Charter School authorizers for funding purposes. All attendance data collected from the first day of school to June 30 must be included in this submission. Due dates may vary and are prescribed by the schools' authorizer. The Principal Apportionment includes funding for the Local Control Funding Formula, which is the primary source of an LEA's general purpose funding; Special Education (AB 602); Expanded Learning Opportunities Program; and funding for several other programs. The Principal Apportionment is a series of apportionment calculations that adjust the flow of state funds throughout the fiscal year as information becomes known. | TEACH with Charter Impact support | No | Yes | https://www.cde.ca.gov/fg/aa/pa/index.asp |

| | | | | | | |
|---|---|---|---|---|---|---|
| DATA | Jun-30 | **English Language Proficiency Assessment** - Students must be reclassified as fluent English proficient (RFEP) on or before 6/30 per the school's reclassification criteria. Reclassification is the process whereby a student is reclassified from English learner (EL) status to Fluent English Proficient (RFEP) status. Reclassification can take place at any time during the academic year, immediately upon the student meeting all the criteria. General information on how to setup, monitor and report students' RFEP status can be found at the website within the Notes column. | TEACH with Charter Impact support | No | No | https://www.cde.ca.gov/sp/el/rd/ |
| OPERATIONS | Jun-30 | **Approve school calendar and instructional minutes -** 180/175 days charter schools and are allowed to shorten instructional year by 5 days without fiscal penalty. Kindergarten ~ 600 hours; Grades 1-3 ~ 840 hours; Grades 4-8 ~ 900 hours; Grades 9-12 ~ 1080 hours | TEACH with Charter Impact support | Yes | No | https://www.cde.ca.gov/fg/aa/pa/lcffitfaq.asp |
| GOVERNANCE | Jun-30 | **Executive School Leadership Review Evaluation –** The board of directors is responsible for hiring and establishing the compensation (salary and benefits) of the executive director by identifying compensation that is "reasonable and not excessive". The board conducting the review should document who was involved and the process used to conduct the review, as well as the disposition of the full board's decision to approve the executive director's compensation (minutes of a meeting are fine for this). The documentation should demonstrate that the board took the comparable data into consideration when it approved the compensation. | TEACH | Yes | No | This is an IRS requirement for Executive Director positions.<br><br>If needed, Charter Impact can provide data on comparable salaries for your organization's Board of Directors. |
| GOVERNANCE | Jun-30 | **Review your Homeless Education Policy -** A Homeless Education Policy is used to ensure that your school is compliant with key provisions of the Education for Homeless Children and Youths Act. It is also used to collect the contact information for your required designated homeless liaisons at your school. All schools are required to establish a board approved Homeless Education Policy. | TEACH | No | No | https://www.cde.ca.gov/sp/hs/cy/strategies.asp |
| GOVERNANCE | Jun-30 | **Review your Parental Involvement Policy -** Every local educational agency (LEA) in California must have a parental involvement policy: Federal requirement (LEAs accepting Title I funds). State requirement (California Education Code [EC] for non-Title I schools. Parents must be involved in how the funds reserved for parental involvement will be allocated for parental involvement activities. Keep minutes and sign-in sheets documenting these discussions. The California Department of Education (CDE) reviews the Consolidated Application and Reporting System (CARS) to see if the required reservation has been made. | TEACH | Yes | No | https://www.cde.ca.gov/sp/sw/t1/parentfamilyinvolve.asp |
| FINANCE | Set by Authorizer, final before July 31 | **PENSEC Pupil Estimates for New and Significantly Expanding Charters -** Charter schools in their first year of operation that begin instruction by September 30th, and continuing charter schools that are expanding by adding one or more grade levels, may apply for a special advance on their funding for LCFF State Aid and EPA State Aid, and potentially Federal funding. The special advance is based on estimated ADA and pupil counts. | Charter Impact | No | Yes | https://www.cde.ca.gov/fg/aa/pa/pensecinstr.asp |
| DATA TEAM | Jul-31 | **2025-26 Local Indicators Dashboard deadline** -The 2026 Dashboard reporting window will be open from June 3, 2026 through July 31, 2026. California School Dashboard Coordinators report their LEA's 2025–26 Local Indicators to the Dashboard on the myCDEconnect unified system. These are the local indicators that will be reported on the 2025 Dashboard. This includes reporting the date that the 2025 local indicator results were reported to the local governing board/body on or before July 1, 2026, at the same meeting at which the Local Control and Accountability Plan (LCAP) is adopted.<br>If an LEA does not submit results within the reporting window, a performance rating of "Standard Not Met" or "Standard Not Met for Two or More Years," as applicable, will appear on the LEA's 2025 Dashboard.<br>For further information regarding Dashboard Coordinators or local indicators, please contact the Local Agency Systems Support Office by email at LCFF@cde.ca.gov. | TEACH | Yes | No | https://www.cde.ca.gov/ta/ac/cm/localindicators.asp |
| FINANCE | Jul-31 | **ASES - 4th 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 | https://www.cde.ca.gov/ls/ex/asesduedates.asp |
| FINANCE | Jul-31 | **Comprehensive Support and Improvement (CSI) Expenditure Reporting - 2025 Report 1 and 2024 Report 4 -** 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 | Jul-31 | **Federal Cash Management - Period 1 -** The Title I, Part A; Title I, Part D, Subpart 2; Title II, Part A; Title III LEP; Title III Immigrant; and Title IV programs under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the ESSA, will utilize the Federal Cash Management program. Charter schools that are awarded a grant under any of these programs must submit the CMDC report for a particular quarter in order to receive an apportionment for that quarter; CDE will apportion funds to LEAs whose cash balance is below a certain threshold. | Charter Impact | No | No | https://www.cde.ca.gov/fg/aa/cm/ |
| GOVERNANCE | Jul-31 | **Annual review of organization's Fiscal Policies** - Board approved fiscal policies define the organization's financial operations and internal controls to ensure compliance with industry and government regulations. An annual review is recommended to ensure compliance with current procedures and annually updated regulations. If updates are necessary, revised policies may be documented and presented for Board approval. | TEACH with Charter Impact support | Yes | No | |
| DATA TEAM | Aug-17 | **CALPADS End-of-Year 1 and 2 certification deadline** - Course completion data for grades 7-12, CTE participants, concentrators, completers, program eligibility/participation, homeless student counts, student discipline, cumulative enrollment and student absence data must be submitted to CDE by 7/25/25, with an amendment deadline of 8/8/2025. | TEACH with Charter Impact support | No | No | https://www.cde.ca.gov/ds/sp/cl/rptcalendar.asp |

# Coversheet

## Update on TEACH Prep's Renewal with LACOE

**Section:** III. Items for Potential Action
**Item:** C. Update on TEACH Prep's Renewal with LACOE
**Purpose:** Discuss
**Submitted by:**
**Related Material:**
Confirmation of Board Action - TEACH with Attachment 5.12.26-Signed.pdf

**Los Angeles County Office of Education**

Debra Duardo
Superintendent

**Los Angeles County Board of Education**

James Cross
President

Theresa Montaño
Vice President

Michele Breslauer

Laura Cantú

Yvonne Chan

Margaret (Margie) Granado

Stanley L. Johnson, Jr.

May 15, 2026

***Via First Class Mail and Email to:***
***mbrown@teachps.org***

Mr. Matt Brown, Executive Director TEACH Inc.
TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School
10600 S. Western Ave.
Los Angeles, CA 90047

Dear Mr. Brown:

**Confirmation of County Board Action**

This letter serves as confirmation of the action taken by the Los Angeles County Board of Education (County Board) on the petition for TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School.

At its regular meeting held on May 12, 2026, the County Board took action to approve the petition for TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School received on appeal from Los Angeles Unified School District. Attached are copies of the findings of fact and approved action taken by the County Board, which constitutes the final order in this matter.

Should you have any questions, please do not hesitate to contact Mr. Jeff Hartman by email at Hartman_Jeffrey@lacoe.edu.

Sincerely,

Indra Ciccarelli
Director II
Charter School Office

IC:sm
Attachments

c: Ric Reyes, Division Director, Charter Schools Division, CDE
Craig Heimbichner, Education Administrator, CDE
Andrés Chait, Acting Superintendent, LAUSD
Marla Willmott, Director, Charter Schools Division, LAUSD
Debra Duardo, M.S.W., Ed.D., Superintendent, LACOE
Vibiana M. Andrade, General Counsel, LACOE

LOS ANGELES COUNTY
OFFICE OF EDUCATION
May 12, 2026
APPROVED: DD:cj

Board Meeting – May 12, 2026

Item VII. Recommendation / Public Hearing

A. Adopt the Superintendent's Recommendation to Grant the Appeal for *TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School, Grades TK-5*: Renewal Petition Denied by the Los Angeles Unified School District Board of Education with Attached Report

a. Staff Findings on the Renewal Petition for *TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School, Grades TK-5,* Pursuant to Education Code Sections 47605, 47607, 47607.2 and LACOE Board Policy

The *TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School* (TEACH Prep) renewal petition is presented to the Los Angeles County Board of Education (County Board) pursuant to Education Code (EC) 47605, 47607, and 47607.2. The renewal process requires the authorizer to evaluate both the past performance of the charter school and whether the renewal petition meets the criteria for approval. TEACH Prep is currently authorized by the Los Angeles Unified School District Board of Education.

Charter renewal is governed by EC 47605, 47607, and 47607.2 and the California Code of Regulations, Title 5 (5 CCR) 11966.4 and 11966.5. The California Department of Education has designated TEACH Prep as a middle performing school. As such, EC 47607(c)(2) and 47607.2(a) do not apply. Critical components of the applicable laws are as follows:

**EC 47607(c)(1)** sets an additional criterion for determining whether to grant a charter renewal, the charter authority shall consider the performance of the charter school on the state and local indicators included in the evaluation rubrics adopted pursuant to Section 52064.5.

**EC 47607(e)** Notwithstanding subdivisions (c) and subdivisions (a) and (b) of Section 47607.2, the chartering authority may deny renewal of a charter school upon finding that the school is demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors or it is not serving all pupils who wish to attend, as documented pursuant to subdivision (d).

**EC 47607.2(b) and LACOE Board Policy** state, in relevant part:

(1) for all charter schools for which paragraph (2) of subdivision (c) of Section 47607 and subdivision (a) of this section do not apply, the chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the evaluation rubrics adopted pursuant to Section 52064.5 and the performance of the charter school on the local indicators included in the evaluation rubrics adopted pursuant to Section 52064.5.

(2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.

(3) In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following:

(A) The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.

(B) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

(4) Subparagraphs (A) and (B) of paragraph (3) shall be demonstrated by verified data, as defined in subdivision (c).

Verified data is defined as data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced.

**5 CCR 11966.5(c)(1-2)** provides the considerations and criteria to be used by a county board for making a determination as to whether to renew a charter:

(1) When considering a petition for renewal, the county board of education shall consider the past performance of the school's academics, finances, and operation in evaluating the likelihood of future success, along with future plans for improvement, if any.

(2) The county board of education may deny a petition for renewal of a charter school only if [it] makes written factual findings, specific to the particular petition, setting forth facts to support one or more of the grounds for denial set forth, as applicable, in

> ***EC* 47605(c) or failure to meet one of the criteria set forth in *EC* section 47607**. (Emphasis added)

**EC 47607(a)(5)(b)** states that renewals of charters are governed by the standards and criteria in EC 47605, and shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed.

**EC 47605(c)** requires a governing board to be guided by the intent of the legislature that charter schools should become an integral part of the education system and that a charter be granted if the governing board is satisfied that granting the charter is consistent with sound educational practice.

**EC 47605(c)** further states that a governing board may only deny a petition if it provides written factual findings specific to the petition that supports one or more of the following findings:

(1) The charter school presents an unsound educational program.

(2) The petitioners are demonstrably unlikely to successfully implement the program.

(3) The petition does not contain the required number of signatures. (*Not applicable to a renewal petition*)

(4) The petition does not contain an affirmation of specified assurances.

(5) The petition does not contain reasonably comprehensive descriptions of 15 required elements of a charter.

(6) The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purpose of Chapter 10.7.

The County Board shall evaluate the petition according to the criteria and procedures established in law and may only deny the petition if it provides written findings addressing the reasons for the denial.

A summary of key findings is presented through the table on the following page.

The complete report on the written findings of fact is incorporated here and follows below.

LACOE staff will present the report to the County Board.

| TEACH Prep Charter School Petition for Renewal | | | Meets Requirements |
|---|---|---|---|
| **EC 47607(c), EC 47607.2(a) and EC 47607.2(b): Renewal Criteria** | | | |
| **Finding 1** | A | The charter school provided evidence that it met one of the statutory criteria for renewal with greater weight to performance on measurements of academic performance. | Yes |
| | B | There is clear and convincing evidence showing the school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school or strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers. | Yes |
| | C | The charter school is serving All Students without Fiscal or Governance concerns. | Yes |

b. The Superintendent recommends that the Los Angeles County Board of Education (County Board) adopt the written findings of fact stated below and take action to grant the appeal for renewal of *TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School*, Grades TK-5, for a term of five years commencing July 1, 2026, and ending June 30, 2031, subject to meeting the following conditions by the specified dates:

**1. Budget and Financial Projections**

By July 1, 2026, TEACH Preparatory shall submit to LACOE the following:

A revised 2026-27 budget and multi-year projections for fiscal years 2027-28 and 2028-29 based on reasonable assumptions and aligned with the school's enrollment trend.

a. Submit a consolidated budget along with the Adopted budget.

b. A 2026-27 Position Control Budget, detailing all salaries and benefits to accompany the budget.

c. General Ledgers covering the period from May 2026 through June 30, 2026.

d. The charter shall provide the following financial documents to the BAS liaison monthly following the date approved by the County Board:

- TEACH Preparatory's bank statements with reconciliations.
- Profit and Loss statements,
- Balance Sheet statements

**2. Charter Management Organization (Shared Cost)**

**During the term of the charter**, the CMO/Shared fee shall not exceed 15 percent of the school's revenue, defined as the amount received in the current fiscal year from the Local Control Funding Formula, as calculated pursuant to Education Code Section 42238.02 and implemented by Education Code Section 42238.03.

a. TEACH Preparatory allocates an 18.44% percent CMO/Management fee to the school's total LCFF revenues to cover the cost of services provided by TEACH Inc.

b. The CMO/Management fee allocation shall be the lesser of 2 or 2(a) during the charter's authorization.

c. Annual documentation submitted for the CMO/Management fee must be included:

1. The TEACH Preparatory Home office Budget including the position control budget.
2. An Excel File with calculations for the CMO/Management fee allocation and any written Shared plan or agreement.
3. Details for total TEACH Preparatory Home Office Expenditure Allocation (CMO/Management fees) distributed across all TEACH charter schools.
4. During the term of the charter if the percentage of the shared operational cost changes. TEACH Preparatory shall submit a revised Position Control Budget, including

salaries and health & wellness, other shared costs identifying the new allocated percentages.

3. **Bank Account Segregation**

   **By July 1, 2026**, TEACH Preparatory Charter is required to maintain separate bank checking, saving and investment account(s) for all financial transactions to ensure proper fiscal controls and transparency.

4. **Fiscal Policy Review and Revision**

   **By September 30, 2026**, TEACH Preparatory Charter shall review, update, and submit a revised board-approved Fiscal Policy that complies with applicable laws, LACOE policies and procedures, and addresses the following deficiencies:

   a. **Cost Allocation Plan:** The Fiscal Policy does not describe the methodology for allocating shared operational costs between TEACH school(s) and TEACH Inc. Update the policy to clearly define the manner and methods for charging salaries, health and wellness, and other shared expenses. The frequency of posting shared costs to the three charters and identifying the staff that are responsible for reviewing and approving the cost allocation plan.

   b. **Debt Management**: The Fiscal Policy does not include provisions governing the incurrence of debt, loans, or lines of credit.

   c. **Annual Financial Audit**: The policy cited fails to explicitly reference ED Code 47604.33, which is the primary statute governing charter school audit submission requirements.

      Bidding for Auditor: The petition cites a named auditing firm in the petition. Comply with EC 41020 on requirements for the selection of an auditing firm.

      - Include compliance with EC 41020(f)(2) - the mandatory auditor rotation for local educational agencies (LEAs).

d. **Credit Cards**: Policy lacks the setting of limits for credit/debit cards.

e. **Depreciation**: The policy tracks assets greater than $2,000 but does not define useful life or depreciation methods.

f. **Bank Reconciliation**: There is no documented review and approval of the completed bank reconciliation by internal management or the Board.

g. **Inter-School Borrowing** (if applicable): Create a policy prohibiting inter-school borrowing, or outline parameters for short-term interfund borrowing that includes Board approval.

**5. Changes to Shared Cost Allocations**

**During the charter term**, if the percentage of shared operational costs changes, TEACH Preparatory shall submit a revised Position Control Budget, including salaries, health and wellness, and other shared costs, clearly identifying the updated allocation percentages.

**6. STRS/PERS Contribution Reserve**

**By September 30, 2026**, the School will pay an invoice equal to two months of estimated STRS contributions. These funds will be retained by LACOE to cover STRS obligations should the charter be unable to meet its contribution requirements. At the end of each fiscal year, LACOE will reconcile actual contributions and issue an invoice for any additional amount necessary to maintain the two-month reserve.

**7. Revisions due to change in Authorizer**

**By July 1, 2026,** TEACH Preparatory shall submit to LACOE a revised charter that includes:

MOU and Board Policy Compliance: changes necessary to align petition to the LACOE MOU, LACOE Board Policy, and standard practice, including those identified by LACOE staff .

a. Revisions to cure all deficiencies noted in the Staff Report

**8. Improvement Plan**

**By July 1, 2026,** TEACH Preparatory shall submit an improvement plan that is satisfactory to the charter school office team and Superintendent, that should detail the increases in resources that will be committed to support growth in English Learner Progress and Chronic Absenteeism, including increases in funding for the educational program, increases in staffing / staff time commitments, rationales and any research-based strategies.

**9. Conflict of Interest / Related Parties Review**

By July 1, 2026, the school's governing board shall review the conflict of interest and remote interest provisions, assess for any potential conflicts, and report any findings to LACOE.

If any part or sub-part of conditions one (1) through nine (9) is not met by the date specified, the Superintendent will notify the County Board at a regularly scheduled meeting. Failure to meet any of the conditions by the specified timeline is grounds for terminating authorization.

Terminating authorization of the charter is considered a denial.

The complete Report of the Findings of Fact on the renewal petition appeal for *TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School, Grades TK-5,* is included below.

Los Angeles County Office of Education
Charter School Office
Date: May 12, 2026

Staff Findings on *TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School,* Grades TK-5 Appeal of a Renewal Petition Denied by the Los Angeles Unified School District School District Board of Education

## LOS ANGELES COUNTY OFFICE OF EDUCATION RECOMMENDATION

The Los Angeles County Office of Education (LACOE) Charter School Review Team (Review Team) finds that *TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School (TEACH Prep)* meets the criteria for renewal. The Charter School has made sufficient progress toward meeting standards, presents a sound educational program, and is likely to successfully implement the educational program. In addition, the petition contains the required affirmations of Education Code section 47605(e), there is no evidence of problematic fiscal or governance factors or that the Charter School is failing to serve all pupils. Although the petition provides a reasonably comprehensive description with specific deficiencies of several elements, the Review Team concluded that the completion of technical adjustments can bring the petition into legal compliance.

Written factual findings specific to this petition along with supporting evidence are presented in the Finding of Facts section of this report. A *de novo* review of the petition for Finding 2 through 7 can be found in Appendix A.

## BACKGROUND INFORMATION

The petition for *TEACH Prep* is to renew the charter for a grades TK-5 school. This petition was submitted on appeal to the Los Angeles County Board (County Board) on February 20, 2026. The school is located at 8505 South Western Ave. Los Angeles, California within the geographic boundaries of the Los Angeles Unified School District.

*TEACH Prep* was initially approved by the Los Angeles Unified School District (LAUSD) Board in 2018 and this is the first petition for charter renewal.

*TEACH Prep* is one of 3 schools currently operated by the 501(c)(3) nonprofit public benefit corporation TEACH Inc. dba Strategic Charter Solutions. This charter management organization (CMO) operates three schools in Los Angeles County:

1. TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary (Tk-5)
2. TEACH Academy of Technologies (5-8)
3. TEACH Tech Charter High (9-12)

**Mission and Vision:** The petition states the charter school's mission 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".

The school's vision according to the petition is to "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."



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**Students Served by the School:** Although the charter allows grades TK-5, TEACH Prep serves students in grades TK-4, and the petition states enrollment is drawn mainly from Westmont/Gramercy Park and its neighboring communities. The school may add grade 5 at a later date if needed.

The 2024-25 enrollment at TEACH Prep was approximately 271 students, with the following demographics: 54% Hispanic or Latino; 44% African American or Black; 1% Two or More Races; and 1% White; 99% Socioeconomically Disadvantaged Students (SED); 12.5% Students with Disabilities (SWD); 25% English Learners (ELs); and 1% Foster Youth (FY).

**Table 1: TEACH PREP 2024-2025 Enrollment by Ethnicity**

| Student Groups | Number Enrolled | Percent of Total Enrollment |
|---|---|---|
| All | 271 | 100.0% |
| AA/Black | 119 | 43.9% |
| American Indian | 0 | 0% |
| Asian | 0 | 0% |
| Filipino | 0 | 0% |
| Hispanic | 145 | 53.5% |
| Not Reported | 0 | 0% |
| Pac Islander | 0 | 0% |
| Two or more | 3 | 1.1% |
| White | 4 | 1.5% |

Source: CDE Data & Statistics/Accessing Educational Data/Census Day Enrollment Data https://www.cde.ca.gov/ds/ad/filesenrcensus.asp Retrieved 02-25-26

**Table 2: TEACH PREP 2024-2025 Enrollment by Student Group**

| Student Groups | Number Enrolled | Percent of Total Enrollment |
|---|---|---|
| EL | 68 | 25.1% |
| Foster | 3 | 1.1% |
| Homeless | 0 | 0% |
| SED | 269 | 99.3% |
| SWD | 34 | 12.5% |

Source: CDE Data & Statistics/Accessing Educational Data/Census Day Enrollment Data https://www.cde.ca.gov/ds/ad/filesenrcensus.asp Retrieved 02-25-26

**Table 3: TEACH PREP Historic Enrollment by Grade Level**

| Year | Grade TK | Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Total |
|---|---|---|---|---|---|---|---|
| 2018-19 | N/A | 47 | 33 | 0 | 0 | 0 | 80 |
| 2019-20 | N/A | 59 | 51 | 35 | 0 | 0 | 145 |
| 2020-21 | N/A | 36 | 51 | 58 | 42 | 0 | 187 |
| 2021-22 | N/A | 47 | 53 | 52 | 58 | 49 | 259 |
| 2022-23 | N/A | 50 | 43 | 53 | 49 | 53 | 248 |
| 2023-24 | 20 | 51 | 43 | 54 | 52 | 52 | 272 |
| 2024-25 | 20 | 46 | 48 | 52 | 52 | 53 | 271 |

Since its authorization by the LAUSD Board, TEACH Prep has not received any written notices of concern.

## REASON FOR DENIAL BY LOCAL DISTRICT

The LAUSD Board denied the renewal petition based on written findings of fact taking into account *Education Code (EC)* sections 47605, 47607, 47607.2 and 47607.5 and the *California Code of Regulations,* Title 5 (5 *CCR*) that govern charter renewal.

***EC 47607.5(a)*** states if either a school district governing board or a county board of education, as a chartering authority, does not grant a renewal to a charter school pursuant to Section 47607 or 47607.2, the charter school may appeal the decision pursuant to the procedures pertaining to a denial of a petition for establishment of a charter school, as provided in subdivision (k) of Section 47605 for review in accordance with Section 47607.

***EC 47607(c)(1)*** sets forth *as an additional criterion for determining whether to grant a charter renewal, the chartering authority shall consider the performance of the charter school on the state and local indicators included in the evaluation rubrics adopted pursuant to Section 52064.5.*

The District Board found that TEACH Prep had insufficient performance on state indicators (Dashboard).

**5 *CCR* 11966.4(b)(2)** permits a district governing board to deny a petition for renewal of a charter school only if it makes written factual findings as mandated by *EC* section 47605(b), the absence of written factual findings shall be deemed an approval of the petition for renewal.

The District Board made the following written factual findings through its action on February 17, 2026:

- As a Middle Performing charter school, TEACH Prep failed to meet or make sufficient progress toward meeting standards that provide a benefit to pupils of Charter School. (Ed. Code § 47607.2(b).) (Criterion 2)
- Petitioners were demonstrably unlikely to successfully implement the program set forth in the petition (Ed. Code § 476052(c)(2)) (Criterion 1)

***EC* 47605(c)(2):** The petitioners are demonstrably unlikely to successfully implement the program:

The District Board found that TEACH Prep:

- Did not yield academic outcomes at a level equal to or higher than the state averages for All Students, and a majority of numerically significant student groups in ELA and math for a majority of the last three years
- Did not yield outcomes at a level equal to or higher than the state average in English Learner Progress for any of last three years
- Had a rate of chronic absenteeism that was higher than the state for All Students and for all numerically significant student groups for the last three years
- Did not demonstrate student performance for All Students and for a majority of numerically significant student groups that was higher than the Resident School Mean (RSM) for ELA, math or English Learner Progress for a majority of the last three years
- Did not meet the Student Achievement benchmark in any of the past three years

Any of the above findings may be cause for denial of a renewal petition.

**Response from the Petitioner**

The petitioner provided a written response to the findings of the local district board and submitted it as part of the petition package. The response was considered during the review process.

**Appeal to the Los Angeles County Board of Education**

TEACH Prep submitted a renewal petition to the County Board on February 20, 2026. The County Board held a Public Hearing to determine support for the petition on April 14, 2026. At the Public Hearing, nine people spoke in support of the school: two parents, two teachers and five other staff members. One spoke in opposition to the school: a representative from the LAUSD Charter School Division.

## LOS ANGELES COUNTY OFFICE OF EDUCATION REVIEW PROCESS

**Review Criteria:** The Los Angeles County Office of Education (LACOE) Charter School Review Team (Review Team) considered the petition according to the requirements of the *Education Code* (*EC*) and other pertinent laws, guidance established in the *California Code of Regulations* Title 5, County Board Policy and the Superintendent's Administrative Regulations.[1]

LACOE has adopted the petition review criteria established in 5 *CCR* section 11967.5.1(a-g) except where LACOE determined that the regulations provide insufficient direction or where they are not applicable because the structure or responsibility of the County Board and LACOE differ from those of the State Board of Education (SBE) and the California Department of Education (CDE). In these instances, LACOE developed its own local review criteria or added criteria to those developed by CDE to reflect the needs of the County Board as the authorizer and LACOE as the monitoring and oversight agency. These local criteria do not conflict with statute.

A more detailed description of the LACOE petition renewal process can be found in Appendix B.

## CHARTER RENEWAL ELIGIBILITY

**Statutory Framework and Criteria for Renewal[2]**

All charter schools requesting renewal must clearly show that they meet eligibility requirements set forth in the Charter Schools Act and further defined in AB 1505. Depending on the findings adopted by the County Board, a charter may be renewed or denied renewal based on these criteria found in *EC* 47605, 47607 and 47607.2:

1. Does the petition and the supporting documentation reflect a sound educational program for pupils? Are the petitioners likely to successfully implement the program set forth in the petition? Does the petition contain a reasonably comprehensive description of all required elements and affirm the conditions of *EC* 47605(e)?
2. Is the charter eligible for renewal under the High, Middle, or Low performing category and has the charter provided an argument with sufficient evidence that it has attained the criteria for renewal under that category? Has the charter attained measurable increases in academic achievement schoolwide and for numerically significant subgroups[3] served by the charter school, and if applicable, does the school have strong postsecondary outcomes?

[1] Words in italics indicate a direct reference to the language in these documents.
[2] The full renewal criteria can be found in Appendix B.
[3] Numerically significant subgroup (student group) for a charter school is defined as a student group with 30 or more students in the technical guide of the California Dashboard.

3. Does the charter school have discriminatory enrollment or dismissal practices? Does the charter have substantial fiscal or governance issues?

**TEACH Prep is designated as Middle Performing under EC 47607.2(b) for evaluation purposes[4]**

**Middle Performing *EC* 47607.2(b)/LACOE Board Policy**

The school was not found eligible for high performing under *EC* 47607(c) nor low performing under *EC* 47607.2(a); therefore, the chartering authority:

1. Shall consider schoolwide performance and performance of all subgroups on the Dashboard, while providing greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal
2. Shall also consider clear and convincing evidence with verified data showing either:
    1. The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school

       OR

    2. Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

Note: An Authorizer may only deny pursuant to EC 47607.2(b) upon making written findings that:

(1) The charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to pupils of the school;

AND

(2) Closure is in the best interest of the pupils;

AND

(3) The decision provided greater weight to the performance on measurements of academic performance.

Written factual findings specific to this petition along with supporting facts are presented in the next section of this report.

## LOS ANGELES COUNTY OFFICE OF EDUCATION FINDINGS OF FACT

**Finding 1: The charter school's academic performance criteria specified in *EC* 47607(b) has been determined to be sufficient for renewal for a school receiving a middle classification.**

**TEACH Prep received a Middle-Performing classification from the CDE. Verified data was utilized in this renewal consideration in alignment with the language previously set forth in *EC* 47607.2(c) and in current LACOE Board Policy. The charter school met the renewal criteria specified in EC 47607.2(b) and LACOE Board Policy.**

In reviewing the schoolwide performance and the performance of all numerically significant student groups on the California School Dashboard and the verified data provided by the charter school, TEACH Prep has provided evidence that the school has made one year's progress through their iReady data as summarized on Table 6.

[4] Source: CDE: https://www.cde.ca.gov/sp/ch/performcategory.asp Retrieved 3/26/26

As a grades TK-4 charter school, the California School Dashboard for TEACH Prep consists of the following indicators: academic performance on the California Assessment of Student Performance and Progress (CAASPP) in English Language Arts (ELA) and Mathematics (Math); the English Learner Progress Indicator (ELPI); the Chronic Absenteeism Indicator; the Suspension Rate Indicator; and Local Indicators. Table C1 in Appendix C shows TEACH Prep Dashboard colors for the last three years.

The school has the following numerically significant student groups for one or more indicator: Hispanic, African American (AA), English Learners (EL), Socioeconomically Disadvantaged (SED), and Students with Disabilities (SWD).

TEACH Prep uses iReady assessments for grades K-4 to show one year's progress. Extensive data tables for the California School Dashboard indicators and verified data from iReady is available in Appendix C. The following is a summary of the data used to determine renewal eligibility.

## Academic Performance Indicators on the California School Dashboard Compared to State

Tables 4 and 5 show that TEACH Prep's academic performance in ELA and Math has failed to meet the state averages in Distance from Standard (DFS) for a majority of the past three years for All Students and the majority of numerically significant student groups.

Table 4 shows that while the TEACH Prep Dashboard performance in English Language Arts over the last three years does not meet the standard for renewal, the English Learners student group in the 2024-2025 school year did have a better DFS than the statewide average.

**Table 4: TEACH PREP Summary: ELA Distance from Standard Compared to the State**

| | 2023 | 2024 | 2025 |
|---|---|---|---|
| Indicator: ELA | | | |
| Status Metric: Distance from Standard | | | |
| All Students | Lower | Lower | Lower |
| Numerically Significant Student Groups | | | |
| African American or Black | Lower | Lower | Lower |
| Hispanic or Latino | Lower | Lower | Lower |
| English Learners | Lower | Lower | Higher |
| Socioeconomically Disadvantaged | Lower | Lower | Lower |
| Students with Disabilities | — | — | Higher** |
| Are all students and the majority of the numerically significant student groups performing at or above the state's DFS? | NO | NO | NO |

Source: Comprehensive ELA Dashboard data including student groups and state comparison is available in Appendix C (Tables C2-C4)
** - Student groups must have at least 30 or more students to be included for accountability purposes

Table 5 shows that while the TEACH Prep Dashboard performance in math over the last three years does not meet the standard for renewal, that in the 2024-2025 school year, TEACH Prep students outperformed the state both overall and for every numerically significant student group. In 2023-2024, the African American student group outperformed the state average, and in 2022-2023 the Hispanic student group outperformed the state average.



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**Table 5: TEACH PREP Summary: Math Distance from Standard Compared to the State**

| | 2023 | 2024 | 2025 |
|---|---|---|---|
| Indicator: Math | | | |
| Status Metric: Distance from Standard | | | |
| All Students | Lower | Lower | Higher |
| Numerically Significant Student Groups | | | |
| African American or Black | Lower | Higher | Higher |
| Hispanic or Latino | Higher | Lower | Higher |
| English Learners | Lower | Lower | Higher |
| Socioeconomically Disadvantaged | Lower | Lower | Higher |
| Students with Disabilities | — | — | Higher** |
| Are all students and the majority of the numerically significant student groups performing at or above the state's DFS? | NO | NO | YES |

Source: Comprehensive Math Dashboard data including student groups and state comparison is available in Appendix C (Tables C5-C7)
** - Student groups must have at least 30 or more students to be included for accountability purposes

Although the Students with Disabilities student group outperformed the state for both ELA and math in 2025, an insufficient amount of these students were tested in order to use this data for accountability purposes.

As the school did not show clear and convincing evidence of academic achievement through the California Dashboard in ELA and Math, the school's verified data, iReady Progress to Typical Growth (PTG), was reviewed.

To demonstrate one year's progress using iReady, the student group's Typical Annual Growth must be greater than or equal to 75% for Reading, and 80% for Math. The iReady data is disaggregated by grade level for all students tested and student groups. Student groups with 10 or more students per grade level were used for both Reading and Math.

In addition to reviewing iReady PTG data, student participation rates on these benchmark assessments were considered. The TEACH Prep Stability Count from DataQuest (https://dq.cde.ca.gov/dataquest/) was used to determine an approximate participation rate for each assessment. Most of the participation rates of students taking iReady assessments for the last three years were above 95%, with those that were not being discarded and not used to establish renewal eligibility. Participation Rate data and a detailed methodology can be found in Appendix C, Tables C22-C23.

Table 6 below shows a three-year summary of TEACH Prep verified data results for Reading and Math. It shows that with the exception of 2022-2023 in Math, performance met the renewal criteria. Specifically, that of a majority of grade levels both for All Students and for a majority of student groups for a majority of the last three years met the publisher's cut points for a year of growth for both Reading and Math.

## TEACH Prep - Verified Data

| Legend For iReady Tables |
|---|
| Green cell indicates student group has met the minimum requirement for one year's growth |
| Red cell indicates student group has not met the minimum requirement for one year's growth |
| Dark Grey indicates data not used for accountability due to less than 10 students tested |
| Light grey indicates data not used for accountability due to a participation rate less than 95% |
| N/A indicates student group data was not made available by the school |



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**Table 6: TEACH Prep Summary- iREADY Reading and Math Student Groups Meeting Annual Growth**

| | 2022-23 | 2023-24 | 2024-25 | | 2022-23 | 2023-24 | 2024-25 |
|---|---|---|---|---|---|---|---|
| | iReady Reading | | | | iReady Math | | |
| | Grade Levels Meeting Criteria | | | | Grade Levels Meeting Criteria | | |
| All Students | 2 of 4 | 4 of 5 | 4 of 5 | | 2 of 4 | 1 of 5 | 4 of 5 |
| | Numerically Significant Student Groups | | | | | | |
| African American or Black | 4 of 5 | 4 of 5 | 4 of 5 | | 4 of 5 | 1 of 5 | 3 of 5 |
| Hispanic or Latino | 4 of 5 | 3 of 5 | 4 of 5 | | 4 of 5 | 2 of 5 | 4 of 5 |
| English Learners | N/A | 4 of 5 | 4 of 5 | | N/A | 2 of 5 | 2 of 5 |
| Socioeconomically Disadvantaged | N/A | 4 of 5 | 3 of 5 | | N/A | 1 of 5 | 2 of 4* |
| Participation Rate Met | YES | YES | YES | | YES | YES | YES |
| Are all students and the majority of the numerically significant student groups performing at or above the publisher's metric? | | | | | | | |
| All Students | YES | YES | YES | | YES | NO | YES |
| Student Groups | YES | YES | YES | | YES | NO | YES* |
| Both | YES | YES | YES | | YES | NO | YES* |

Source: Comprehensive verified data tables including Participation Rates are available in Appendix C (Tables C15-C23)
* - In 2024-2025 TEACH Prep had 99.3% SED therefore All Students group could be used as a proxy

The remaining Academic Indicators on the Dashboard for elementary schools is the ELPI (English Learner Progress Indicator). Table 7 summarizes ELPI data and shows that TEACH Prep has not outperformed the state in any of the past three years. This is an area of concern that would need to be prioritized if the school is renewed on appeal.

**Table 7: TEACH PREP Summary: ELPI Percent Compared to the State**

| | 2023 | 2024 | 2025 |
|---|---|---|---|
| Indicator: English Learner Progress Indicator (ELPI) | | | |
| Status Metric: Percent Making Progress | | | |
| English Learners | Lower | Lower | Lower |

Source: Comprehensive ELPI data tables including state comparison are available in Appendix C (Table C8)

For the three Academic Indicators which are to receive additional weight pursuant to 47607(b)(2) in renewal decisions: ELA, Math and ELPI, the results for the three most recent years indicate that a majority of the indicators are met for a majority of the years, as shown in Table 8:

**Table 8: Summary of TEACH Prep Academic Indicators**

| Academic Indicator | 2023 | 2024 | 2025 |
|---|---|---|---|
| ELA (Verified Data) | Met | Met | Met |
| Math (Verified Data) | Met | Not Met | Met |
| ELPI | Not Met | Not Met | Not Met |

Source: Comprehensive data tables including state comparisons are available in Appendix C (Tables C2-C8, C16-C21)

**Academic Engagement, School Conditions and School Climate Indicators on the California Dashboard Compared to State**

The remaining Dashboard indicators for elementary schools include Chronic Absenteeism Rate, Suspension Rate, and Local Indicators.

To demonstrate measurable increases for renewal in the areas of chronic absenteeism and suspension rate, both all students and the majority of the numerically significant student groups must be the same or lower than the state.

Table 9 below shows that for Chronic Absenteeism, TEACH Prep has not outperformed the state for All Students or for any student groups in the three past years. High Chronic Absenteeism rates are a concern that would need to be prioritized if the school is renewed on appeal.

**Table 9: TEACH PREP Summary: Chronic Absenteeism Percent Compared to the State**

| | 2023 | 2024 | 2025 |
|---|---|---|---|
| Indicator: Chronic Absenteeism | | | |
| Status Metric: Percent Chronically Absent | | | |
| All Students | Higher | Higher | Higher |
| Numerically Significant Student Groups | | | |
| African American or Black | Higher | Higher | Higher |
| Hispanic or Latino | Higher | Higher | Higher |
| English Learners | Higher | Higher | Higher |
| Socioeconomically Disadvantaged | Higher | Higher | Higher |
| Students with Disabilities | Higher** | Higher | Higher |
| Are all students and the majority of the numerically significant student groups performing at or below the state average? | NO | NO | NO |

Source: Comprehensive Chronic Absenteeism data including student groups and state comparison is available in Appendix C (Tables C12-C14)
** - Student groups must have at least 30 or more students to be included for accountability purposes

Table 10 below shows that TEACH Prep outperformed the state for both All Students and all student groups in the area of Suspension Rate in all of the past three years.

**Table 10: TEACH PREP Summary: Suspension Rate Percent Compared to the State**

| | 2023 | 2024 | 2025 |
|---|---|---|---|
| Indicator: Suspension Rate | | | |
| Status Metric: Percent of Students Suspended at Least One Day | | | |
| All Students | Lower | Lower | Lower |
| Numerically Significant Student Groups | | | |
| African American or Black | Lower | Lower | Lower |
| Hispanic or Latino | Lower | Lower | Lower |
| English Learners | Lower | Lower | Lower |
| Socioeconomically Disadvantaged | Lower | Lower | Lower |
| Students with Disabilities | Lower** | Lower | Lower |
| Are all students and the majority of the numerically significant student groups performing at or below the state average? | YES | YES | YES |

Source: Comprehensive Suspension data including student groups and state comparison is available in Appendix C (Tables C9-C11)
** - Student groups must have at least 30 or more students to be included for accountability purposes



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Table 11 below shows that TEACH Prep met all Dashboard Local Indicators[5] in two of the last three years.

**Table 11: TEACH PREP Summary of Local Indicators**

| | 2023 | 2024 | 2025 |
|---|---|---|---|
| **Local Indicators** | **Criteria Met?** | | |
| Basics: teachers, Instructional Materials, Facilities | Not Met | Met | Met |
| Implementation of Academic Standards | Not Met | Met | Met |
| Parent & Family Engagement | Not Met | Met | Met |
| Local Climate Survey | Not Met | Met | Met |
| Access to a Broad Course of Study | Not Met | Met | Met |
| Source: CDE Local Indicators https://www.cde.ca.gov/ta/ac/cm/localindidatafiles.asp Retrieved 02-25-26 | | | |

**Other Considerations**

Analysis of enrollment data obtained from the California Department of Education (CDE), as required by *EC* 47607(d), did not reveal any evidence that the school failed to serve students seeking enrollment.

**Determination**

Based on a comprehensive review, the school has demonstrated measurable progress in key areas required by *EC* 47607.2(b), with greater weight provided to measurements of academic performance. ***The charter school has demonstrated sufficient progress toward meeting standards that provide a benefit to pupils of the school***.

[5] Per *EC* 52064.5, local indicators are self-assessed and self-reported by LEAs.



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## Appendix A

**DE NOVO REVIEW OF FINDINGS 2 -7**

**Finding 2: The petition provides a sound educational program for students to be enrolled in the school.** [*EC* 47605(c)(1)]

Based on the guidance established in 5 *CCR* section 11967.5.1(a), the charter petition is *consistent with sound educational practice* based on evidence that *it is likely to be of educational benefit to pupils who attend. A charter school need not be designed or intended to meet the educational needs of every student who might possibly seek to enroll in order for the charter to be granted.*

**Finding 3: The petitioners are demonstrably likely to successfully implement the proposed educational program.** [*EC* 47605(c)(2)]

While there have been connections between staff at TEACH Inc. and the unsuccessful charter schools TEACH Las Vegas and Public Policy Charter School, the Review Team did not determine that they were sufficient to find that the petitioners are demonstrably unlikely to implement the program at TEACH Prep.

Fiscal analysis is contained in Appendix D.

**Finding 4: The petition contains an affirmation of all specified assurances.** [*EC* 47605(c)(4); *EC* 47605(e)]

**Finding 5: The petition does contain a reasonably comprehensive description of all required elements.** [*EC* 47605(c)(5)(A)-(O)]

Based on the guidance established in *Education Code*, California Code of Regulations, the requirements set forth in the Superintendent's Administrative Regulations (AR) and other requirements of law, all of the 15 required elements are reasonably comprehensive. The findings of the Review Team are as follows:

**Element 1: Description of the Educational Program.** *Reasonably comprehensive with specific deficiencies*

The petition fails to provide an adequate description of *how the charter school will meet the needs of students with disabilities, English learners, students achieving substantially above or below grade level expectations, and other special student populations [5 CCR 11967.5.1(f)(1)(G)]*

Petition language regarding meeting the needs of English Learners inadequately describes how the school will use staff knowledgeable in language acquisition to support English Learners.

**Element 2: Measurable Pupil Outcomes.** *Reasonably comprehensive with specific deficiencies*

The petition does not adequately specify the *skills, knowledge, and attitudes that reflect the school's educational objectives and can be assessed at a minimum, by objective means that are frequent and sufficiently detailed enough to determine whether pupils are making satisfactory progress. It is intended that the frequency of objective means of measuring pupil outcomes vary according to such factors as grade level, subject matter, the outcome of previous objective measurements, and information that may be collected from anecdotal sources. To be sufficiently detailed, objective means of measuring pupil outcomes must be capable of being used readily to evaluate the effectiveness of and to modify instruction for individual students and for groups of students.*



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The outcomes must be based on verifiable data. The stated past performance on Measurable Pupil Outcomes (MPOs) does not align with available data.

Appeal petition states that the outcome related to 100% credentialed teachers was met every year of current term, but California State Assignment Accountability System (CALSAAS) reports for the last three years show that for:

- 24-25: There were 3 teachers that were misassigned
- 23-24: There were 2 vacancies that needed to be covered by substitutes
- 22-23: There was 1 misassignment and 1 vacancy

Teacher Assignment and Monitoring Outcomes data available at the DataQuest website shows that the percentage of teachers at TEACH Prep with clear, preliminary or intern credentials was:

- 22-23: 89%
- 21-22: 41%
- 20-21: 83%

Also, some stated goals and projected outcomes do not align. The petition has language stating the goal of the school is to "Close the achievement gap for student subgroups" but annual improvement targets for several outcomes are the same amount for each student group, regardless of their differing baselines, resulting in the maintenance of achievement gaps.

**Element 3: Method for Measuring Pupil Progress.** *Reasonably comprehensive*

**Element 4: Governance Structure.** *Reasonably comprehensive with specific deficiencies*

Charter petition language does not reflect the following new laws passed since the charter was last approved:

- AB 640 and SB 827, in effect as of 1/1/26, regarding finance training

**Element 5: Employee Qualifications.** *Reasonably comprehensive with specific deficiencies*

Qualifications for CMO-level EL Coordinator mentioned during Capacity Interview on 4/16/26 is not described in petition.

Charter petition language does not reflect the following new law passed since the charter was last approved:

- AB 2345, in effect as of 1/1/25, regarding new CPR requirement for teachers

**Element 6: Health and Safety Procedures.** *Reasonably comprehensive with specific deficiencies*

Charter petition language does not reflect the following new law passed since the charter was last approved:

- AB 230, in effect as of 1/1/24, regarding stocking of menstrual products

**Element 7: Means to Achieve a Reflective Racial, Ethnic Balance, Special Education and English Learner Student Population.** *Reasonably comprehensive with specific deficiencies*

Recognizing the limitations on admissions to charter schools imposed by *EC 47605(d),* the petition contains *specific information* indicating *the racial, ethnic, and Special Education and EL composition of the general population residing within the territorial jurisdiction of the school district* in which the charter will be located is attained by the charter school.

**Table 12: Racial and Ethnic Composition of TEACH PREP and Local District (LAUSD)**

| Student Groups | Percent of Total Enrollment of School 2024-2025 | District is LAUSD |
|---|---|---|
| | | Percent in District |
| African American or Black | 43.9% | 7.1% |
| American Indian | 0% | 0.1% |
| Asian | 0% | 3.3% |
| Filipino | 0% | 1.6% |
| Hispanic or Latino | 53.5% | 73.6% |
| Not Reported | 0% | 2.2% |
| Pacific Islander | 0% | 0.2% |
| Two or more Races | 1.1% | 2.1% |
| White | 1.5% | 9.7% |

Source: CDE Data & Statistics/Accessing Educational Data/Census Day Enrollment Data https://www.cde.ca.gov/ds/ad/filesenrcensus.asp Retrieved 02-25-26

**Table 13: Racial and Ethnic Composition of TEACH PREP and Local Community (Zip Code 90047)**

| Student Groups | Percent of Total Enrollment of School 2024-2025 | Community* Zip code 90047 |
|---|---|---|
| | | Percent of Total Community |
| African American or Black | 43.9% | 50.7% |
| American Indian | 0% | 0.1% |
| Asian | 0% | 1.1% |
| Filipino | 0% | 0.8% |
| Hispanic or Latino | 53.5% | 40.3% |
| Pacific Islander | 0% | 0.8% |
| Two or more Races | 1.1% | 3.7% |
| White | 1.5% | 2.4% |

Source: CDE Data & Statistics/Accessing Educational Data/Census Day Enrollment Data https://www.cde.ca.gov/ds/ad/filesenrcensus.asp Retrieved 02-25-26
*Source: U.S. Census Bureau, 2020-2024 American Community Survey 5-Year Estimates https://data.census.gov/table/ACSDP5Y2024.DP05?g=860XX00US90047

Table 14 shows that homeless students may have been under-identified. Not only were zero students identified as homeless in 2024-2025, no students have ever been identified as homeless at TEACH Prep. If school is approved, this will be an area of focus during oversight.

**Table 14 TEACH PREP 2024-2025 Enrollment by Student Program**

| Student Groups | Percent of Total Enrollment of School 2024-2025 | District is LAUSD |
|---|---|---|
| | | Percent in District |
| EL | 25.1% | 18.6% |
| Foster | 1.1% | 0.5% |
| Homeless | 0% | 2.7% |
| SED | 99.3% | 82.4% |
| SWD | 12.5% | 15.6% |
| Source: CDE Data & Statistics/Accessing Educational Data/Census Day Enrollment Data https://www.cde.ca.gov/ds/ad/filesenrcensus.asp Retrieved 02-25-26 | | |

**Element 8: Admission Requirements**. *Reasonably comprehensive with specific deficiencies*

The admission requirements *are* not *in keeping with EC* section *47605(c)(5)(H) and* EC section 47605(e).

*Admission policies do not include a public random drawing or the process for conducting the lottery is not clearly defined and/or observable.*

Lottery process is unclear in regards to handling of siblings of current students and children of current staff.

**Element 9: Annual Independent Financial Audits.** *Reasonably comprehensive with specific deficiencies*

The charter language does not specify a timeline for addressing audit exceptions in alignment with 5 CCR 11967.5.1 (f)(9)(C).

The charter petition language states that "The annual audit shall be conducted by CliftonLarsonAllen LLP" which may conflict with EC 41020(f)(2) and the competitive bidding process contained in the TEACH Inc. Fiscal Policies and Procedures.

**Element 10: Suspension and Expulsion Procedures.** *Reasonably comprehensive*

**Element 11: STRS, PERS, and Social Security**. *Reasonably comprehensive*

**Element 12: Public School Attendance Alternatives.** *Reasonably comprehensive*

**Element 13: Post-Employment Rights of Employees.** *Reasonably comprehensive*

**Element 14: Dispute Resolution Procedures.** *Reasonably comprehensive with specific deficiencies*

**Element 15: Closure Procedures.** *Reasonably comprehensive*

**Finding 6: The petitioners are not** *demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors or is not serving all pupils who wish to attend, as documented pursuant to EC 47607(e).*

Staff reviewed the data from the CDE and did not note any concerns regarding TEACH Prep not serving all students.

**Finding 7: The petition does satisfy all of the Required Assurances of *Education Code* section 47605(d), (f) through (i), (l) through (n)** as follows:

**Standards, Assessments and Parent Consultation.** [*EC* 47605(d)] *Meets the condition*

**Employment is Voluntary.** [*EC* 47605(f)] *Not applicable*

**Pupil Attendance is Voluntary.** [*EC* 47605(g)] *Not applicable*

**Effect on the Authorizer and Financial Projections. [***EC* 47605(h)] *Provides the necessary evidence*

**Preference to Academically Low Performing Students.** [*EC* 47605(i)] *Qualifies*

**Teacher Credentialing Requirement. [***EC* 47605(l)] *Meets the condition*

**Transmission of Audit Report. [***EC* 47605(m)] *Meets the condition*

**Parent Involvement is Voluntary [*EC* 47605(n)]** *Meets the condition*

# Appendix B

## LOS ANGELES COUNTY OFFICE OF EDUCATION RENEWAL CRITERIA AND REVIEW PROCESS

The Los Angeles County Office of Education (LACOE) Charter School Review Team (Review Team) reviews a renewal petition according to the renewal criteria found in *EC* 47605, 47607 and 47607.2 and conducts a *de novo* review of the entire petition submission.

### Statutory Framework and Criteria for Renewal

All charter schools requesting renewal must clearly show that they meet eligibility requirements set forth in Charter Schools Act and further defined in AB 1505. Depending on the findings adopted by the County Board, a charter may be renewed or denied renewal based on these criteria found in *EC* 47605, 47607 and 47607.2:

1. Do the petition and supporting documentation reflect a sound educational program for pupils? Are the petitioners likely to successfully implement the program set forth in the petition? Does the petition contain a reasonably comprehensive description of all required elements and affirm the conditions of *EC* 47605(e)?
2. Is the charter eligible for renewal under the High, Middle, or Low performing category and has the charter provided an argument with sufficient evidence that it has attained the criteria for renewal under that category? Has the charter attained measurable increases in academic achievement schoolwide and for numerically significant subgroups served by the charter school, and if applicable, does the school have strong postsecondary outcomes?
3. Does the charter school have discriminatory enrollment or dismissal practices? Does the charter have substantial fiscal or governance issues?

### High Performing *EC* 47607(c)

A charter school that for two (2) consecutive years immediately preceding renewal:

1. Received the two highest performance levels [green or blue] schoolwide on all state indicators on the Dashboard

   OR

2. For all measurements of academic performance, the school received levels schoolwide that are the same or higher than the state average, and for a majority of subgroups performing statewide below the state average in each respective year, received levels that are higher than the state average.

### Middle Performing *EC* 47607.2(b)/LACOE Board Policy

For charter schools not designated under either the High or Low Performing criteria, the chartering authority:

1. Shall consider schoolwide performance and performance of all subgroups on the Dashboard, while providing greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal
2. Shall also consider clear and convincing evidence with verified data showing either:
   A. The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school

      OR

B. Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

Note: Charter Authority MAY DENY ONLY upon making written findings that:

1. The charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to pupils of the school;

   AND

2. Closure is in the best interest of the pupils;

   AND

3. The decision provided greater weight to the performance on measurements of academic performance.

**Low Performing *EC* 47607.2(a)**

A charter school that for two consecutive years immediately preceding renewal:

1. Received the two (2) lowest performance levels [red or orange] schoolwide on all state indicators on the Dashboard

   OR

2. For all measures of academic performance, the school received performance levels schoolwide that are the same or lower than the state average, and for a majority of subgroups performing statewide below the state average in each respective year, received levels that are lower than the state average.

Note: Renewal for a 2-year term may occur only if the following written factual findings are both made:

1. The charter school is taking meaningful steps to address the underlying causes of low performance, and those steps are/will be reflected in a written plan adopted by the school's governing body

   AND

2. There is a clear and convincing evidence, demonstrated by verified data showing either:

   A. The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school

      OR

   B. Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers

**Review Criteria:** The LACOE Review Team considered the petition according to the requirements of the *Education Code* and other pertinent laws, guidance established in the *California Code of Regulations (5 CCR)*, Title 5, County Board Policy and Superintendent's Administrative Regulations.[6]

LACOE has adopted the petition review criteria established in 5 *CCR* section 11967.5.1(a-g) except where LACOE determined that the regulations provide insufficient direction or where they are not applicable because the structure or responsibility of the County Board and LACOE differ from those of the State Board of Education (SBE) and the CDE. In these instances, LACOE developed its own local review criteria or added criteria to those developed by CDE to reflect the needs of the County Board as the authorizer and LACOE as the monitoring and oversight agency. These local criteria do not conflict with statute.

[6] Words in italics indicate a direct reference to the language in these documents.

**Reasonably Comprehensive:** In addition to the regulatory guidance that specifies the components of each required element, 5 *CCR* section 11967.5.1(g) states a "reasonably comprehensive" description of the required petition elements shall include, but not be limited to, information that:

*(1) Is substantive and is not, for example, a listing of topics with little elaboration.*

*(2) For elements that have multiple aspects, addresses essentially all aspects the elements, not just selected aspects.*

*(3) Is specific to the charter petition being proposed, not to charter schools or charter petitions generally.*

*(4) Describes, as applicable among the different elements, how the charter school will:*

*(A) Improve pupil learning*

*(B) Increase learning opportunities for its pupils, particularly pupils who have been identified as academically low achieving.*

*(C) Provide parents, guardians, and pupils with expanded educational opportunities.*

*(D) Hold itself accountable for measurable, performance-based pupil outcomes.*

*(E) Provide vigorous competition with other public school options available to parents, guardians, and students.*

**Reasonably Comprehensive with Deficiencies:** An element may be reasonably comprehensive but lacks specific critical information or contain an error important enough to warrant correction. These elements are described as "reasonably comprehensive" with a specific "deficiency" or "deficiencies." Correcting the deficiency or deficiencies would not be a material revision (as defined in statute and County Board Policy) to the charter.

**Technical Adjustments:** Three circumstances may require a "technical adjustment" to the petition:

- Adjustments necessary to reflect the County Board as the authorizer as required by statute. These adjustments are necessary because the petition was initially submitted to a local district and contains specific references to and/or language required by that district and/or the petition does not reflect the structure of the County Office.
- Adjustments needed to bring the petition current with changes made to law since the petition was submitted to the district as required by statute.
- Adjustments necessary to address clerical errors or inconsistencies where making the adjustment would not be a material revision (as defined in statute and County Board Policy) to the charter.

**Affirmations and Assurances:** The petition shall contain a clear, unequivocal affirmation of each requirement, not a general statement of intention to comply. Neither the charter nor any of the supporting documents shall include any evidence that the charter will fail to comply with the conditions described in *EC* section 47605(c)(4).

**Reviewers:** The Review Team included staff from Business Advisory Services, Facilities and Construction, Risk Management, Curriculum and Instruction, Special Education, Student Support Services, Human Resources, Office of General Counsel, the Division of Accountability, Support and Monitoring, and the Charter School Office**.**

**Scope of Review:** Findings are based on a review of the same petition and supporting documents considered by the local district, information obtained through the Capacity Interview and other communications with the petitioner(s) and representatives of the school, and other publicly available information.

**Legislative Intent**

The Review Team considered whether the petition complies with *EC* section 47601 of the *Charter Schools Act*, which states:

> *It is the intent of the Legislature, in enacting this part, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:*
>
> *(a) Improve pupil learning.*
>
> *(b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.*
>
> *(c) Encourage the use of different and innovative teaching methods.*
>
> *(d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.*
>
> *(e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.*
>
> *(f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.*
>
> *(g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools*.

**Additional Review Criteria Specific to a Renewal Petition**

The renewal of a charter authorized by the County Board is governed by *EC* sections 47607 and 47605 or 47605.6 and 5 *CCR* section 11966.5, which provides the requirements for a renewal submission to a county board of education.

***EC* 47607(b)** states that renewals *are governed by the standards and criteria in section 47605* (the requirements to establish a charter), and shall include, but not be limited to, *a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed.*

This language varies slightly from the requirement under 5 CCR 11966.4(a)(2), which requires the district to determine whether the renewal petition includes *a reasonably comprehensive description of* ***how the charter school has met all new charter school requirements enacted into law after the charter was originally granted or last renewed.*** (Emphasis added)

The Review Team determined whether each required element complies with current legal requirements and whether the petitioners showed they are familiar with current legal requirements through the Capacity Interview. If the petition did not comply or the petitioners were unfamiliar with current law, the Review Team noted the deficiency through the applicable finding**.**

> ***EC* 47607(e) *Notwithstanding subdivision (c)and subdivisions (a) and (b) of Section 47607.2, the chartering authority may deny renewal of a charter school upon finding that the school is demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors, or it not serving all pupils who wish to attend.***

**5 *CCR* 11966.5(b)** provides the timelines, process and requirements for reviewing a renewal petition:

***A petition for renewal, whether submitted to the county board of education as the chartering authority or on appeal from denial of the renewal petition by the local governing board, shall be considered by the county board of education upon receipt of the petition with all of the requirements set forth in this subdivision.***

***(1) Documentation that the charter school meets at least one of the criteria specified in Education Code section 47607(b).***

***(2) A copy of the renewal charter petition, as denied by the local board, including a reasonably comprehensive description of how the charter school has met all new charter school requirements enacted into law after the charter was originally granted or last renewed.***

***(A) The signature requirement set forth in Education Code section 47605(a) is not applicable to a petition for renewal.***

***(3) When applicable, a copy of the governing board's denial and supporting written factual findings, if available.***

***(4) A description of any changes to the renewal petition necessary to reflect the county board of education as the chartering entity.***

County staff may provide a description of whether the petitioner met submission requirements.

**5 *CCR* 11966.5(c)** provides the areas to be considered to make a determination as to whether a charter should be renewed and provides the conditions under which a county board may deny a renewal petition:

*(1) When considering a petition for renewal, the county board of education shall consider the past performance of the school's academics, finances, and operation in evaluating the likelihood of future success, along with future plans for improvement, if any*.

Any concerns regarding the past performance of the school are addressed under **Finding 3 (Demonstrably Unlikely to successfully implement the proposed educational program).** Plans for future improvement, if provided, would be addressed as applicable under the appropriate petition requirement.

*(2) The county board of education may deny a petition for renewal of a charter school only if* [it] *makes written factual findings, specific to the particular petition, setting forth facts to support one or more of the grounds for denial set forth, as applicable, in Education Code **47605(c)** or failure to meet one of the criteria set forth in Education Code section **47607(b)**.*

# Appendix C

## TEACH PREP - California Dashboard Indicators and Verified Data

### California Dashboard Tables

| Legend for all California Dashboard Tables |
|---|
| "*" - The student group has fewer than 11 students and is not reported for privacy reasons<br>"**" - Student groups must have at least 30 or more students in both the current and prior year status denominator of the state indicator to receive a Performance Level (color)<br>"—" - No data available<br>"NPL" - No Performance Level available<br>"NPC" - No Performance Color available<br>"N/A" - Non-Applicable |

**Table C1: TEACH PREP Charter School California Dashboard**

| Year | ELA | Math | ELPI | | CCI | Graduation Rate | Chronic Absenteeism | Suspension |
|---|---|---|---|---|---|---|---|---|
| | | | EL | LTEL | | | | |
| 2023 | Red | Orange | Orange | — | — | — | Red | Blue |
| 2024 | Red | Orange | Orange | — | — | — | Yellow | Blue |
| 2025 | Yellow | Yellow | Red | — | — | — | Red | Blue |

Source: CA School Dashboard https://www.caschooldashboard.org/

**Table C2: TEACH PREP 2023 ELA Indicator**

| Student Groups | Dashboard Color | Participation Rate | Number of Students | Distance From Standard | Change | State Distance From Standard | Difference from State Average | Higher or Lower |
|---|---|---|---|---|---|---|---|---|
| All | Red | 98 | 97 | -81.7 | 0.5 | -13.6 | -68.1 | Lower |
| AA/Black | Red | 98 | 37 | -84.7 | 0.2 | -59.6 | -25.1 | Lower |
| Hispanic or Latino | Orange | 98 | 58 | -78.1 | 3.6 | -40.2 | -37.9 | Lower |
| Two or More | — | — | 0 | — | — | 24.3 | — | — |
| White | NPC* | 100 | 2 | * | — | 20.8 | — | — |
| English Learners | Red | 100 | 42 | -101.7 | -3.5 | -67.7 | -34.0 | Lower |
| Foster Youth | NPC* | 100 | 3 | * | — | -89.2 | — | — |
| Socioeconomically Disadvantaged | Red | 98 | 95 | -82.3 | -0.2 | -42.6 | -39.7 | Lower |
| Students With Disabilities | NPC* | 100 | 6 | * | — | -96.3 | — | — |

| Are All Students and the majority of the numerically significant student groups performing above the state average? | NO | All Students | NO |
|---|---|---|---|
| | | Student Groups | NO<br>0 of 4 |

Source: CA School Dashboard https://www.caschooldashboard.org/ Retrieved 02-25-26

Staff Findings on the Renewal for TEACH Prep

**Table C3: TEACH PREP 2024 ELA Indicator**

| Student Groups | Dashboard Color | Participation Rate | Number of Students | Distance From Standard | Change | State Distance From Standard | Difference from State Average | Higher or Lower |
|---|---|---|---|---|---|---|---|---|
| All | Red | 100 | 97 | -105.5 | -23.8 | -13.2 | -92.3 | Lower |
| AA/Black | Red | 100 | 40 | -127.1 | -42.3 | -58.9 | -68.2 | Lower |
| Hispanic or Latino | Red | 100 | 56 | -91.1 | -13.0 | -39.3 | -51.8 | Lower |
| Two or More | — | — | 0 | — | — | 24.3 | — | — |
| White | NPC* | 100 | 1 | * | — | 19.2 | — | — |
| English Learners | Orange | 100 | 37 | -95.4 | +6.4 | -67.6 | -27.8 | Lower |
| Foster Youth | NPC* | 100 | 1 | * | — | -87.3 | — | — |
| Socioeconomically Disadvantaged | Red | 100 | 95 | -106.0 | -23.6 | -40.9 | -65.1 | Lower |
| Students With Disabilities | NPC* | 100 | 9 | * | — | -95.6 | — | — |

| | | | |
|---|---|---|---|
| Are All Students and the majority of the numerically significant student groups performing above the state average? | NO | All Students | NO |
| | | Student Groups | NO 0 of 4 |

Source: CA School Dashboard https://www.caschooldashboard.org/ Retrieved 02-25-26

**Table C4: TEACH PREP 2025 ELA Indicator**

| Student Groups | Dashboard Color | Participation Rate | Number of Students | Distance From Standard | Change | State Distance From Standard | Difference from State Average | Higher or Lower |
|---|---|---|---|---|---|---|---|---|
| All | Yellow | 100 | 100 | -51.3 | +54.2 | -8.1 | -43.2 | Lower |
| AA/Black | Yellow | 100 | 41 | -55.7 | +71.3 | -51.3 | -4.4 | Lower |
| Hispanic or Latino | Yellow | 100 | 57 | -47.7 | +43.4 | -33.7 | -14.0 | Lower |
| Two or More | — | — | 0 | — | — | 29.4 | — | — |
| White | NPC* | 100 | 2 | * | — | 23.8 | — | — |
| English Learners | Yellow | 100 | 36 | -58.0 | +37.4 | -59.9 | 1.9 | Higher |
| Foster Youth | — | — | 0 | — | — | -79.8 | — | — |
| Socioeconomically Disadvantaged | Yellow | 100 | 99 | -52.1 | +53.9 | -35.3 | -16.8 | Lower |
| Students With Disabilities | NPC** | 100 | 14 | -84.9 | — | -89.4 | 4.5 | Higher** |

| | | | |
|---|---|---|---|
| Are All Students and the majority of the numerically significant student groups performing above the state average? | NO | All Students | NO |
| | | Student Groups | NO 1 of 4 |

Source: CA School Dashboard https://www.caschooldashboard.org/ Retrieved 02-25-26

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**Table C5: TEACH PREP 2023 Math Indicator**

| Student Groups | Dashboard Color | Participation Rate | Number of Students | Distance From Standard | Change | State Distance From Standard | Difference from State Average | Higher or Lower |
|---|---|---|---|---|---|---|---|---|
| All | Orange | 100 | 99 | -91.5 | -5.4 | -49.1 | -42.4 | Lower |
| AA/Black | Red | 100 | 38 | -105.2 | -5.4 | -104.5 | -0.7 | Lower |
| Hispanic or Latino | Orange | 100 | 59 | -80.5 | -7.6 | -80.8 | 0.3 | Higher |
| Two or More | — | — | 0 | — | — | -7.4 | — | — |
| White | NPC* | 100 | 2 | * | — | -11.1 | — | — |
| English Learners | Orange | 100 | 42 | -94.6 | -7.1 | -93.4 | -1.2 | Lower |
| Foster Youth | NPC* | 100 | 3 | * | — | -127.4 | — | — |
| Socioeconomically Disadvantaged | Orange | 100 | 97 | -91.5 | -5.4 | -80.8 | -10.7 | Lower |
| Students With Disabilities | NPC* | 100 | 6 | * | — | -127.3 | — | — |

| | | | |
|---|---|---|---|
| Are All Students and the majority of the numerically significant student groups performing above the state average? | NO | All Students | NO |
| | | Student Groups | NO 1 of 4 |

Source: CA School Dashboard https://www.caschooldashboard.org/ Retrieved 02-25-26

**Table C6: TEACH PREP 2024 Math Indicator**

| Student Groups | Dashboard Color | Participation Rate | Number of Students | Distance From Standard | Change | State Distance From Standard | Difference from State Average | Higher or Lower |
|---|---|---|---|---|---|---|---|---|
| All | Orange | 100 | 98 | -89.5 | +2.0 | -47.6 | -41.9 | Lower |
| AA/Black | Yellow | 100 | 40 | -87.0 | +18.1 | -102.2 | 15.2 | Higher |
| Hispanic or Latino | Orange | 100 | 57 | -92.9 | -12.4 | -79.2 | -13.7 | Lower |
| Two or More | — | — | 0 | — | — | -5.3 | — | — |
| White | NPC* | 100 | 1 | * | — | -10.3 | — | — |
| English Learners | Red | 100 | 38 | -97.5 | -2.9 | -93.4 | -4.1 | Lower |
| Foster Youth | NPC* | 100 | 1 | * | — | -125.1 | — | — |
| Socioeconomically Disadvantaged | Orange | 100 | 96 | -90.2 | +1.3 | -78.2 | -12.0 | Lower |
| Students With Disabilities | NPC* | 100 | 9 | * | — | -124.3 | — | — |

| | | | |
|---|---|---|---|
| Are All Students and the majority of the numerically significant student groups performing above the state average? | NO | All Students | NO |
| | | Student Groups | NO 1 of 4 |

Source: CA School Dashboard https://www.caschooldashboard.org/ Retrieved 02-25-26

Staff Findings on the Renewal for TEACH Prep

**Table C7: TEACH PREP 2025 Math Indicator**

| Student Groups | Dashboard Color | Participation Rate | Number of Students | Distance From Standard | Change | State Distance From Standard | Difference from State Average | Higher or Lower |
|---|---|---|---|---|---|---|---|---|
| All | Yellow | 100 | 100 | -38.5 | +51.1 | -42.4 | 3.9 | Higher |
| AA/Black | Yellow | 100 | 41 | -46.5 | +40.5 | -95.8 | 49.3 | Higher |
| Hispanic or Latino | Yellow | 100 | 57 | -33.3 | +59.6 | -73.6 | 40.3 | Higher |
| Two or More | — | — | 0 | — | — | -0.7 | — | — |
| White | NPC* | 100 | 2 | * | — | -6.2 | — | — |
| English Learners | Green | 100 | 36 | -24.5 | +73.0 | -86.1 | 61.6 | Higher |
| Foster Youth | — | — | 0 | — | — | -121.9 | — | — |
| Socioeconomically Disadvantaged | Yellow | 100 | 99 | -39.1 | +51.1 | -72.9 | 33.8 | Higher |
| Students With Disabilities | NPC** | 100 | 14 | -69.2 | — | -120.7 | 51.5 | Higher** |

| | | | |
|---|---|---|---|
| Are All Students and the majority of the numerically significant student groups performing above the state average? | YES | All Students | YES |
| | | Student Groups | YES 4 of 4 |

Source: CA School Dashboard https://www.caschooldashboard.org/ Retrieved 02-25-26

**Table C8: TEACH PREP English Learner Progress Indicator**

| Year/ Student Group | Dashboard Color | Participation Rate | Number of Students | School Percent | State Percent | Difference from State Average | Higher or Lower |
|---|---|---|---|---|---|---|---|
| 2022 | | | | | | | |
| English Learners | High | 100 | 74 | 64.9 | 50.3 | 14.6 | Higher |
| 2023 | | | | | | | |
| English Learners | Orange | 98.9 | 64 | 45.3 | 48.7 | -3.4 | Lower |
| 2024 | | | | | | | |
| English Learners | Orange | 100 | 55 | 36.4 | 45.7 | -9.3 | Lower |
| 2025 | | | | | | | |
| English Learners | Red | 100 | 49 | 24.5 | 46.4 | -21.9 | Lower |

Source: CA School Dashboard https://www.caschooldashboard.org/ Retrieved 02-25-26

Staff Findings on the Renewal for TEACH Prep

**Table C9: TEACH PREP 2023 Suspension**

| Student Groups | Dashboard Color | Number of Students | School Percent | Change | State Percent | Difference from State Average | Higher or Lower |
|---|---|---|---|---|---|---|---|
| All | Blue | 286 | 0.0 | +0.0 | 3.5 | -3.5 | Lower |
| AA/Black | Blue | 117 | 0.0 | +0.0 | 8.8 | -8.8 | Lower |
| Hispanic or Latino | Blue | 161 | 0.0 | +0.0 | 3.8 | -3.8 | Lower |
| Two or More | — | 0 | — | — | 3.3 | — | — |
| White | NPC* | 8 | * | — | 2.9 | — | — |
| English Learners | Blue | 97 | 0.0 | +0.0 | 3.7 | -3.7 | Lower |
| Foster Youth | NPC** | 11 | 0.0 | — | 13.6 | — | — |
| Socioeconomically Disadvantaged | Blue | 267 | 0.0 | +0.0 | 4.5 | -4.5 | Lower |
| Students With Disabilities | NPC** | 12 | 0.0 | +0.0** | 5.9 | -5.9 | Lower** |

| Are All Students and the majority of the numerically significant student groups performing below the state average? | YES | All Students | YES |
|---|---|---|---|
| | | Student Groups | YES 4 of 4 |

Source: CA School Dashboard https://www.caschooldashboard.org/ Retrieved 02-25-26

**Table C10: TEACH PREP 2024 Suspension**

| Student Groups | Dashboard Color | Number of Students | School Percent | Change | State Percent | Difference from State Average | Higher or Lower |
|---|---|---|---|---|---|---|---|
| All | Blue | 303 | 0.0 | +0.0 | 3.2 | -3.2 | Lower |
| AA/Black | Blue | 129 | 0.0 | +0.0 | 8.4 | -8.4 | Lower |
| Hispanic or Latino | Blue | 170 | 0.0 | +0.0 | 3.4 | -3.4 | Lower |
| Two or More | — | 0 | — | — | 3.0 | — | — |
| White | NPC* | 4 | * | — | 2.6 | — | — |
| English Learners | Blue | 93 | 0.0 | +0.0 | 3.4 | -3.4 | Lower |
| Foster Youth | NPC* | 6 | * | — | 13.2 | — | — |
| Socioeconomically Disadvantaged | Blue | 297 | 0.0 | +0.0 | 4.0 | -4.0 | Lower |
| Students With Disabilities | NPC | 31 | 0.0 | +0.0 | 5.4 | -5.4 | Lower |

| Are All Students and the majority of the numerically significant student groups performing below the state average? | YES | All Students | YES |
|---|---|---|---|
| | | Student Groups | YES 5 of 5 |

Source: CA School Dashboard https://www.caschooldashboard.org/ Retrieved 02-25-26

Staff Findings on the Renewal for TEACH Prep

**Table C11: TEACH PREP 2025 Suspension**

| Student Groups | Dashboard Color | Number of Students | School Percent | Change | State Percent | Difference from State Average | Higher or Lower |
|---|---|---|---|---|---|---|---|
| All | Blue | 292 | 0.0 | +0.0 | 2.9 | -2.9 | Lower |
| AA/Black | Blue | 129 | 0.0 | +0.0 | 7.7 | -7.7 | Lower |
| Hispanic or Latino | Blue | 156 | 0.0 | +0.0 | 3.0 | -3.0 | Lower |
| Two or More | NPC* | 3 | * | — | 2.8 | — | — |
| White | NPC* | 4 | * | — | 2.4 | — | — |
| English Learners | Blue | 74 | 0.0 | +0.0 | 3.2 | -3.2 | Lower |
| Foster Youth | NPC* | 6 | * | — | 13.0 | — | — |
| Socioeconomically Disadvantaged | Blue | 286 | 0.0 | +0.0 | 3.6 | -3.6 | Lower |
| Students With Disabilities | Blue | 34 | 0.0 | +0.0 | 5.0 | -5.0 | Lower |

| Are All Students and the majority of the numerically significant student groups performing below the state average? | YES | All Students | YES |
|---|---|---|---|
| | | Student Groups | YES 5 of 5 |

Source: CA School Dashboard https://www.caschooldashboard.org/ Retrieved 02-25-26

**Table C12: TEACH PREP 2023 Chronic Absenteeism Indicator**

| Student Groups | Dashboard Color | Number of Students | School Percent | Change | State Percent | Difference from State Average | Higher or Lower |
|---|---|---|---|---|---|---|---|
| All | Red | 277 | 56.0 | 2.4 | 24.3 | 31.7 | Higher |
| AA/Black | Red | 114 | 64.0 | 8.4 | 36.4 | 27.6 | Higher |
| Hispanic or Latino | Red | 155 | 50.3 | 1.3 | 28.4 | 21.9 | Higher |
| Two or More | — | 0 | — | — | 21.6 | — | — |
| White | NPC* | 8 | * | — | 18.5 | — | — |
| English Learners | Red | 93 | 54.8 | 8.4 | 26.3 | 28.5 | Higher |
| Foster Youth | NPC** | 11 | 45.5 | — | 33.6 | — | — |
| Socioeconomically Disadvantaged | Red | 265 | 56.2 | 3.2 | 29.9 | 26.3 | Higher |
| Students With Disabilities | NPC** | 12 | 58.3 | -11.7** | 33.1 | 25.2 | Higher** |

| Are All Students and the majority of the numerically significant student groups performing below the state average? | NO | All Students | NO |
|---|---|---|---|
| | | Student Groups | NO 0 of 4 |

Source: CA School Dashboard https://www.caschooldashboard.org/ Retrieved 02-25-26

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**Table C13: TEACH PREP 2024 Chronic Absenteeism Indicator**

| Student Groups | Dashboard Color | Number of Students | School Percent | Change | State Percent | Difference from State Average | Higher or Lower |
|---|---|---|---|---|---|---|---|
| All | Yellow | 294 | 50.0 | -6.0 | 18.6 | 31.4 | Higher |
| AA/Black | Orange | 123 | 56.9 | -7.1 | 31.3 | 25.6 | Higher |
| Hispanic or Latino | Yellow | 167 | 44.3 | -6.0 | 21.7 | 22.6 | Higher |
| Two or More | — | 0 | — | — | 16.2 | — | — |
| White | NPC* | 4 | * | — | 13.5 | — | — |
| English Learners | Orange | 92 | 44.6 | -10.3 | 20.1 | 24.5 | Higher |
| Foster Youth | NPC* | 5 | * | — | 30.5 | — | — |
| Socioeconomically Disadvantaged | Yellow | 288 | 50.0 | -6.2 | 23.4 | 26.6 | Higher |
| Students With Disabilities | NPC | 30 | 60.0 | +1.7 | 26.3 | 33.7 | Higher |

| | | | |
|---|---|---|---|
| Are All Students and the majority of the numerically significant student groups performing below the state average? | NO | All Students | NO |
| | | Student Groups | NO 0 of 5 |

Source: CA School Dashboard https://www.caschooldashboard.org/ Retrieved 02-25-26

**Table C14: TEACH PREP 2025 Chronic Absenteeism Indicator**

| Student Groups | Dashboard Color | Number of Students | School Percent | Change | State Percent | Difference from State Average | Higher or Lower |
|---|---|---|---|---|---|---|---|
| All | Red | 285 | 55.1 | +5.1 | 17.1 | 38.0 | Higher |
| AA/Black | Red | 124 | 62.1 | +5.2 | 29.8 | 32.3 | Higher |
| Hispanic or Latino | Red | 154 | 49.4 | +5.0 | 20.1 | 29.3 | Higher |
| Two or More | NPC* | 3 | * | — | 14.9 | — | — |
| White | NPC* | 4 | * | — | 12.2 | — | — |
| English Learners | Red | 73 | 49.3 | +4.7 | 18.1 | 31.2 | Higher |
| Foster Youth | NPC* | 6 | * | — | 30.6 | — | — |
| Socioeconomically Disadvantaged | Red | 280 | 55.7 | +5.7 | 21.7 | 34.0 | Higher |
| Students With Disabilities | Red | 34 | 64.7 | +4.7 | 24.9 | 39.8 | Higher |

| | | | |
|---|---|---|---|
| Are All Students and the majority of the numerically significant student groups performing below the state average? | NO | All Students | NO |
| | | Student Groups | NO 0 of 5 |

Source: CA School Dashboard https://www.caschooldashboard.org/ Retrieved 02-25-26

Staff Findings on the Renewal for TEACH Prep

## TEACH PREP - Verified Data

| Legend For iReady Tables |
|---|
| Green cell indicates student group has met the minimum requirement for one year's growth |
| Red cell indicates student group has not met the minimum requirement for one year's growth |
| Dark Grey indicates data not used for accountability due to less than 10 students tested |
| Light grey indicates data not used for accountability due to a participation rate less than 90% |
| N/A indicates student group data was not made available by the school |

**Table C15: TEACH Prep Summary- iREADY Reading and Math Student Groups Meeting Annual Growth**

| | 2022-23 | 2023-24 | 2024-25 | | 2022-23 | 2023-24 | 2024-25 |
|---|---|---|---|---|---|---|---|
| | iReady Reading | | | | iReady Math | | |
| | Grade Levels Meeting Criteria | | | | Grade Levels Meeting Criteria | | |
| All Students | 2 of 4 | 4 of 5 | 4 of 5 | | 2 of 4 | 1 of 5 | 4 of 5 |
| | Numerically Significant Student Groups | | | | | | |
| African American or Black | 4 of 5 | 4 of 5 | 4 of 5 | | 4 of 5 | 1 of 5 | 3 of 5 |
| Hispanic or Latino | 4 of 5 | 3 of 5 | 4 of 5 | | 4 of 5 | 2 of 5 | 4 of 5 |
| English Learners | N/A | 4 of 5 | 4 of 5 | | N/A | 2 of 5 | 2 of 5 |
| Socioeconomically Disadvantaged | N/A | 4 of 5 | 3 of 5 | | N/A | 1 of 5 | 2 of 4 |
| Participation Rate Met | YES | YES | YES | | YES | YES | YES |
| Are all students and the majority of the numerically significant student groups performing at or above the publisher's metric? | | | | | | | |
| All Students | YES | YES | YES | | YES | NO | YES |
| Student Groups | YES | YES | YES | | YES | NO | YES |
| Both | YES | YES | YES | | YES | NO | YES |

**Table C16: TEACH iReady Reading and Math (All Students)**

| | 2022-23 | 2023-24 | 2024-25 | | 2022-23 | 2023-24 | 2024-25 |
|---|---|---|---|---|---|---|---|
| Grade Level | iReady Reading | | | | iReady Math | | |
| | Cut Point | Annual Typical Growth | | | Cut Point | Annual Typical Growth | |
| K | 75% | 105% | 78% | 145% | 80% | 106% | 84% | 149% |
| 1 | 75% | 104% | 88% | 91% | 80% | 121% | 69% | 88% |
| 2 | 75% | 116% | 86% | 54% | 80% | 98% | 69% | 76% |
| 3 | 75% | 71% | 55% | 93% | 80% | 69% | 74% | 100% |
| 4 | 75% | 64% | 75% | 102% | 80% | 78% | 67% | 81% |

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**Table C17: TEACH iReady Reading and Math (Hispanic)**

| | 2022-23 | 2023-24 | 2024-25 | | 2022-23 | 2023-24 | 2024-25 |
|---|---|---|---|---|---|---|---|
| Grade Level | iReady Reading | | | | iReady Math | | |
| | Cut Point | Annual Typical Growth | | | Cut Point | Annual Typical Growth | |
| K | 75% | 118% | 84% | 141% | 80% | 116% | 84% | 169% |
| 1 | 75% | 121% | 88% | 78% | 80% | 121% | 78% | 99% |
| 2 | 75% | 128% | 88% | 54% | 80% | 87% | 73% | 86% |
| 3 | 75% | 58% | 58% | 91% | 80% | 48% | 78% | 92% |
| 4 | 75% | 82% | 70% | 85% | 80% | 96% | 87% | 70% |

**Table C18: TEACH iReady Reading and Math (AA)**

| | 2022-23 | 2023-24 | 2024-25 | | 2022-23 | 2023-24 | 2024-25 |
|---|---|---|---|---|---|---|---|
| Grade Level | iReady Reading | | | | iReady Math | | |
| | Cut Point | Annual Typical Growth | | | Cut Point | Annual Typical Growth | |
| K | 75% | 78% | 77% | 148% | 80% | 106% | 85% | 136% |
| 1 | 75% | 93% | 87% | 98% | 80% | 121% | 67% | 72% |
| 2 | 75% | 104% | 75% | 54% | 80% | 123% | 69% | 71% |
| 3 | 75% | 82% | 46% | 94% | 80% | 82% | 63% | 103% |
| 4 | 75% | 41% | 102% | 118% | 80% | 63% | 66% | 92% |

**Table C19: TEACH iReady Reading and Math (EL)**

| | 2022-23 | 2023-24 | 2024-25 | | 2022-23 | 2023-24 | 2024-25 |
|---|---|---|---|---|---|---|---|
| Grade Level | iReady Reading | | | | iReady Math | | |
| | Cut Point | Annual Typical Growth | | | Cut Point | Annual Typical Growth | |
| K | 75% | N/A | 84% | 137% | 80% | N/A | 91% | 149% |
| 1 | 75% | N/A | 80% | 74% | 80% | N/A | 92% | 107% |
| 2 | 75% | N/A | 91% | 82% | 80% | N/A | 79% | 76% |
| 3 | 75% | N/A | 58% | 121% | 80% | N/A | 74% | 78% |
| 4 | 75% | N/A | 84% | 104% | 80% | N/A | 77% | 61% |

**Table C20: TEACH iReady Reading and Math (SED)**

| | 2022-23 | 2023-24 | 2024-25 | | 2022-23 | 2023-24 | 2024-25 |
|---|---|---|---|---|---|---|---|
| Grade Level | iReady Reading | | | | iReady Math | | |
| | Cut Point | Annual Typical Growth | | | Cut Point | Annual Typical Growth | |
| K | 75% | N/A | 78% | 141% | 80% | N/A | 84% | 205% |
| 1 | 75% | N/A | 88% | 98% | 80% | N/A | 69% | 88% |
| 2 | 75% | N/A | 87% | 57% | 80% | N/A | 71% | 75% |
| 3 | 75% | N/A | 52% | 100% | 80% | N/A | 74% | 100% |
| 4 | 75% | N/A | 75% | 95% | 80% | N/A | 67% | 74% |

**Table C21: TEACH iReady Reading and Math (SWD)**

| | 2022-23 | 2023-24 | 2024-25 | | 2022-23 | 2023-24 | 2024-25 |
|---|---|---|---|---|---|---|---|
| Grade Level | iReady Reading | | | | iReady Math | | |
| | Cut Point | Annual Typical Growth | | | Cut Point | Annual Typical Growth | |
| K | 75% | N/A | 84% | 90% | 80% | N/A | 284% | 188% |
| 1 | 75% | N/A | 100% | 20% | 80% | N/A | 79% | 106% |
| 2 | 75% | N/A | 115% | 55% | 80% | N/A | 124% | 72% |
| 3 | 75% | N/A | 36% | 104% | 80% | N/A | 85% | 58% |
| 4 | 75% | N/A | 81% | 6% | 80% | N/A | 27% | 78% |



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Staff Findings on the Renewal for TEACH Prep

## iReady Participation Rate Calculations

| Participation Rate Methodology |
|---|
| The Stability Count for a school is the number of students in a particular year that had stable enrollment, defined by a minimum of 245 consecutive calendar days at the same school. This count by both grade level and by student group is publicly available for all California schools at the DataQuest website (https://dq.cde.ca.gov/dataquest/). Participation rates for verified data assessments were calculated by dividing the number of students who had verified data results (took assessment both in the fall and the spring) by the Stability Count rather than by the Census Day enrollment count, to better account for any transiency among the student population between the fall and spring administrations of the test. This serves to not penalize schools for having students enrolled late or disenrolled prior to taking the second assessment. Since some students can take both assessments without being enrolled for the full 245 consecutive days, it is possible that more students will have verified data results than the stability count of the school. When this occurs participation rates are capped at 100%. |

### Table C22: TEACH iReady Reading and Math Participation Rate for All Students by Grade Level

| | 2022-23 | 2023-24 | 2024-25 | | 2022-23 | 2023-24 | 2024-25 |
|---|---|---|---|---|---|---|---|
| Grade Level | iReady Reading | | | | iReady Math | | |
| | Cut Point | # Students Tested / Stability Count | | | Cut Point | # Students Tested / Stability Count | |
| K | 95% | 40 / 49 = 82% | 51 / 50 = 100% | 49 / 43 = 100% | 95% | 40 / 49 = 82% | 51 / 50 = 100% | 48 / 43 = 100% |
| 1 | 95% | 49 / 46 = 100% | 46 / 41 = 100% | 46 / 43 = 100% | 95% | 49 / 46 = 100% | 46 / 41 = 100% | 46 / 43 = 100% |
| 2 | 95% | 54 / 51 = 100% | 53 / 51 = 100% | 47 / 46 = 100% | 95% | 54 / 51 = 100% | 53 / 51 = 100% | 47 / 46 = 100% |
| 3 | 95% | 50 / 47 = 100% | 52 / 50 = 100% | 50 / 49 = 100% | 95% | 50 / 47 = 100% | 52 / 50 = 100% | 50 / 49 = 100% |
| 4 | 95% | 54 / 52 = 100% | 47 / 48 = 98% | 52 / 52 = 100% | 95% | 54 / 52 = 100% | 47 / 48 = 98% | 52 / 52 = 100% |

### Table C23: TEACH iReady Reading and Math Participation Rate by Student Group

| | 2022-23 | 2023-24 | 2024-25 | | 2022-23 | 2023-24 | 2024-25 |
|---|---|---|---|---|---|---|---|
| Grade Level | iReady Reading | | | | iReady Math | | |
| | Cut Point | # Students Tested / Stability Count | | | Cut Point | # Students Tested / Stability Count | |
| EL | 95% | N/A | 75 / 77 = 97% | 64 / 63 = 100% | 95% | N/A | 75 / 77 = 97% | 64 / 63 = 100% |
| SWD | 95% | N/A | 19 / 27 =70% | 24 / 33 = 72% | 95% | N/A | 19 / 27 = 70% | 24 / 33 = 72% |
| SED | 95% | N/A | 243 / 253 = 96% | 166 / 250 = 66% | 95% | N/A | 243 / 253 = 96% | 166 / 250 = 66% |
| AA | 95% | 103 / 98 = 100% | 109 / 106 = 100% | 117 / 111 = 100% | 95% | 103 / 98 = 100% | 109 / 106 = 100% | 117 / 111 = 100% |
| Hispanic | 95% | 143 / 141 = 100% | 140 / 146 = 96% | 131 / 134 = 98% | 95% | 143 / 141 = 100% | 140 / 146 = 96% | 130 / 134 = 97% |

# Appendix D

## Finance and Operations Overview

TEACH, Inc. (the "Organization") comprises TEACH Public Schools, Inc. (its charter management organization or CMO), which operates TEACH Academy of Technologies, TEACH Tech Charter High School, and **TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary** (also known as "**TEACH Preparatory**," the subject of this appeal), along with its affiliated entities - TEACH Inc. Foundation, Cunningham and Morris, LLC, and Wooten Avila, LLC - all of which are included in the Organization's consolidated financial reporting. The Foundation exists solely to support the Organization's mission, and the LLCs own and lease facilities to the schools and fund capital improvements.

The table below summarizes the Organization's consolidated financial data, including *Operating Results, Net Cash Flow, Cash Balance, Liabilities, Net Assets, and the certified Second Principal Apportionments (P-2) Average Daily Attendance (ADA)* for the past three fiscal years from 2022-23 to 2024-25. These figures provide insights into the Organization's consolidated financial condition and operational trends during the specified period.

**Table D1 – TEACH, Inc. (Organization) Consolidated Financial Data**

| TEACH, Inc and Affiliated Entities | | | | | | |
|---|---|---|---|---|---|---|
| **Fiscal Year** | **Operating Results** | **Net Cash Flow** | **Cash Balance as of June 30** | **Liabilities as of June 30** | **Net Assets as of June 30** | **P-2 ADA** |
| 2022-23 | $1,733,980 | $7,571,622 | $19,603,041 | $42,291,090 | $15,166,442 | 968.91 |
| 2023-24 | $422,546 | ($93,484) | $19,697,097 | $41,393,187 | $15,588,988 | 1,003.94 |
| 2024-25 | ($653,301) | ($913,507) | $18,783,590 | $39,066,219 | $14,935,687 | 969.77 |
| **Source:** *TEACH, Inc. Consolidated Audit Reports (FY 2022-23 to FY 2024-25)* | | | | | | |

The Organization incurred an operating deficit of approximately ($653,000) and a negative net cash flow of ($914,000) in 2024-25. As of June 30, 2025, the Organization has cash balance of $18.8 million and net assets of $14.9 million.

Table D2 and D3 below highlight separately the audited financials of TEACH Preparatory and the Organization's affiliated entities for fiscal year 2022-23 through 2024-25.

**Table D2 – TEACH Preparatory Audited Financial Performance**

| Fiscal Year | Operating Results | Cash Balance as of June 30 | Liabilities as of June 30 | Net Assets as of June 30 | P-2 ADA |
|---|---|---|---|---|---|
| 2022-23 | $257,570 | $3,201,462 | $14,970,028 | $2,657,195 | 222.67 |
| 2023-24 | $427,149 | $4,054,417 | $15,911,416 | $3,084,344 | 237.65 |
| 2024-25 | $148,561 | $5,105,558 | $14,279,473 | $3,232,905 | 233.74 |

TEACH Prep has generated operating surpluses in each of the past three fiscal years—$258,000 in 2022–23, $427,000 in 2023–24, and $148,000 in 2024–25—for a cumulative total of $833,000. As of June 30, 2025, TEACH Prep reported cash balance of $5.1 million and net asset (fund) balance of $3.2 million.

**Table D3 – CMO and Affiliated Entities Audited Financial Performance**

| Fiscal Year | Operating Results | Cash Balance as of June 30 | Liabilities as of June 30 | Net Assets as of June 30 | P-2 ADA |
|---|---|---|---|---|---|
| ***TEACH Public Schools, Inc. (CMO)*** | | | | | |
| 2022-23 | ($298,303) | $1,985,163 | $1,917,693 | $242,868 | N/A |
| 2023-24 | ($269,027) | $1,174,739 | $6,031,141 | ($2,934,649) | N/A |
| 2024-25 | ($98,248) | $1,465,898 | $4,774,600 | ($3,032,897) | N/A |
| ***TEACH Academy of Technologies*** | | | | | |
| 2022-23 | $1,026,952 | $6,186,625 | $21,319,245 | $6,872,278 | 376.85 |
| 2023-24 | $244,251 | $5,749,444 | $21,591,972 | $7,116,529 | 410.28 |
| 2024-25 | ($126,525) | $6,059,320 | $19,591,868 | $6,990,004 | 411.60 |
| ***TEACH Tech Charter High School*** | | | | | |
| 2022-23 | $1,368,377 | $7,889,627 | $17,168,867 | $8,322,978 | 369.39 |
| 2023-24 | $35,446 | $8,267,444 | $17,700,342 | $8,358,424 | 356.01 |
| 2024-25 | ($560,921) | $6,132,075 | $15,466,674 | $7,797,503 | 324.43 |
| ***Cunningham and Morris LLC*** | | | | | |
| 2022-23 | ($145,117) | $57,417 | $11,619,928 | ($1,059,512) | N/A |
| 2023-24 | ($263,549) | $89,505 | $12,311,221 | ($1,323,061) | N/A |
| 2024-25 | ($99,710) | $10,066 | $12,150,489 | ($1,422,771) | N/A |
| ***Wooten Avila LLC*** | | | | | |
| 2022-23 | ($452,775) | $282,747 | $23,489,976 | ($1,848,978) | N/A |
| 2023-24 | ($376,215) | $361,548 | $23,271,098 | ($2,225,193) | N/A |
| 2024-25 | ($287,780) | $10,673 | $22,975,295 | ($2,512,973) | N/A |
| ***TEACH Foundation*** | | | | | |
| 2022-23 | $-0- | $-0- | $-0- | $2,337 | N/A |
| 2023-24 | $-0- | $-0- | $-0- | $2,337 | N/A |
| 2024-25 | $-0- | $-0- | $-0- | $2,337 | N/A |
| **Source:** TEACH, Inc. *Consolidated Audit Reports (FY 2022-23 to FY 2024-25)* | | | | | |

In contrast, the Organization's affiliated entities—TEACH Public Schools, Inc. (CMO), Cunningham and Morris, LLC, and Wooten Avila, LLC—have incurred ongoing operating deficits and continue to report growing negative net asset balances. Over the same period, combined operating deficits totaled ($666,000), ($508,000), and ($1.1 million), respectively. At the capacity interview, TEACH, Inc. management indicated the causes of deficit spending and negative net

assets were due to bond repayments. As of June 30, 2025, cash balances reflected $1.5 million for the CMO, $10,000, for Cunningham and Morris, LLC, and $11,000 for Wooten Avila, LLC. These three affiliated entities reported negative net assets of ($3.0 million), ($1.4 million), and ($2.5 million), respectively. Although TEACH, Inc**.** reported total net assets of $14.9 million as of June 30, 2025, the sustained deficits and increasing negative balances at the affiliated entities present potential risks to its charter schools, including TEACH Preparatory.

Table D4 below summarizes the results of the Organization's annual audits for three fiscal years 2022-23 to 2024-25.

**Table D4 – Annual Audit Reports**

| Summary of TEACH, Inc. (ORGANIZATION) Annual Audit Reports | | | | |
|---|---|---|---|---|
| **Entity** | **Fiscal Year** | **Auditing Firm** | **Opinion** | **Findings** |
| TEACH, Inc | 2022-23 | Clifton Larson Allen LLP | Unmodified | None |
| TEACH, Inc | 2023-24 | Clifton Larson Allen LLP | Unmodified | None |
| TEACH, Inc | 2024-25 | Clifton Larson Allen LLP | Unmodified | None |

The Independent Auditors' Reports for these periods reflected an unmodified opinion, which indicated that the financial statements fairly represent the Organization's financial position in all material respects. These financial statements incorporated various audit adjustments, as discussed below.

**Recurring Significant Audit Adjustments to Financial Statements**

TEACH, Inc. has recorded significant audit adjustments to the financial reports of all three of its charter schools in each of the past three fiscal years. The table below shows the effect of these adjustments on TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary ("TEACH Preparatory") by comparing its Unaudited Actuals to audited results, with a focus on changes to ending fund balances (net assets) over that period.

**Table D5 – Significant Audit Adjustments**

| Significant Audit Adjustments to Fund Balances - *TEACH Preparatory* | | | |
|---|---|---|---|
| | **2022-23** | **2023-24** | **2024-25** |
| June 30 - Unaudited Actuals Fund Balances (Net Assets) | $3,063,263 | $3,407,636 | $3,227,704 |
| Net Audit Adjustments | ($406,068) | ($323,292) | $5,201 |
| Adjustment % to Fund Balances | -13.6% | -9.5% | 0.2% |
| June 30 - Audited Fund Balances (Net Assets) | $2,657,195 | $3,084,344 | $3,232,905 |

TEACH Preparatory recorded net audit adjustments to its Unaudited Actuals fund balances of ($406,068) in 2022–23, ($323,292) in 2023–24, and $5,201 in 2024–25, representing

(13.6 percent), (9.5 percent), and 0.2 percent, respectively. The recurrence of significant adjustments across three consecutive fiscal years indicates deficiencies in internal controls over financial reporting and insufficient review and oversight of financial statements prepared by the back-office provider. This pattern raises concerns regarding the reliability of the Organization's and the school's financial reporting and the adequacy of ongoing fiscal oversight.

**Table D6 – TEACH Preparatory's 2024-25 Audited Actuals and Multi-Year Financial Projections**

| Projections | 2024-25 Audited Actuals | 2025-26 | 2026-27 | 2027-28 | 2028-29 |
|---|---|---|---|---|---|
| **Enrollment** | 271 | 271 | 380 | 380 | 380 |
| **ADA** | 233.74 | 238.48 | 342.00 | 342.00 | 342.00 |
| **Total Revenues** | $6,273,662 | $6,153,933 | $7,840,519 | $8,390,443 | $8,601,897 |
| **Total Expenses** | $6,125,101 | $6,102,338 | $7,793,010 | $7,986,619 | $8,184,370 |
| **Net Income** | $148,561 | $51,595 | $47,509 | $403,824 | $417,528 |
| **Beginning Net Assets** | $3,084,344 | *$3,258,181* | $3,309,776 | $3,357,285 | $3,761,109 |
| **Ending Net Assets** | $3,232,905 | $3,309,776 | $3,357,285 | $3,761,109 | $4,178,637 |
| **TEACH Preparatory's beginning 2025-26 Net Assets (Fund Balance) reflects $3,258,181, which is $25,276 higher than its 2024-25 audited ending balance of $3,232,905. Thus, the projected 2025-26 and subsequent fiscal year's beginning and ending net assets are overstated by $25,276.* | | | | | |

Table D6 summarizes TEACH Preparatory 2024-25 audited actuals and its financial projections for fiscal years 2025–26 through 2028–29. The projections assume substantial enrollment increase from 271 in 2024-25 to 380 in 2026-27 (up 109 students or 40.2 percent). ADA is projected to increase from 233.74 in 2024–25 to 342 in 2026–27 (up 108.26 ADA or 46.3 percent). Both enrollment and ADA remain flat thereafter. Annual net income is projected to range from $47,509 to $417,528, driving growth in net assets from $3.3 million in 2024-25 to $4.2 million in 2028-29.

**Table D7 – TEACH Preparatory's Enrollment and Average Daily Attendance (ADA) History**

| Actual | 2022-23 | 2023-24 | 2024-25 | 2025-26 P-1 | Change / % 2024-25 to 2025-26 P-1 |
|---|---|---|---|---|---|
| Enrollment | 248 | 272 | 271 | 256 | -15 / (5.5%) |
| ADA | 222.67 | 237.65 | 233.74 | 226.37 | -7.37 / (3.2%) |

Table 7 presents TEACH Preparatory's historical P-2 enrollment and ADA for 2022–23 through 2024–25, and 2025–26 P-1 data.

Although enrollment and ADA increased modestly over the historical period, 2025–26 P-1 data reflect declines to 256 enrollment (down 15 students, or 5.5 percent) and 226.37 ADA (down 7.37, or 3.2 percent) from the prior year.

**Table D8 – TEACH Preparatory's 2025-26 P-1 data versus Enrollment and Average Daily Attendance (ADA) Projections**

| | 2025-26 P-1 Actual | 2025-26 | 2026-27 | 2027-28 | 2028-29 | Change 2025-26 P-1 to 2026-27 | % Change 2025-26 P-1 to 2026-27 |
|---|---|---|---|---|---|---|---|
| **Enrollment** | 256 | 271 | 380 | 380 | 380 | 124 | 48.4% |
| **ADA** | 226.37 | 238.48 | 342.00 | 342.00 | 342.00 | 115.63 | 51.1% |

Table 8 compares current year certified First Principal Apportionment (P-1) data to projected enrollment and ADA. The projections rely on a substantial enrollment increase of 124 (up 48.4 percent) in 2026-27 and ADA increase by 115.63 (up 51.1 percent) from 2025-26 P-1. The projected immediate increase in enrollment and ADA beginning in 2026–27 is not supported by current enrollment and attendance trends and considering current declining enrollment in Los Angeles County. As a result, the projected revenues, net income, and net assets may be overstated, creating fiscal risk if enrollment/ADA growth does not materialize as assumed.

**Summary Analysis**

The key concerns center on TEACH Preparatory's overly optimistic enrollment and ADA projections that are not aligned with current trends and a lack of oversight over financial reporting are evident through recurring audit adjustments, raising questions about the reliability of TEACH Preparatory's and the Organization's financial data. In addition, the CMO's structural operating deficits and growing negative net asset balances raise questions about the CMO's long-term fiscal viability. If the CMO's operating deficit and negative net assets are not sufficiently addressed, it could pose significant risk to its operations and ongoing management and support of its charter schools, including TEACH Preparatory.

To address these concerns, the Organization should reassess TEACH Preparatory's enrollment and ADA projections using more conservative and data-driven assumptions, and the budget along with multi-year projections should be updated accordingly. The Organization should develop and implement internal controls to ensure reliable financial reporting. In addition, it is also critical for the CMO to develop and implement a recovery plan to address its structural deficits and mitigate the negative net assets balance.

# Coversheet

## Consider and Approve the Updated Fiscal Policy

**Section:** III. Items for Potential Action
**Item:** D. Consider and Approve the Updated Fiscal Policy
**Purpose:** Vote
**Submitted by:**
**Related Material:** TEACH Fiscal Policy 26.27.docx

# TEACH Inc.
# Fiscal Policies and Procedures

# TEACH Public Schools
# Fiscal Policies and Procedures

## OVERVIEW AND GENERAL BUSINESS POLICIES

The Board of TEACH Inc. (the 501(c)(3) charter management organization that holds the three TEACH charters), 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 Chief Legal & Organizational Strategy Officer (CLOSO) 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. References to "School Operations Manager" or "SOM" throughout this policy apply to the SOM position at each TEACH school site. The Director of Business Services (DBS) is a CMO level position that provides financial management services to the entire organization.

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.

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.

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 Chief Academic Officer (CAO) 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 addresses 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 Public Schools
## Fiscal Policies and Procedures

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.

### Cost Allocation Plan

The CMO function within TEACH Inc. provides shared services to the three TEACH charter schools. CMO costs are recovered through a CMO Management Fee charged to each school: the fee charged to TEACH Prep Elementary is the lesser of (a) TEACH Prep's share of actual allocated CMO cost or (b) fifteen percent (15%) of TEACH Prep's LCFF revenue for the fiscal year; the fee charged to TEACH Academy Middle and TEACH Tech High is a flat nine and one-half percent (9.5%) of each school's LCFF revenue for the fiscal year. Shared school-level costs not delivered by the CMO are allocated under Schedule A using defined drivers (ADA, enrollment, FTE, or direct attribution). Full methodology, definitions, documentation, and reporting requirements are set out in the separate TEACH Cost Allocation Plan, which the Board approves annually together with the adopted budget.

### 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.

### Property Inventory

# TEACH Public Schools
## Fiscal Policies and Procedures

The ED, CAO and Director of Operations, Data and Tech (DODT) shall together establish and maintain an inventory of all non-consumable goods and equipment worth over $3,000. 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 CAO provided the ED, or CAO 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 $10,000 shall be approved in advance by the Board.

The ED, or CAO will immediately notify Charter Impact of all cases of theft, loss, damage, or destruction of assets.

Capitalization and Depreciation

Assets with a unit cost of $3,000 or more and a useful life greater than one year will be capitalized and recorded in the property inventory. Items below the capitalization threshold will be expensed when acquired. Capitalized assets will be depreciated using the straight-line method over the following useful lives: furniture and equipment, five (5) to seven (7) years; computers and technology, three (3) years; vehicles, five (5) years; and leasehold improvements, the lesser of the remaining lease term or the asset's useful life. Donated assets will be recorded at estimated fair value at the date of contribution and depreciated on the same basis. Disposals, retirements, write-downs for impairment, and removal from the property inventory require approval by the ED or DBS and a journal entry recorded by Charter Impact.

Attendance Accounting

The DODT 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 Instruction al 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 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.

The audit and audit report shall comply with Education Code section 47604.33 (charter school audit and reporting requirements) and Education Code section 41020 governing selection of the independent auditor, including competitive solicitation/bidding for audit services. Consistent with Education Code section

41020(f)(2), the Board shall ensure mandatory rotation of the audit firm or lead audit partner: the same audit firm shall not perform the annual audit for more than six consecutive years without rotation of the firm or, at a minimum, the lead audit partner, as required by law.

## Required Budget and Other Fiscal Reports

The ED, CLOSO 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, CLOSO or CAO 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 CLOSO 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 or CLOSO. The ED or CLOSO 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 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 CLOSO 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.

The DBS will keep and maintain a contract file evidencing the competitive bids obtained (if any) and the justification of need for any contracts over $50,000. 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 CLOSO 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 individual school School Operations Manager (SOM) or DBS will obtain a W-9 from the contract service provider prior to submitting any requests for payments to Charter Impact. The DBS will obtain W-9 for any CMO requests for payments.

The ED, or CLOSO 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, CLOSO 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 CLOSO 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 CLOSO 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 Public Schools
# Fiscal Policies and Procedures

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

# TEACH Public Schools
## Fiscal Policies and Procedures

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 via approved purchase order or signed contract.

Individuals who use personal funds to make unauthorized purchases will not be reimbursed. Authorized purchases will be promptly (within 60 days) reimbursed after receipt of appropriate documentation of the purchase.

The ED, or DBS may authorize an individual to use a school credit card to make an authorized purchase on behalf of the school, consistent with guidelines

provided by the ED, or CLOSO and/or Governing Board. The following provisions apply to credit card purchases:

1. The school card will be kept under locked supervision in the schools main office, and authorized individuals must sign the credit card out and must return the credit 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. Credit cards will bear the names of both the Schools and the Principal, or ED for CMO credit card.

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, School Operations Managers (SOMs), and CLOSO all have the ability to generate a PO request in Office Books.
2. The PO is then automatically sent in Office Books 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

Credit Card Usage Policy

Purpose and Scope. This section governs issuance, permitted uses, limits, documentation, reconciliation, and oversight of TEACH Inc. company credit cards issued under a Company-Pay (control/sub-account) program. It applies to all school site cards and the central CMO card.

Program Model and Bank Setup

TEACH will operate a Company-Pay (control/sub-account) card program. The CMO control account is the billed account; each school will have a sub-

account/card. Card issuance requires ED approval, a signed Cardholder Agreement, and recording in the Central Card Register maintained by the Card Administrator (ED). The Card Administrator will coordinate with the issuing bank and maintain eZBusiness/AO records.

Cardholder Assignments and Authorities

1. Site cards: Principals are site cardholders.
2. CMO card: The ED is the CMO cardholder and also serves as Card Administrator and Authorizing Officer (AO) for bank matters.

Cardholder Agreement and Issuance

A Cardholder Agreement (signed by the cardholder and the ED) is required before card activation. The Card Administrator issues cards only after (a) ED approval, (b) a completed Cardholder Agreement, and (c) entry in the Central Card Register.

Permitted and Prohibited Uses

3. Permitted: bona fide school/CMO operating purchases consistent with TEACH procurement rules and any applicable grant/donor restrictions; approved travel/training; small equipment purchases under the capital threshold.
4. Prohibited: personal/family/household purchases; cash advances; payments to family or related parties; purchases that circumvent procurement; purchases that violate grant restrictions or law; purchase of gift cards except with prior written ED approval and documented business purpose.

PO, Pre-Approval and Office Books Workflow

All purchases that require a PO must use Office Books. SOMs will create the PO and mark it "Credit Card Transaction" before any charge is incurred. The ED (or DBS for programmatic review) must approve the PO prior to the charge. Virtual single-use cards may be used for one-time vendor payments provided a PO marked "Credit Card Transaction" is created in Office Books before the virtual card is issued.

Limits, Merchant Controls and Exceptions

5. Default school card limits: per transaction $10,000; monthly $50,000.

6. CMO card limits: sized to accommodate documented recurring obligations (e.g., health insurance). TEACH prefers ACH or vendor invoice payments where practicable. If the CMO card is used for recurring obligations, the ED will document vendor names, frequency, and expected amounts in the Card Register and the Board must approve the use of the card and the limits.
7. Common controls: cash advances disabled; MCC blocks for gambling, adult entertainment, and other inappropriate categories; foreign transactions blocked by default and permitted only with prior written ED approval. Any exception must be documented and pre-approved.

Documentation, Uploads and Timelines

8. Cardholder uploads: Site cardholders must upload the PO (if applicable), original receipt(s), business purpose, and GL coding to the accounts payable Google Drive folder "Credit Card Backups" within 3 business days of the transaction. For CMO recurring/high-dollar charges, documentation must be uploaded within 1 business day of the charge.
9. Charter Impact (AP): reconcile and post to Sage within 7 business days of statement generation and prepare the monthly Card Register. The Card Register shall identify cardholder, site, last four digits of card, per-transaction/monthly limits, recurring charges, and open exceptions.
10. ED/DBS sign-offs: The ED will review and sign the monthly Card Register within 5 business days after AP reconciliation. For the CMO card, the DBS will provide independent attestation within 5 business days after ED review.

Reconciliation, Review and Payment Approval

Charter Impact will perform line-level reconciliation and prepare payment files. Charter Impact will hold payment execution until TEACH approval is received per this policy.

11. School card payments: The ED approves payment to the issuer for school cards after AP reconciliation.
12. CMO card payments: Because the ED is the CMO cardholder, the ED may not approve payment or reconcile the CMO card. Instead: (a) The DBS is designated as the independent CMO reviewer, with view-only access to eZBusiness, and will provide written monthly attestation that all

reconciled CMO charges, open exceptions, and approvals have been reviewed. (b) The DBS will serve as TEACH's approver for CMO card payments up to $50,000. Any single CMO charge or aggregate monthly CMO charges over $50,000 must be approved by the Board at a regular or special meeting. Charter Impact will execute payment only after the required approver(s) sign off.

Lost, Stolen and Disputed Charges

Cardholders must report lost/stolen cards or suspicious charges to the Card Administrator and the bank within 24 hours. Charter Impact will assist with disputes and the Card Administrator will coordinate bank action. Cardholders must provide dispute supporting documentation within 3 business days.

Personal Charges and Recovery

Personal charges must be reimbursed within 5 business days. Unreimbursed personal charges may be recovered through payroll deduction or other lawful means and may result in disciplinary action, up to termination.

Rewards and Accounting

Rewards/cash-back are TEACH property. Charter Impact will record accounting entries in Sage and advise on tax treatment.

Segregation of Duties

No single person may both (a) authorize/charge a transaction, (b) perform line-level reconciliation/posting, and (c) approve payment for the same card. Charter Impact handles AP reconciliation and posting; the ED handles organizational approvals (except for CMO card payment approval and reconciliation); the DBS provides independent CMO attestation and approval up to $50,000; the Board approves CMO transactions over $50,000.

Record Retention and Audit

Card backup documentation and related records will be retained for 7 years for restricted fund and vendor/contract purchases, and for a minimum of 3 years for routine unrestricted operating purchases. Internal Audit/Compliance will audit card activity quarterly for the first 12 months and at least annually thereafter. Charter Impact will include the reconciled card statements and the monthly Card Register in the fiscal packet presented to the Board; the packet

shall be delivered to the Board at least 5 business days prior to the meeting.

Enforcement

Violations of this policy are grounds for disciplinary action, suspension of card privileges, recovery of unauthorized charges, and termination.

All original invoices will be forwarded to the accountspayable@teachps.org for review and approval.

1. The school SOMs, ED, & 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 SOMs, ED, & DBS, they will sign a cover page that lists the individual invoice number, invoice total, bill site, and PO or contract if available. The invoice and supporting documentation will be sent to Charter Impact on a weekly basis. Charter Impact will then process the invoices with sufficient supporting documentation for payment.
3. The ED, or DBS may authorize Charter Impact to pay recurring expenses (e.g. utilities, leases, etc.) without the ED, of DBS 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. The organization will also use positive pay for all payments via the bank portal.

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.

13. Charter Impact does not use pre-printed check stock to avoid the risk of

theft.

14. 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.
15. Once approved by the ED, or DBS, Charter Impact prepares the check based on the check authorization prior to obtaining the appropriate signature(s).
16. 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.
17. Checks may not be written to cash, bearer, or petty cash. Under no circumstance will any individual sign a blank check.
18. Charter Impact will record the check transaction(s) into the appropriate checkbook and in the general ledger.
19. 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.
20. 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

Mailed bank statements will be received by the SOM and scanned and emailed to mail@teachps.org. Electronic bank statements shall be made available when possible. 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.

The DBS (and the ED for the central CMO operating account) shall review and sign each completed monthly bank reconciliation within ten (10) business days of its preparation by Charter Impact. Signed reconciliations are retained in the monthly fiscal packet. The Audit Committee shall review a sample of completed bank reconciliations at least quarterly.

## 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, CAO or CLOSO.

    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 SOM serves as the designated second staff member for this purpose 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, CAO or CLOSO 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.

Volunteer Expenses

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

Whistleblower Protection and Fraud Reporting

Employees, vendors, or community members may report suspected fraud, waste, or abuse anonymously. TEACH will maintain a whistleblower process that ensures reports can be submitted without fear of retaliation. Reports will be reviewed by the Executive Director and/or a designated Board committee and investigated according to policy.

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 CLOSO 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 CLOSO 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, CLOSO 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 Director of Human Resources 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 CLOSO or Director of Human Resources will document receipt of the paychecks and review the payroll checks prior to distribution.

Payroll Taxes and Record Keeping

Charter Impact, working as the payroll processor, will prepare payroll check summaries, tax and withholding summaries, and other payroll tracking summaries based on the reporting submitted.

Charter Impact prepares 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 CLOSO, 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 CLOSO 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

# TEACH Public Schools
## Fiscal Policies and Procedures

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.

Debt Management and Third Party Loans

The ED, or CLOSO 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 CLOSO before funds are borrowed.

Any line of credit, short-term note, capital lease with total obligation exceeding $50,000, or bond/note issuance must be approved by the Board in advance. No debt or lease obligation may be incurred to fund a structural operating deficit absent a Board-approved repayment plan, and no instrument may have a term that crosses the current charter term without explicit Board action. The ED or CLOSO shall report all outstanding debt, lines of credit, and capital leases to the Board at least quarterly.

Inter-School Borrowing

Routine billings under the CMO Management Fee and shared-cost reimbursements made pursuant to the TEACH Cost Allocation Plan are not loans. Any other cash advance or transfer between TEACH Prep Elementary, TEACH Academy Middle, TEACH Tech High, or between any school and the CMO, that is not contemplated in the adopted Cost Allocation Plan requires Board pre-approval, a written repayment schedule not to exceed twelve (12) months, and quarterly status reporting to the Board. No inter-school transfer may reduce the lending entity's unrestricted reserve below the Board-approved minimum. Charter Impact will record all such transfers as inter-entity

receivables/payables and reconcile balances monthly.

Fund Balance Reserve

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

# Coversheet

## Consider and Approve the TEACH Prep CMO Agreement Update

| | |
|---|---|
| **Section:** | III. Items for Potential Action |
| **Item:** | E. Consider and Approve the TEACH Prep CMO Agreement Update |
| **Purpose:** | Vote |
| **Submitted by:** | |
| **Related Material:** | TEACH Prep CMO Agreement 26.27.docx<br>CMO Fee Methodology.docx |

# MANAGEMENT SERVICES MEMORANDUM OF UNDERSTANDING

**(Restated, Effective Fiscal Year 2026–27)**

*Between TEACH Public Schools and TEACH Preparatory Elementary School*

This Restated Management Services Memorandum of Understanding (this **"MOU"**) is effective July 1, 2026, by and between **TEACH Public Schools**, the charter management organization (**"CMO"**) operated within TEACH Inc., a California 501(c)(3) nonprofit public benefit corporation (**"TEACH Inc."**), and **TEACH Preparatory Elementary School**, a charter school authorized by the Los Angeles County Office of Education (**"LACOE"**) and operated as a local educational agency by TEACH Inc. (the **"School"**).

TEACH Inc. operates three charter schools: TEACH Preparatory Elementary (LACOE-authorized), TEACH Academy Middle (LAUSD-authorized), and TEACH Tech High (LAUSD-authorized). This MOU supersedes the prior Management Services MOU between TEACH Public Schools and TEACH Preparatory Elementary School dated July 29, 2025 in its entirety, effective July 1, 2026.

This MOU adopts the **TEACH Public Schools Cost Allocation Plan and CMO Fee Methodology** (the **"Policy"**), attached as **Exhibit A** and incorporated by reference. In any conflict between this MOU and the Policy, the Policy controls.

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## 1. CMO Services

TEACH Public Schools provides the following centralized services to the School, in accordance with Board-adopted policies and procedures:

School site leadership remains responsible for all day-to-day campus operations, instructional delivery, student supervision, discipline, safety drills, staff scheduling, local vendor relations, candidate selection and performance management at the site, and any other duties not delegated above.

1. Governance support and regulatory compliance assistance, including board meeting preparation, charter authorizer coordination, monitoring of organizational compliance policies, support with state and federal reporting (e.g., LCAP, SARC, Uniform Complaint Procedures), maintenance of the nonprofit corporation's good standing through corporate filings, records, and policies, and compliance with applicable public meeting laws, including the Brown Act.
2. Charter petition development, renewal strategy, and authorizer engagement, including preparation of initial charter petitions, renewal applications, material revisions, and coordination of annual oversight processes and documentation. TEACH Public Schools shall serve as lead project manager for the authorizer oversight process and the annual



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independent audit, including auditor selection, deliverable coordination, deadline tracking, and cross-site compliance preparation; provided, however, that site leadership remains responsible for supplying site-level data, narrative components, and access to records or personnel as required.

3. Facilities planning, regulatory coordination, and vendor oversight, including coordination with the facilities entities described in Section 8 (Cunningham & Morris, LLC and Wooten Avila, LLC), construction or renovation project management, long-term facilities strategy, and centralized support for compliance with applicable health, safety, and public contracting laws; provided, however, that site leadership remains responsible for day-to-day facility operations and campus-level custodial coordination, and that bond debt service and LLC operating costs are governed solely by the separate Lease Agreement between the School and the applicable facilities LLC.
4. Budget development, multi-year financial forecasting, and board fiscal advisement, including preparation of annual operating budgets in consultation with school leadership, cash flow projections, interim reporting, LCFF revenue modeling, and support for board adoption of compliant and sustainable financial plans.
5. Accounting, accounts payable, monthly close and financial reporting, budget development support, audit preparation, student data services, CALPADS reporting, and payroll processing — these services are primarily delivered to the School through Charter Impact, Inc. (“CI”) under a Business Management and Accounting Services Agreement entered into directly by TEACH Inc. and supplements thereto, as further described in Section 7. TEACH Public Schools serves as the primary operational liaison with CI on the School’s behalf and does not deliver these back-office services directly. CI fees are paid directly by the School and are not included in or recovered through the CMO Service Fee. The School also maintains responsibility for its own payroll obligations as further described in Section 6.
6. Human resources services, including support for organization-wide recruitment processes (e.g., job postings, initial screening, and process guidance), onboarding procedures (including compliance training, benefits enrollment, and personnel systems setup), benefits administration, personnel file maintenance, and guidance on employment law and workplace compliance. TEACH Public Schools shall maintain all official personnel policies and procedures and conduct or coordinate workplace investigations as needed, while site leadership remains responsible for local staff supervision, candidate selection, and ongoing performance management in alignment with established policies.
7. Legal support and risk management, including oversight of legal strategy and engagement of outside counsel for matters involving compliance, employment, special education, governance, facilities, or authorizer relations. TEACH Public Schools shall coordinate legal consultation and ensure consistency in policy application and risk mitigation across all schools.



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8. Oversight of organizational banking, bond reporting, and investment management, including serving as the authorized signer on CMO bank accounts, administering fund segregation and reconciliation processes, and ensuring adherence to the Board-adopted investment policy and bondholder reporting obligations. The School shall not establish or operate independent financial accounts outside the framework adopted by the TEACH Inc. Board.
9. Supervision and support of School leadership, including implementation of the Principal evaluation process developed by the Chief Academic & School Improvement Officer (CASI), with decisions regarding the Principal's employment status made by the Executive Director based on CASI's recommendations.
10. Oversight of student information system (SIS) platform selection and compliance integration (e.g., CALPADS), including configuration, user access control, training, and compliance data submission protocols, as well as centralized IT systems management, including network security, device procurement standards, and enforcement of organizational data protection and FERPA compliance policies; provided, however, that site leadership shall remain responsible for day-to-day device usage, user support, and campus-level troubleshooting.
11. School site leadership retains primary responsibility for executing student recruitment, community engagement, and enrollment activities. TEACH Public Schools shall provide enrollment marketing and public relations support, including centralized development of marketing materials, digital campaigns, enrollment data systems, and logistical support for school-led recruitment events and family engagement meetings.
12. Grant application development and submission, including all state, federal, and private funding opportunities. TEACH Public Schools shall coordinate and manage application strategy, submission, and post-award compliance reporting, with school site leadership responsible for contributing programmatic and operational information as needed.
13. Operational oversight and support for procurement and contracting processes in accordance with the TEACH Inc. Fiscal Policy, including vendor coordination, contract review, and purchasing compliance. School site leadership shall initiate procurement activity in alignment with applicable thresholds and procedures established by TEACH Public Schools.
14. Instructional leadership and school improvement support through the Chief Academic & School Improvement (CASI) role, including coaching, data-driven instruction, professional development, and academic progress monitoring.
15. Oversight of state-mandated testing coordination (e.g., CAASPP, ELPAC, FIAB), academic accountability compliance, curriculum alignment, and charter-aligned academic reporting in collaboration with site leaders.
16. Administration and compliance oversight of the federal school food program, including all responsibilities assigned to the Food Service Authority (FSA).

17. Coordination of special education compliance and SELPA reporting, including IEP system administration, vendor oversight, and procedural safeguard adherence in collaboration with site teams.
18. Procurement and administration of organizational insurance policies, including general liability, workers' compensation, and facilities coverage, in compliance with state and authorizer requirements.
19. Implementation of organization-wide fiscal policies, internal controls, and compliance with state financial reporting standards (e.g., SACS, AB1200).
20. Any other support services reasonably requested by the School and authorized by TEACH Public Schools.

## 2. CMO Management Fee

The CMO Management Fee charged to the School is set under the Policy. Specifically:

- **Amount.** The annual Management Fee is the **lesser of** (a) the School's share of **Actual Allocated Cost**, or (b) **15% of the School's LCFF revenue** for the fiscal year. "Actual Allocated Cost" means the School's ADA-based share of (i) CMO personnel cost (salaries, benefits, payroll taxes) for positions serving the schools, allocated by FTE, plus (ii) CMO non-personnel operating cost directly attributable to CMO services to the schools. Where the 15% LCFF cap is the binding constraint, the difference is absorbed by TEACH Inc. and is not billed to the School in any future period.
- **ADA Basis.** Budgeted current-year ADA is used for monthly billing. Certified actual ADA (P-2 or equivalent LCFF measure) is used in the year-end True-Up. Prior-year ADA is not used.
- **Monthly Billing.** The CMO bills the School in twelve (12) equal monthly installments based on the budgeted Management Fee.
- **Year-End True-Up.** Following fiscal-year close and prior to issuance of the audited financial statements, the CMO recomputes Actual Allocated Cost using certified actual ADA, subject to the 15% LCFF cap, and compares it to fees billed. Over-recovery is refunded to the School as a credit against the following year's fee (or, at the School's election, in cash). Under-recovery is remitted by the School to the CMO; under-recovery resulting from the 15% LCFF cap is absorbed by TEACH Inc. and not billed.
- **Documentation.** The cost-base build-up, Schedule A allocations, the lesser-of cap test, monthly billing detail, and the True-Up reconciliation are reviewed each fiscal year by the School's independent auditor and provided to LACOE under Section 6.

This Section 2 supersedes the prior 9.5%-of-revenue fee mechanic in the July 29, 2025 MOU effective July 1, 2026.

## 3. Direct Costs and Shared Costs



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In addition to the Management Fee, costs are charged to the School as follows under the Policy:

- **Direct Costs (Policy §3.1).** Costs incurred for the exclusive benefit of the School are recorded directly on the School's books. Examples: site staff, classroom aides, site administration, custodial and food-service contracts, instructional materials, per-seat software for site staff, per-school instances of organization-wide platforms (where the vendor permits), and school-level insurance.
- **Shared Costs (Policy §3.2 — Schedule A).** Shared personnel and contracts that work across more than one school, and shared platforms or organization-wide coverages benefiting more than one school, are allocated under Schedule A, adopted annually by the Board with the budget. Schedule A specifies each shared item, the allocation method (FTE, per-seat, ADA, or payroll-base), and the assignment among schools.

No single cost is recovered through more than one of: Direct Costs, Schedule A, or the Management Fee.

## 4. Charter Impact Back-Office

TEACH Inc. has retained **Charter Impact, Inc.** (**"CI"**) under a separate Business Management and Accounting Services Agreement, as supplemented from time to time (the **"CI Agreement"**), to deliver accounting, monthly close, financial reporting, audit preparation, payroll processing and tax filings, retirement reporting (STRS, PERS, 403(b)), student data services and SIS support, and CALPADS reporting.

CI invoices TEACH Inc. The School's share of CI fees is allocated to the School's reporting entity and recorded as a **Direct Cost** of the School under Policy §3.1. CI fees are **not** included in, allocated through, or recovered by the CMO Management Fee and do not enter the cost base used to compute the lesser-of cap. TEACH Public Schools is the primary operational liaison with CI on the School's behalf; the cost of that oversight is recovered through the Management Fee and is not separately billed. The CMO does not mark up CI's fees.

## 5. Cash Transfers and Payroll Conduit

The School maintains responsibility for its own payroll. From time to time the School transfers cash to the CMO operating account for the limited purpose of consolidated payment to the payroll vendor; the CMO acts as a payment conduit only and remits the full transferred amount. Such transfers are not Management Fee revenue and are not part of any allocation under the Policy. Reconciliation is documented in the monthly close.

## 6. Reporting to LACOE

Each fiscal year, in conjunction with the unaudited actuals filing and audited financial statements, the CMO provides LACOE upon request with the cost-base build-up for the Management Fee, the Schedule A allocations, the lesser-of cap test, monthly billing detail, and the True-Up reconciliation. The CMO applies the Policy uniformly across all three schools and



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makes the same supporting materials available to LAUSD upon request as part of its ordinary oversight of TEACH Academy Middle and TEACH Tech High.

## 7. Board Oversight and Related-Party Disclosure

The TEACH Inc. Board of Directors is the governing body of TEACH Inc., the CMO function, the Facilities LLCs, and each of the three schools. There is no separate school-level board. Charges between the CMO and the School are intra-organization allocations among entities under the common control of TEACH Inc. and are approved annually by the Board. Any director with an outside material interest in a transaction subject to this MOU recuses, consistent with the TEACH Inc. Conflict of Interest Policy.

## 8. Amendment

This MOU may be amended by the Board. Any change to the Policy is treated as an amendment to this MOU and is communicated in writing to LACOE prior to taking effect, consistent with Policy §5. Any questions of day-to-day interpretation are resolved by the Executive Director in consultation with School site leadership and reported to the Board as needed.

## 9. Effective Date

This MOU is effective July 1, 2026 and applies prospectively to Fiscal Year 2026–27 and thereafter. It is not applied retroactively to FY 2025–26 or any prior period; the prior MOU dated July 29, 2025 governs through June 30, 2026. Effectiveness is conditioned on (i) completion of LACOE's review of the Policy, (ii) adoption of this MOU and the Policy by the TEACH Inc. Board of Directors, and (iii) ratification by the governing body of the School (which is the TEACH Inc. Board). The first True-Up under Section 2 is performed at the close of FY 2026–27.

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## Signatures

**TEACH Public Schools, a CMO operated by TEACH Inc.**

By: _____

Name: _____

Title: _____

Date: _____

**TEACH Preparatory Elementary School, an LEA operated by TEACH Inc.**

By: _____

Name: _____

Title: _____

Date: _____

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## Exhibit A — Cost Allocation Plan and CMO Fee Methodology

The **TEACH Public Schools Cost Allocation Plan and CMO Fee Methodology**, as adopted by the TEACH Inc. Board and as it may be amended from time to time in accordance with Section 8 of this MOU, is attached as Exhibit A and incorporated by reference.

# TEACH PUBLIC SCHOOLS

## Cost Allocation Plan and CMO Fee Methodology

*Draft for LACOE Review — Proposed Addition to Fiscal Policy*

| | |
|---|---|
| **Issuing Entity** | TEACH Inc., a California 501(c)(3) non—profit corporation |
| **Schools Covered** | TEACH Prep Elementary; TEACH Academy Middle; TEACH Tech High |
| **Charter Authorizers** | TEACH Prep Elementary — LACOE; TEACH Academy Middle — LAUSD; TEACH Tech High — LAUSD |
| **Document Status** | Draft — for LACOE review prior to TEACH Inc. Board adoption |
| **Effective Period** | Fiscal Year 2026—27 (FY27) and thereafter |
| **Review Cycle** | Annually, with the adopted budget and audited financial statements |

# 1. Purpose and Authority

This Cost Allocation Plan and CMO Fee Methodology (the “Policy”) establishes how TEACH Inc. allocates costs among the three TEACH schools and determines the management fee charged to each school. The Policy is adopted to (i) satisfy the cost—allocation condition of the TEACH Prep Elementary renewal granted by the Los Angeles County Office of Education (LACOE), (ii) apply consistent and defensible practices across all three schools, and (iii) comply with applicable provisions of the California Education Code (including §§47605 and 47607).

Upon adoption by the TEACH Inc. Board of Directors, this Policy supersedes any prior management—fee arrangement and is incorporated into the TEACH Inc. Fiscal Policies and Procedures Manual.

# 2. Corporate Structure and Definitions

## 2.1 Corporate Structure

TEACH Inc. is a California 501(c)(3) non—profit corporation. It holds the charter petitions for, and operates as the legal employer of, all three TEACH schools (TEACH Prep Elementary, TEACH Academy Middle, and TEACH Tech High). TEACH Inc. operates a charter management organization function (the “CMO”) that provides centralized services to the schools, and is the sole statutory member of two single—member LLCs that hold school facilities under tax—exempt bond financing. The TEACH Inc. Board of Directors (the “Board”) is the governing body of TEACH Inc., the CMO function, the LLCs, and each of the three schools.

## 2.2 Definitions

- **“CMO”** — the charter management organization function operated within TEACH Inc., providing centralized services to the schools.
- **“Schools”** — TEACH Prep Elementary, TEACH Academy Middle, and TEACH Tech High.
- **“LCFF”** — Local Control Funding Formula revenue, including state aid, EPA funds, and in—lieu property taxes attributable to a school for a given fiscal year.
- **“ADA”** — Average Daily Attendance. Budgeted current—year ADA is used for monthly billing; certified actual ADA (P—2 or the equivalent LCFF apportionment measure) is used in any year—end True—Up. Prior—year ADA is not used.
- **“True—Up”** — the year—end reconciliation described in Section 4.2, applicable to TEACH Prep Elementary only.

# 3. Cost Allocation

## 3.1 Direct Costs (Per—School)

Costs incurred for the exclusive benefit of a single school are recorded directly on that school’s books and are not subject to allocation. Examples include site staff, classroom aides, site administrators, custodial and food—service contracts, instructional materials, per—seat software for site staff, per—school instances of organization—wide platforms (where the vendor permits), and school—level insurance.

## 3.2 Shared Costs (Schedule A)

Shared personnel and contracted services that work across more than one school, and shared platforms or organization—wide coverages that benefit more than one school, are allocated under “Schedule A”, an exhibit adopted annually by the Board with the budget. Schedule A specifies each shared item, the allocation method (FTE, per—seat, ADA, or payroll—base), and the assignment among schools.

## 3.3 CMO Management Fee

The CMO Management Fee compensates TEACH Public Schools for centralized services delivered by the CMO — executive leadership, governance & operational support, financial reporting, compliance, organization—wide human resources, and similar functions — that are not direct—charged under Section 3.1 or allocated under Section 3.2. The Management Fee is set as follows:

The Management Fee charged to TEACH Prep is the lesser of (1) TEACH Prep’s share of Actual Allocated Cost or (2) fifteen percent (15%) of TEACH Prep’s LCFF revenue for the fiscal year. “Actual Allocated Cost” means TEACH Prep’s ADA—based share of (a) CMO personnel cost (salaries, benefits, and payroll taxes) for positions serving the schools, allocated by FTE, plus (b) CMO non—personnel operating cost directly attributable to CMO services to the schools (e.g., CMO—level audit, legal, governance platforms). Where the 15% LCFF cap is the

binding constraint, the difference between Actual Allocated Cost and the cap is absorbed by TEACH Inc. and is not billed to TEACH Prep in any future period.

The Management Fee charged to each of TEACH Academy Middle and TEACH Tech High is a flat nine and one-half percent (9.5%) of the school's LCFF revenue for the fiscal year. The flat fee is the final amount; no True—Up applies to the LAUSD—authorized schools.

# 4. Billing and True—Up

## 4.1 Monthly Billing

The CMO bills each school in twelve (12) equal monthly installments based on the budgeted Management Fee. For TEACH Prep, the budgeted Fee is the budgeted lesser—of result; for TEACH Academy and TEACH Tech, the budgeted Fee is 9.5% of budgeted LCFF.

## 4.2 Year—End True—Up (TEACH Prep Elementary only)

Following the close of each fiscal year and prior to issuance of the audited financial statements, the CMO performs a True—Up for TEACH Prep that compares fees billed during the year to the Actual Allocated Cost recomputed using TEACH Prep's certified actual ADA, subject to the 15% LCFF cap:

- **Over—recovery.** If fees billed exceed the capped Actual Allocated Cost, the CMO refunds the difference to TEACH Prep as a credit against the following year's fee (or, at TEACH Prep's election, by cash payment).
- **Under—recovery.** If fees billed are less than the capped Actual Allocated Cost, TEACH Prep remits the difference to the CMO; under—recovery resulting from the 15% LCFF cap is absorbed by TEACH Inc. and not billed.

The True—Up calculation, supporting work papers, and adjusting entries are reviewed by the schools' independent auditor in the course of the annual audit.

## 4.3 Documentation

For each fiscal year, the CMO retains and provides to LACOE upon request: the cost—base build—up for the Management Fee (for TEACH Prep), the Schedule A allocations, the lesser—of cap test (for TEACH Prep), monthly billing detail, and the True—Up reconciliation (for TEACH Prep).

# 5. Governance, Related—Party Disclosure, and Audit

This Policy is reviewed annually by the Board, which also approves Schedule A and the adopted budget. All allocations and charges under this Policy are intra—organization allocations among entities under the common control of TEACH Inc. (the CMO function, the schools, and the facilities LLCs) rather than arm—length transactions; the Board's annual approval constitutes the related—party approval for these allocations. Any director with an outside material interest in a transaction subject to this Policy recuses, consistent with the TEACH Inc.

Conflict of Interest Policy. The Management Fee, the cost base, the lesser—of cap test, the Schedule A allocations, and the TEACH Prep True—Up are reviewed each fiscal year by the schools' independent auditor and reported in the audited financial statements.

Material changes to this Policy — including any change to the cost base composition, the lesser—of cap, the flat 9.5% rate, the True—Up mechanic, or the structure of Schedule A — require Board approval and are communicated in writing to LACOE prior to taking effect.

## 6. Reporting to Authorizers

Each fiscal year, in conjunction with the unaudited actuals filing and audited financial statements, the CMO provides LACOE, upon request, with the cost—base build—up for the TEACH Prep Management Fee, the Schedule A allocations, the lesser—of cap test for TEACH Prep (showing Actual Allocated Cost and 15% of LCFF), and the True—Up reconciliation for TEACH Prep. The CMO applies this Policy uniformly across all three schools and makes the same supporting materials available to LAUSD upon request as part of its ordinary oversight of TEACH Academy Middle and TEACH Tech High.

## 7. Effective Date

This Policy is effective for Fiscal Year 2026—27 (FY27) and thereafter, applied prospectively beginning July 1, 2026. The Policy is not applied retroactively to FY26 or any prior period. Effectiveness is conditioned on (i) completion of LACOE's review of this draft, (ii) adoption by the TEACH Inc. Board, and (iii) ratification by the governing body of each school. The first True—Up under Section 4.2 is performed at the close of FY27.

## 8. Approvals

The undersigned acknowledge that this Policy has been reviewed and approved as of the date indicated.

# Coversheet

## Consider and Approve the Special Education Local Plan Area (SELPA) Assurances – Application of TEACH Prep to Join the Los Angeles County Office of Education (LACOE) SELPA

**Section:** III. Items for Potential Action
**Item:** G. Consider and Approve the Special Education Local Plan Area (SELPA) Assurances – Application of TEACH Prep to Join the Los Angeles County Office of Education (LACOE) SELPA
**Purpose:** Vote
**Submitted by:**
**Related Material:** SELPA assurances on Letterhead.docx

Executive Team

Matt Brown,
Executive Director

Beth Bulgeron,
Chief Legal &
Organizational
Strategy Officer

Sione Thompson,
Chief Academic &
Strategic Initiatives
Officer

Board of Directors

Cecilia Sandoval,
Board Chairman

James Lobdell,
Member

Austin Dragon,
Member

Marc Maye,
Secretary

Cindy Guardado,
Member

# Local Educational Agency Assurances for Adoption

**California Department of Education**
**Special Education Division**
**Form SED-LP-5 (Revised 3/2016)**
**(Please copy on SELPA/District letterhead)**

**Special Education Local Plan Area**
**Local Educational Agency Assurances**

**1.**
**Free appropriate public education (20 United States Code [U.S.C.] § 1412 [a][1])**

**It shall be the policy of this local educational agency (LEA) that a free appropriate public education is available to all children with disabilities residing in the LEA between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school.**

**2.**
**Full educational opportunity (20 U.S.C. § 1412 [a][2])**

**It shall be the policy of this LEA that all children with disabilities have access to educational programs, non-academic programs, and services available to non-disabled children.**

**3.**
**Child find (20 U.S.C. § 1412 [a][3])**

**It shall be the policy of this LEA that all children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children with disabilities attending private schools, regardless of the severity of their disabilities, and who are in need of special education and**

**related services, are identified, located, and evaluated. A practical method has been developed and implemented to determine which children with disabilities are currently receiving needed special education and related services.**

**4.**
**Individualized education program (IEP) and individualized family service plan (IFSP) (20 U.S.C. § 1412 [a][4])**

**It shall be the policy of this LEA that an IEP, or an IFSP that meets the requirements of 20 U.S.C. § 1436 (d), is developed, implemented, reviewed, and revised for each child with a disability who requires special education and related services in accordance with 20 U.S.C. § 1414 (d). It shall be the policy of this LEA that a review of an IEP will be conducted on at least an annual basis to review a student's progress and make appropriate revisions.**

**5.**
**Least restrictive environment (20 U.S.C. § 1412 [a][5])**

**It shall be the policy of this LEA that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the general educational environment, occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.**

**6.**
**Procedural safeguards (20 U.S.C. § 1412 [a][6])**

**It shall be the policy of this LEA that children with**

**disabilities and their parents shall be afforded all procedural safeguards according to state and federal laws and regulations.**

**7.**
**Evaluation (20 U.S.C. § 1412 [a][7])**

**It shall be the policy of this LEA that a reassessment of a child with a disability shall be conducted at least once every three years or more frequently, if appropriate.**

**8.**
**Confidentiality (20 U.S.C. § 1412 [a][8])**

**It shall be the policy of this LEA that the confidentiality of personally identifiable data, information, and records maintained by the LEA relating to children with disabilities and**
**their parents and families shall be protected pursuant to the Family Educational Rights and Privacy Act.**

**9.**
**Part C to part B transition (20 U.S.C. § 1412 [a][9])**

**It shall be the policy of this LEA that children participating in early intervention programs (Individuals with Disabilities Education Act [IDEA], Part C), and who will participate in**
**preschool programs, experience a smooth and effective transition to those preschool programs in a manner consistent with 20 U.S.C. § 1437 (a)(9). The transition process**
**shall begin prior to the child's third birthday.**

**10.**
**Private schools (20 U.S.C. § 1412 [a][10])**

**It shall be the policy of this LEA to assure that children with disabilities voluntarily enrolled by their parents in private schools shall receive appropriate special education**
**and related services pursuant to LEA coordinated procedures. The proportionate amount of federal funds will be allocated for the purpose of providing special**

**education**
**services to children with disabilities voluntarily enrolled in private school by their parents.**

**11.**
**Local compliance assurances (20 U.S.C. § 1412 [a][11])**

**It shall be the policy of this LEA that the Local Plan shall be adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of**
**special education programs, and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws and regulations, including compliance**
**with the IDEA; the Federal Rehabilitation Act of 1973, Section 504 of Public Law; and the provisions of the California Education Code, Part 30.**

**12.**
**Interagency (20 U.S.C. § 1412 [a][12])**

**It shall be the policy of this LEA that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for free appropriate**
**public education are provided, including the continuation of services during an interagency dispute resolution process.**

**13.**
**Governance (20 U.S.C. § 1412 [a][13])**

**It shall be the policy of this LEA to support and comply with the provisions of the**
**governance bodies and any necessary administrative support to implement the Local Plan. A final determination that an LEA is not eligible for assistance under this part will**
**not be made without first affording that LEA with reasonable notice and an opportunity for a hearing through the State Educational Agency.**

**14.**

**Personnel qualifications (20 U.S.C. § 1412 [a][14])**

**It shall be the policy of this LEA to ensure that personnel providing special education related services meet the highly qualified requirements as defined under federal law,
and that those personnel have the content knowledge and skills to serve children with disabilities. This policy shall not be construed to create a right of action on behalf of an individual student for the failure of a particular LEA staff person to be highly qualified or to prevent a parent from filing a State complaint with the California Department of Education (CDE) about staff qualifications.**

**15.
Performance goals and indicators (20 U.S.C. § 1412 [a][15])**

**It shall be the policy of this LEA to comply with the requirements of the performance goals and indicators developed by the CDE and provide data as required by the CDE.**

**16.
Participation in assessments (20 U.S.C. § 1412 [a][16])**

**It shall be the policy of this LEA that all students with disabilities shall participate in state and school-wide assessment programs. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments, consistent with state standards governing such determinations.**

**17.
Supplementation of state, local, and federal funds (20 U.S.C. § 1412 [a][17])**

**It shall be the policy of this LEA to provide assurances that funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA, and will be used to supplement and not to supplant state, local, and other federal funds.**

**18.**
**Maintenance of effort (20 U.S.C. § 1412 [a][18])**

**It shall be the policy of this LEA that federal funds will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of children with disabilities except as provided in federal laws and regulations.**

**19.**
**Public participation (20 U.S.C. § 1412 [a][19])**

**It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comments are available to the general public, including individuals with disabilities and parents of children with disabilities, and are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the IDEA.**

**20.**
**Rule of construction (20 U.S.C. § 1412 [a][20])**

**(Federal requirement for state educational agency only)**

**21.**
**State advisory panel (20 U.S.C. § 1412 [a][21])**

**(Federal requirement for state educational agency only)**

**22.**
**Suspension and expulsion (20 U.S.C. § 1412 [a][22])**

**The LEA assures that data on suspension and expulsion rates will be provided in a manner prescribed by the CDE. When indicated by data analysis, the LEA further assures that policies, procedures, and practices related to the development and implementation of the IEPs will be revised.**

**23.**
**Access to instructional materials (20 U.S.C. § 1412 [a][23])**

**It shall be the policy of this LEA to provide instructional materials to blind students or other students with print disabilities in a timely manner according to the state-adopted
National Instructional Materials Accessibility Standard.**

**24.
Overidentification and disproportionality (20 U.S.C. § 1412 [a][24])**

**It shall be the policy of this LEA to prevent the inappropriate overidentification or disproportionate representation by race and ethnicity of children as children with
disabilities.**

**25.
Prohibition on mandatory medicine (20 U.S.C. § 1412 [a][25])**

**It shall be the policy of this LEA to prohibit school personnel from requiring a student to obtain a prescription for a substance covered by the Controlled Substances Act as a
condition of attending school or receiving a special education assessment and/or
services.**

**26.
Distribution of funds (20 U.S.C. § 1411 [e] and [f][1–3])**

**(Federal requirement for state educational agency only)**

**27.
Data (20 U.S.C. § 1418 [a–d])**

**It shall be the policy of this LEA to provide data or information to the CDE that may be required by regulations.**

**28.
Charter schools (California Education Code 56207.5 [a–c])**

**It shall be the policy of this LEA that a request by a charter school to participate as an LEA in a special education local plan area (SELPA) may not be treated differently from a similar request made by a school district.**
**California Department of Education**
**Special Education Division Form SED-LP-5 (Revised 3/2016)**

**In accordance with federal and state laws and regulations, TEACH, Inc. Governing Board certifies that this plan has been adopted and is the basis for the operation and administration of special education programs, and that the agency herein represented will meet all applicable requirements of state and federal laws, regulations, and state policies and procedures, including compliance with the Individuals with Disabilities Education Act, 20 U.S.C. 1400 et seq., and implementing regulations under 34 Code of Federal Regulations, Parts 300 and 303, 29 U.S.C. 794, 705 (20), 794- 794b, the**
**Federal Rehabilitation Act of 1973, as amended, and the provisions of the California Education**
**Code, Part 30 and Chapter 3, Division 1 of Title V of the California Code of Regulations.**

**Be it further resolved, the LEA shall administer the local implementation of procedures, in accordance with state and federal laws, rules, and regulations, which will ensure full compliance.**

**Furthermore, the LEA ensures that policies and procedures covered by this assurance statement are on file at the LEA and the SELPA offices, and are available to any**
**interested party.**

**Adopted this _____ day of _____, 20____.**

**Yeas: _____**
**Nays: _____**

**Signed: _____,**




**Matt Brown, Executive Director**

**10600 S. Western Ave. ◆Los Angeles, CA 90047◆Tel: (323) 872-0808**
**http://www.teachps.org**

# Coversheet

## Approval of Notice of Withdrawal from LAUSD SELPA

**Section:** III. Items for Potential Action
**Item:** H. Approval of Notice of Withdrawal from LAUSD SELPA
**Purpose:** Vote
**Submitted by:**
**Related Material:** intent to wdraw selpa LAUSD.docx

May 27, 2026

**Subject: Notice of Withdrawal from LAUSD SELPA**

Dear SELPA Director,

On behalf of TEACH Prep Elementary School, this letter serves as formal written notice of our intent to withdraw from the Los Angeles Unified School District (LAUSD) Special Education Local Plan Area (SELPA).

Pursuant to applicable laws, regulations, and SELPA policies governing membership, TEACH Prep Elementary School intends for this withdrawal to take effect at the conclusion of the current school year, June 30, 2026.

This decision is being made in order to pursue membership in the Los Angeles County (LAC) Charter SELPA, which we believe will best support our students with disabilities and align with our operational and instructional model.

This action was approved by the Board on May 26, 2026.

Please let us know if there are any required next steps, documentation, or transition procedures we must follow to ensure full compliance with LAUSD SELPA requirements.

Thank you for your partnership and support.

Sincerely,

Matt Brown, Executive Director

# Coversheet

## Consider and Approve the Revised Elementary School Master Schedule

**Section:** III. Items for Potential Action
**Item:** I. Consider and Approve the Revised Elementary School Master Schedule
**Purpose:** Vote
**Submitted by:**
**Related Material:**
2026-27 TEACH Instructional Calendar & Bell Schedules - Board Approved - TPES Update.pdf

# 2026-2027 Bell Schedule
# TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary

## Transitional Kindergarten

**Transitional Kinder and Kinder (1750 Campus)**

| TK Regular Schedule (Monday, Tuesday, Thursday and Friday) | | | | Minimum Day & Early Dismissal Schedule | | | |
|---|---|---|---|---|---|---|---|
| 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 |
| 8:15 AM | 9:00 AM | Instructional Time 1 | 45 | 8:15 AM | 9:00 AM | Instructional Time 1 | 45 |
| 9:00 AM | 9:30 AM | Nutrition | 30 | 9:00 AM | 9:30 AM | Nutrition | 30 |
| 9:30 AM | 11:00 AM | Instructional Time 2 | 90 | 9:30 AM | 11:00 AM | Instructional Time 2 | 90 |
| 11:00 AM | 11:30 AM | Lunch | 30 | 11:00 AM | 11:30 AM | Lunch | 30 |
| 11:30 AM | 2:00 PM | Instructional Time 3 | 150 | 11:30 AM | 12:30 PM | Instructional Time 3 | 60 |
| | | | 285 | | | | 195 |

## Kindergarten

| Kinder Regular Schedule (Monday, Tuesday, Thursday and Friday) | | | | Minimum Day & Early Dismissal Schedule | | | |
|---|---|---|---|---|---|---|---|
| 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 |
| 8:15 AM | 9:00 AM | Instructional Time 1 | 45 | 8:15 AM | 9:30 AM | Instructional Time 1 | 75 |
| 9:00 AM | 9:30 AM | Nutrition | 30 | 9:30 AM | 10:00 AM | Nutrition | 30 |
| 9:30 AM | 11:00 AM | Instructional Time 2 | 90 | 10:00 AM | 11:35 AM | Instructional Time 2 | 95 |
| 11:00 AM | 11:30 AM | Lunch | 30 | 11:35 AM | 12:05 PM | Lunch | 30 |
| 11:30 AM | 2:15 PM | Instructional Time 3 | 165 | 12:05 PM | 12:45 PM | Instructional time | 40 |
| | | | 300 | | | | 210 |

**Grades 1 through 5 (8505 Campus)**

**Regular Schedule (Monday, Tuesday, Thursday and Friday)**

| Grades 1 & 2 | | | | Grades 3 & 4 | | | | Grade 5 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 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 | 10:00 AM | Instructional Time 1 | 105 |
| 9:00 AM | 9:30 AM | Nutrition | 30 | 9:35 AM | 10:05 AM | Nutrition | 30 | 10:10 AM | 10:40 AM | Nutrition | 30 |
| 9:30 AM | 11:00 AM | Instructional Time 2 | 90 | 10:05 AM | 11:35 AM | Instructional Time 2 | 90 | 10:40 AM | 12:10 PM | Instructional Time 2 | 90 |
| 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 | | | | 335 |

**Minimum Day & Early Dismissal Schedule**

| Grades 1 & 2 | | | | Grades 3 & 4 | | | | Grade 5 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 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 | 9:30 AM | Instructional Time 1 | 75 | 8:15 AM | 10:05 AM | Instructional Time 1 | 110 | 8:15 AM | 10:40 AM | Instructional Time 1 | 145 |
| 9:30 AM | 10:00 AM | Nutrition | 30 | 10:05 AM | 10:35 AM | Nutrition | 30 | 10:40 AM | 11:10 AM | Nutrition | 30 |
| 10:00 AM | 12:30 PM | Instructional Time 2 | 150 | 10:35 AM | 12:45 PM | Instructional Time 2 | 130 | 11:10 AM | 1:00 PM | Instructional Time 2 | 110 |
| 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** | **5** |
| Regular Instructional Days | 142 | 40470 | 42600 | 40470 | 46860 | 46860 | 47570 |
| Minimum Day & Early Dismissal Instructional Days | 38 | 7410 | 1520 | 12540 | 9120 | 9120 | 9690 |
| **Total** | **180** | **47880** | **44120** | **53010** | **55980** | **55980** | **57260** |
| Requirement | | 36,000 | 36,000 | 50,400 | 50,400 | 54,000 | 54,000 |
| Over/Under | | 11,880 | 8,120 | 2,610 | 5,580 | 1,980 | 3,260 |
| **Board Approved:** | | | | | | | |

# Coversheet

## Update on STRS Notifaction 1765

**Section:** III. Items for Potential Action
**Item:** J. Update on STRS Notifaction 1765
**Purpose:** Discuss
**Submitted by:**
**Related Material:** CALSTRS TEACH_Board_Memo.pdf

# TEACH Inc.

BOARD MEMORANDUM

| | |
|---|---|
| **TO** | Board of Directors |
| **FROM** | Matt Brown, Executive Director |
| **DATE** | May 26, 2026 |
| **RE** | CalSTRS Certification Requirement and Recommendation to Maintain Participation |

**ACTION REQUESTED**

The Board is asked to approve an amendment to TEACH Inc.'s Articles of Incorporation and authorize submission of the CalSTRS Charter School/NPBC Certification (Form ES0765) by the July 1, 2026 deadline, in order to maintain TEACH Inc.'s participation in CalSTRS for eligible employees.

## BACKGROUND

CalSTRS (California State Teachers' Retirement System) is the state-sponsored pension system for certificated public school employees in California, including teachers and certain administrators. It is a defined benefit retirement plan, meaning eligible employees earn a lifetime pension based on years of service, age at retirement, and final compensation. Both the employee and employer make required contributions to the system.

TEACH Inc. currently participates in CalSTRS for eligible employees.

CalSTRS has issued a new certification requirement for charter schools and their nonprofit public benefit corporation (NPBC) operators based on federal guidance under IRS Notice 2015-07. This requirement is formalized through the CalSTRS Charter School/NPBC Certification (Form ES0765).

To continue participation in CalSTRS, TEACH Inc. must:

1. Certify compliance with the requirements outlined in IRS Notice 2015-07, and
2. Ensure that its governing documents, including the Articles of Incorporation, contain specific language requiring that, upon dissolution, assets are distributed to a qualifying public entity or public school.

Failure to complete this certification may result in termination of TEACH Inc.'s participation in CalSTRS, which would require an immediate transition to an alternative retirement system for eligible employees.

The deadline to complete this process is **July 1, 2026.**

## CURRENT CONTEXT

TEACH Inc. operates charter schools and employs certificated staff who participate in CalSTRS. These employees perform creditable service under the Teachers' Retirement Law.

As a result, participation in CalSTRS is a core component of the organization's current compensation and benefits structure.

## OPTIONS CONSIDERED

### Option 1 — Certify and Maintain Participation (Recommended)

- Amend Articles of Incorporation to include required dissolution language
- Submit certification by the July 1 deadline
- Continue participation in CalSTRS for eligible employees

**Implications:**

- Maintains continuity for current employees
- Preserves alignment with standard compensation structures for California educators
- Avoids disruption to payroll, benefits, and retirement systems
- Maintains a stable operating environment

### Option 2 — Do Not Certify (Exit CalSTRS Effective July 1)

- Decline to amend Articles and do not submit certification
- Trigger termination of participation in CalSTRS

**Implications:**

- Requires immediate implementation of an alternative retirement system
- Results in a material change to employee compensation structure
- Creates potential retention and employee relations risks
- Introduces operational complexity and transition costs

## STAFF FEEDBACK AND RISK CONSIDERATIONS

Recent internal survey data (n = 41 respondents, anonymous) indicates:

- **71% of respondents (29 of 41)** strongly value participation in CalSTRS, and **88%** prefer either a pension or a mix that includes one. **80% (33 of 41)** identified losing the CalSTRS pension as their primary concern about any change to the current retirement structure.

- Only **30%** of respondents rated themselves “Comfortable” or higher when asked about managing their own retirement investments (mean: 2.83 of 5), and more than a third said any future transition would need to include one-on-one financial planning support.
- **35%** of respondents said a transition away from CalSTRS would make them less likely to stay at TEACH long-term; 43% reported no change; 23% said more likely. **68%** would prefer the Board keep the current package over a hypothetical restructuring, and that preference holds across every career-stage cohort.

Given these factors, exiting CalSTRS at this time would introduce avoidable organizational risk.

## ARTICLES OF INCORPORATION CONSIDERATION

The required amendment to the Articles of Incorporation is limited to dissolution provisions to align with federal requirements.

This amendment ensures compliance with CalSTRS participation requirements and does not otherwise change the organization’s governance structure or operations.

## RECOMMENDATION

It is recommended that the Board:

1. Approve an amendment to the TEACH Inc. Articles of Incorporation to include the required dissolution language consistent with IRS Notice 2015-07;
2. Authorize submission of the CalSTRS Certification (Form ES0765) prior to the July 1, 2026 deadline; and
3. Maintain participation in CalSTRS for eligible employees.

This approach prioritizes workforce stability, operational continuity, and risk management.

## CONCLUSION

Maintaining participation in CalSTRS is the most stable and practical course of action given TEACH Inc.’s current workforce and operating model. The required Articles amendment is limited in scope and ensures compliance with applicable federal and state requirements.

# Coversheet

## Approve the Updated Articles of Incorporation for TEACH, Inc.

**Section:** III. Items for Potential Action
**Item:** K. Approve the Updated Articles of Incorporation for TEACH, Inc.
**Purpose:** Vote
**Submitted by:**
**Related Material:**
TI Certificate of Amendment of Articles of Incorporation CalSTRS CalPERS Amendments (4899-2561-2201.v1) copy.docx

# CERTIFICATE OF AMENDMENT
# OF ARTICLES OF INCORPORATION

The undersigned certify that:

1. They are the President and Secretary, respectively, of TEACH, INC., a California nonprofit public benefit corporation, with California Entity Number 2301528.

2. Article VIII of the Articles of Incorporation of this Corporation is amended to read as follows:

> Upon the dissolution or final liquidation of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation shall be distributed to another public school that meets the requirements of Section III.A of IRS Notice 2015-07 for participation in a governmental plan under Section 414(d) of the Internal Revenue Code, or shall be distributed to the State of California, a political subdivision of the State, or an agency or instrumentality of the State or of a political subdivision of the State.

3. The foregoing amendment of the Articles of Incorporation has been duly approved by the Board of Directors.

4. The Corporation has no members.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our own knowledge.

Date: _____ _____
Matthew Brown, President

Date: _____ _____
James Lobdell, Secretary

4899-2561-2201, v. 1

# Coversheet

## Consider and Approve the 2026-2027 Employee Handbook

**Section:** III. Items for Potential Action
**Item:** L. Consider and Approve the 2026-2027 Employee Handbook
**Purpose:** Vote
**Submitted by:**
**Related Material:** Employee Handbook 26-27.pdf

TEACH

PUBLIC SCHOOLS

# 2026-2027 Employee Handbook

TEACH INC.
TEACH PUBLIC SCHOOLS
TEACH PREPARATORY SCHOOL
TEACH ACADEMY OF TECHNOLOGIES
TEACH TECH CHARTER HIGH SCHOOL

10600 S. Western Ave. Los Angeles, CA 90047
Phone: (323) 872-0808 Fax (323) 389-4898 Website: http://www.teachps.org/

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## SECTION 1 – WELCOME

WELCOME TO TEACH Public Schools!

We are happy to have you join us at TEACH Public Schools. We believe our school is truly unique. We serve a diverse group of talented and hardworking students. We regard the work we do as being of utmost importance. Therefore, we have very high expectations for professionalism and performance for each one of our employees. All employees should treat all individuals, including students, teachers, administrators, volunteers, and family members, with respect, and approach all situations as opportunities to learn.

This handbook has been written to provide you with an overview of TEACH Public Schools, its personnel policies and procedures, and your benefits as a TEACH Public Schools employee.

This handbook is intended to explain in general terms those policies that most often apply to your day-to-day work activities. This handbook cannot anticipate every situation or answer every question about employment, and it is not an employment contract. Employees are expected to read this handbook thoroughly upon receipt, to know and abide by the policies outlined herein, and as revised over time, throughout their employment. No TEACH Public Schools guideline, practice, manual or rule may alter the “at-will” status of your relationship with TEACH Public Schools.

In order to retain necessary flexibility in the administration of its policies, procedures and benefits, TEACH Public Schools reserves the right to change, deviate from, eliminate, or revise the handbook, except for the at-will provisions, at any time, without notice, whenever TEACH Public Schools determines that such action is warranted. For these reasons, we urge you to check with the Human Resources Department to obtain current information regarding the status of any particular policy, procedure or practice. This handbook supersedes and replaces all previous personnel policies, practices and procedures.

I welcome you and wish you great success and fulfillment at TEACH Public Schools.

Sincerely
Matt Brown, Executive Director
TEACH Public Schools

## SECTION 2 – GENERAL

This handbook serves as a guide for the employer/employee relationship. This handbook applies to faculty and staff at TEACH Public Schools. The standards of conduct apply to all individuals who work on the school premises including independent contractors, vendors, and visitors. Unless otherwise indicated, a benefit, policy, program, or procedure applies, or is available, to ALL eligible employees.

This handbook contains only general information and guidelines. It is not intended to be comprehensive or to address all the possible applications of, or exceptions to, the general policies and procedures described. For that reason, if you have any questions concerning eligibility for a particular benefit, or the applicability of a policy or practice to you, you should address your specific questions to your supervisor or the Human Resources Department. You are responsible for reading, understanding, and complying with the provisions of this Handbook. Our objective is to provide you with a work environment that is constructive to both personal and professional growth.

Neither this handbook nor any other TEACH Public Schools document confers any contractual right, either express or implied, to remain in TEACH Public School's employ, nor does it guarantee any fixed term or condition of your employment. Except as otherwise provided in an executed employment agreement, your employment is not for any specified period of time and may be terminated at will, with or without cause and without prior notice, by TEACH Public Schools or you may resign for any reason at any time.

No supervisor or other representative of TEACH Public Schools except the Executive Director or CFO/COO, with the approval of the Board of Directors, has the authority to enter into any agreement for employment for any specified period of time, or to make any agreement contrary to the above. Second, the procedures, practices, policies and benefits described herein may be modified or discontinued from time to time with or without advance notice. We will try to inform you of any changes as they occur.

Finally, this handbook contains proprietary information that should not be disclosed outside TEACH Public Schools, other than to individuals affiliated with TEACH Public Schools whose knowledge of the information is required in the normal course of business.

## SECTION 3 – OUR MISSION and VISION

### MISSION STATEMENT

At TEACH Public Schools, is to revolutionize education by establishing, operating and supporting schools that inspire a passion for learning and equip students with the knowledge, skills, and character to thrive in an ever-evolving world. We are committed to fostering a culture of innovation, inclusivity, and excellence in every educational institution we create, ensuring that each student reaches their full potential and becomes a positive force for change in society.

### VISION STATEMENT

Our vision is to transform communities through education, where every child has access to world-class schools that nurture intellectual curiosity, critical thinking, and a love for lifelong learning. TEACH Public Schools envisions a future where educational equity is realized and innovative teaching practices prepare students to tackle complex challenges, embrace diversity, and contribute meaningfully to their local and global communities. At TEACH Public Schools, we strive to be at forefront of educational excellence, empowering the next generation of the leaders and change-makers to shape a brighter and more compassionate world.

## SECTION 4 – EMPLOYMENT

### EMPLOYMENT APPLICATIONS

We rely upon the accuracy of information contained in the employment application and the accuracy of other data presented throughout the hiring process and employment. Any misrepresentations, falsifications, or material omissions in any of this information or data may result in exclusion of the individual from further consideration for employment or, if the person has been hired, termination of employment.

### AT WILL EMPLOYMENT

We believe that an employment relationship is successful as long as both parties are mutually satisfied. Accordingly, both you and TEACH Public Schools will have the right to terminate your employment and all related compensation and benefits at any time, with or without cause and with or without notice. In addition, TEACH Public Schools may eliminate or change any term or condition of your employment (including but not limited to your job assignment, duties, or salary) at will, at any time, for any reason not prohibited by law, with or without cause and with or without previous notice.

This is called “employment at will,” and no one other than the Executive Director or CFO/COO TEACH Public Schools, with the approval of the Board of Directors, has the authority to alter your employment at-will status, to enter into an agreement for employment for a specified period of time, or to make any agreement contrary to this policy. Further, any such agreement must be in writing and must be signed by the Executive Director and CFO/COO. Statements of specific grounds for termination set forth in this Handbook, or elsewhere, are not all-inclusive and are not intended to restrict TEACH Public School’s right to terminate at-will.

### EQUAL EMPLOYMENT OPPORTUNITY

TEACH Public Schools is an equal opportunity employer. In accordance with applicable law, the School prohibits discrimination against any employee or applicant for employment on the basis of an individual’s protected status, including race (which includes historically associated traits, such as hair styles and protective hair styles, e.g., braids, locks, and twists), color, religious creed (which includes, without limitation to religious dress and grooming practices), gender, gender identity, gender expression, transgender identity whether or not the employee is transitioning or has transitioned, national origin (which includes, but is not limited to, national origin groups and aspects of national origin, such as height, weight, accent, or language proficiency), ancestry, physical disability (including HIV and AIDS), mental disability, medical condition (including cancer and genetic characteristics), use of cannabis/marijuana off the job and away from the workplace, genetic information, age (forty (40) and over), sexual orientation, marital status, registered domestic partner status, sex (which includes pregnancy, childbirth, breastfeeding, and related medical conditions), reproductive health decision-making (including but not limited to a decision to use or access a particular drug, device or product or medical services for reproductive health), military or veteran status (including state and federal active and reserve members as well as those ordered to duty or training), immigration/citizenship status or related protected activities (which includes undocumented individuals and human trafficking), protected medical and other protected leaves, domestic violence victim status, political affiliation, or any other consideration protected by applicable law. These categories include a perception that the individual has any of these characteristics or is associated with a person who has (or is perceived to have) any of these characteristics. The school will ensure that applicants and employees are treated in all aspects of employment without unlawful discrimination because of these or any other protected basis. Such aspects of employment include, but are not limited to, recruitment, hiring, promotion, demotion, transfer, layoff, termination, compensation, and training.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the school will make a good faith effort to provide reasonable accommodations for the known physical or mental limitations of an otherwise qualified applicant or employee with a disability, unless undue hardship would result to the school. An

applicant or employee who believes they requires an accommodation in order to perform the essential functions of the job should contact Human Resources Department and request such an accommodation, specifying what accommodation they need to perform the job. Although the need for accommodations is determined on a case-by-case basis, generally TEACH Public Schools and the employee or applicant will engage in an interactive process with the employee's or applicant's health care provider(s) to confirm the existence of the condition, its limitations in the workplace, and possible reasonable accommodations, if any. The employee or candidate has an obligation to cooperate with TEACH Public Schools in this process, which may include authorizing TEACH Public Schools to communicate with their health care provider(s).

If you believe you have been subjected to discrimination, please follow the complaint procedure outlined below.

**HARASSMENT**

It is the policy of TEACH Public Schools to ensure equal employment opportunity without harassment on the basis of race (which includes historically associated traits, such as hair styles and protective hair styles, e.g., braids, locks, and twists), color, religious creed (which includes, without limitation, to religious dress and grooming practices), gender, gender identity, gender expression, transgender identity whether or not the employee is transitioning or has transitioned, national origin (which includes, but is not limited to, national origin groups and aspects of national origin, such as height, weight, accent, or language proficiency), ancestry, physical disability (including HIV and AIDS), mental disability, medical condition (including cancer and genetic characteristics), use of cannabis/marijuana off the job and away from the workplace, genetic information, age (forty (40) and over), sexual orientation, marital status, registered domestic partner status, sex (which includes pregnancy, childbirth, breastfeeding, and related medical conditions), reproductive health decision-making (including but not limited to a decision to use or access a particular drug, device or product or medical services for reproductive health), military or veteran status (including state and federal active and reserve members as well as those ordered to duty or training), immigration/citizenship status or related protected activities (which includes undocumented individuals and human trafficking), protected medical and other protected leaves, domestic violence victim status, political affiliation, or any other consideration made unlawful by federal, state, or local laws, ordinances, or regulations. These categories include a perception that the individual has any of these characteristics or is associated with a person who has (or is perceived to have) any of these characteristics.

TEACH Public Schools prohibits any such harassment in the workplace. In addition, we prohibit abusive conduct/workplace bullying in the work environment. It is our mission to provide a professional work and learning environment free of harassment, discrimination and/or workplace bullying and that maintains equality, dignity, and respect for all. This policy protects all employees of the school as well as interns, volunteers, and potential employees (applicants). All employees of the school are required to abide by this policy, regardless of position or status, including supervisors, administration, and co-workers. In addition, this policy prohibits unlawful harassment by third parties, including students, parents, vendors or other third parties, who have workplace contact with our employees.

Conduct prohibited by these policies is unacceptable in the workplace and in any work-related setting outside the workplace, such as during business or field trips, meetings and business or school-related social events.

<u>What is Harassment?</u>

Harassment can take many forms. As used in this Employee Handbook, the term "harassment" includes all unwelcome conduct that comprises the following behavior pertaining to any of the above protected categories or characteristics: Unlawful Harassment: Prohibited unlawful harassment may include, but is not necessarily limited to, the following behavior pertaining to any of the above protected categories:

o Verbal conduct such as flirting, epithets, derogatory jokes or comments, voicemails, slurs or unwanted sexual advances, sexually suggestive innuendos, conversations regarding sexual activities, invitations, or comments (including, but not limited to, threats of deportation against applicants and employees and family members of applicants and employees, derogatory comments about immigration status or disability, or mockery of an accent or a language or its speakers) ("hostile work environment" harassment).
o Disrespectful or unprofessional conduct based on any of the protected categories listed above ("hostile work environment" harassment). o Comments or conduct that consistently target one gender, even if the content is not sexual ("hostile work environment" harassment). o Visual conduct such as derogatory and/or sexually oriented posters, photography, cartoons, drawings, gestures, text messages, posts, social media, instant messages, e¬mails, letters, pictures, or gifts ("hostile work environment" harassment). o Physical conduct such as assault, unwanted touching, intentionally blocking normal movement, or interfering with work because of any protected basis ("hostile work environment" harassment).
o Threats and demands to submit to sexual requests or sexual advances as a condition of continued employment or to avoid some other loss and offers of employment benefits in return for sexual favors ("quid pro quo" harassment). o Communication via electronic media of any type that includes any conduct that is prohibited by state and/or federal law and/or school policy. o Sexually harassing conduct does need not to be motivated by sexual desire to be unlawful or to violate this policy and may include situations that began as reciprocal relationships but later ceased to be reciprocal.

What is abusive conduct/workplace bullying?

- Conduct of an employee in the workplace that a reasonable person would find hostile, threatening, intimidating, humiliating and unrelated to an employer's legitimate business interests. Examples may include:

o Use of derogatory remarks, insults and/or epithets
o Verbal or physical conduct that sabotages or undermines a person's work performance that is threatening, humiliating or intimidating

- Bullying, gossip, profanity, abusive conduct and negative comments are destructive to our school culture, create false rumors, disrupt school operations and interfere with the privacy of others.

What is Retaliation?

Retaliation against an individual for reporting or threatening to report harassment, discrimination or for participating in an investigation of a claim of such conduct is a serious violation of this policy and, like harassment or discrimination itself, will be subject to disciplinary action. Acts of retaliation should be reported immediately and will be promptly investigated and addressed.

As used in this policy, "retaliation" means taking any adverse employment action against an employee because the employee engaged in protected activity pursuant to this policy. Protected activity may include, but is not necessarily limited to, reporting or assisting in reporting suspected violations of this policy, cooperating or participating in investigations or proceedings arising out of a violation of this policy, or engaging in any other activity protected by applicable law.

As used in this policy, an "adverse employment action" means conduct or an action that materially affects the terms and conditions of the employee's employment status or is reasonably likely to deter the employee from engaging in further protected activity. Adverse employment actions may include, but are not limited to, the following: demotion; suspension; reduction in pay; denial of a merit salary increase; failure to hire or consider for hire; refusing to promote or consider for promotion because of reporting a violation of this policy; harassing another employee for filing a complaint; denying employment opportunities because of making a complaint or for cooperating in an investigation; changing an employee's work assignments for identifying harassment or other forms of discrimination in the workplace; treating an employee differently such as denying an accommodation; not talking to an employee (the "cold shoulder") when

otherwise required by job duties; or otherwise excluding the employee from job-related activities because of engagement in activities protected under this policy.

Any retaliatory adverse action because of a protected activity will not be tolerated. If an employee believes they have been subjected to, has witnessed, or has knowledge of retaliation in violation of this policy, please follow the complaint procedure outlined below.

Responsibility

All TEACH Public Schools employees have a responsibility for keeping our work environment free of harassment, discrimination, retaliation and abusive conduct in accordance with this policy.

Reporting

TEACH Public Schools strongly encourages reporting of all perceived incidents of discrimination, harassment, abusive conduct or retaliation, regardless of the offender's identity or position. Individuals who believe that they have been subjected to such conduct should immediately discuss their concerns with their immediate supervisor, or Human Resources Department. All employees who witness potential violations of this policy, and particularly supervisors, are required to immediately report such incidents to Human Resources. Supervisors must report any and all conduct of which they are made aware, which violates, or may violate, policies regarding discrimination, unlawful harassment, or retaliation to Human Resources Department. Supervisors who fail to report alleged violations may be subject to disciplinary action, up to and including termination. There is no requirement to report your complaint to any designated supervisor within TEACH Public Schools. Select the individual supervisor with whom you feel the most comfortable discussing your complaint. Do not report your complaint to any individual who has allegedly engaged in the inappropriate behavior that is the subject of your complaint.

Every effort will be made to keep such reports as confidential as possible, although confidentiality cannot be guaranteed. TEACH Public Schools is serious about enforcing its policy against discrimination, harassment and retaliation; however, TEACH Public Schools cannot resolve potential violations that it does not know about. Therefore, employees are responsible for bringing any such problems to TEACH Public School's attention so it can take whatever steps are necessary to correct the problems.

All complaints submitted pursuant to this policy can be done in writing or verbally. Your complaint should be specific and should include the names of the individuals involved, the names of any witnesses, and any supporting documentation. Employees may choose to submit their complaints anonymously. Anonymous complaints can be brought to the Human Resources Department in person, or via email: hr@teachps.org

Investigation/Complaint Procedure

All complaints of unlawful harassment, discrimination or retaliation will be promptly investigated.

TEACH Public Schools encourages the prompt reporting of complaints or concerns so that rapid and appropriate remedial action can be taken before relationships become irreparably strained. Therefore, while no fixed reporting period has been established, early reporting and intervention have proven to be the most effective method of resolving actual or perceived incidents of harassment.

TEACH Public School's investigation methods will vary depending on the nature of the complaint, the allegations, the witnesses, and other factors. The investigation may include individual interviews with the parties involved and, where necessary, with individuals who may have observed the alleged conduct or may have other relevant knowledge. Confidentiality will be maintained throughout the investigatory process to the extent possible and consistent with

adequate investigation methods and appropriate corrective actions. The school has a compelling interest in protecting the integrity of its investigations. In every investigation, the school has a strong desire to protect witnesses from harassment, intimidation and retaliation, to keep evidence from being destroyed, to ensure that testimony is not fabricated, and to prevent a cover-up. If the School reasonably imposes a confidentiality requirement and you do not maintain such confidentiality, you may be subject to disciplinary action up to and including immediate termination.

All employees are required to fully cooperate with TEACH Public School's investigation, which includes, but is not limited to, providing all pertinent information in a truthful manner, submitting pertinent documents in their possession, not interfering with the investigation in any manner, and maintaining an appropriate level of discretion regarding the investigation. Failure to do so may result in disciplinary action, up to and including termination.
During the investigation, TEACH Public Schools will provide regular progress updates, as appropriate, to those directly involved. TEACH Public Schools will strive to complete its investigation as efficiently as possible in light of the allegations and will reach any conclusions based on the evidence collected and credibility of the witnesses.

TEACH Public Schools may investigate conduct in the absence of a formal complaint if the TEACH Public Schools has reason to believe that an individual has engaged in conduct that violates TEACH Public Schools policies or applicable law. Further, TEACH Public Schools may continue its investigation even if the original complainant withdraws their complaint during the course of the investigation.

Any conduct which TEACH Public Schools believes constitutes harassment, discrimination, abusive conduct, or retaliation in violation of this policy will be dealt with appropriately. Corrective action may include, for example, training, referral to counseling and/or disciplinary action such as warning, reprimand, withholding of a promotion or pay increase, reassignment, temporary suspension without pay or termination, as TEACH Public Schools believes is appropriate under the circumstances. Due to privacy protections, the TEACH Public Schools may not be able to fully disclose its entire decision regarding corrective action to the complainant. False and malicious complaints of harassment, discrimination, abusive conduct, or retaliation as opposed to complaints, which, even if erroneous, are made in good faith, may be the subject of appropriate disciplinary action.

Conclusion
This policy was developed to ensure that all employees work in an environment free from harassment, discrimination, abusive conduct and retaliation. Any employee who has questions or concerns about these policies should talk with the Human Resources Director or Human Resources Manager.

If you believe you have experienced discrimination or harassment you may file a California Civil Rights Department ("CRD") or Equal Employment Opportunity Commission complaint. For information contact the CRD or EEOC. You may find their phone numbers online at www.eeoc.gov and www.calcivilrights.ca.gov, respectively.

Training Requirements
TEACH Public Schools requires all employees to abide by California's training requirements, which includes training within six months of hire and retraining every two years thereafter. Employees who fail to complete this required training will be subject to disciplinary action, up to and including termination.

**WHISTLEBLOWER POLICY**
TEACH Public Schools is committed to maintaining a workplace where employees are free to raise good faith concerns regarding certain business practices, specifically: (1) reporting suspected violations of law, including but not limited to federal laws and regulations; (2) providing truthful information in connection with an inquiry or investigation by a court,

agency, law enforcement, or other governmental body; and (3) identifying potential violations of TEACH Public Schools policy, specifically the policies contained in TEACH Public School's Employee Handbook.

An employee who wishes to report a suspected violation of law or TEACH Public Schools policy may do so by contacting the Board Members.

TEACH Public Schools expressly prohibits any form of retaliation, including harassment, intimidation, adverse employment actions, or any other form of retaliation, against employees who raise suspected violations of law, cooperate in inquiries or investigations, or identify potential violations of TEACH Public Schools. Any employee who engages in retaliation will be subject to discipline, up to and including termination.

Any employee who believes that they have been subjected to any form of retaliation as a result of reporting a suspected violation of law or policy should immediately report the retaliation to one of the following: Human Resources Director and Human Resources Manager. Any supervisor, manager, or staff member that receives complaints of retaliation must immediately inform the Human Resources Director or Human Resources Manager.

Reports of suspected violations of law or policy and reports of retaliation will be investigated promptly and, in a manner, intended to protect confidentiality to the extent possible, consistent with a full and fair investigation. Information will be disclosed only as it is necessary to complete the investigation and resolve the matter. The Human Resources Director and a member of TEACH Public Schools management will conduct the investigation or designate other internal or external parties to conduct the investigation. The investigating parties may notify the concerned individuals of their findings as appropriate.

**OPEN COMMUNICATION POLICY**

We want to hear from you. TEACH Public Schools strongly encourages employee participation in decisions affecting their employment and their daily professional responsibilities. Our greatest strength lies in our employees and our ability to work together. We encourage open communication about all aspects of our school and organization. Employees are encouraged to openly discuss with their supervisors any problems or suggestions they believe would make our organization better and stronger. TEACH Public Schools is interested in all our employee's success and fulfillment. We welcome all constructive suggestions and ideas.

Employees who have work-related concerns or complaints are encouraged to discuss them with the Human Resources Department. Employees are encouraged to raise their work-related concerns as soon as possible after the events that cause concern. TEACH Public Schools will attempt to keep the employee's concerns and complaints confidential to the extent feasible. However, in the course of resolving the matter, some dissemination of information to others may be necessary, appropriate, and/or required by law. Employees with concerns or complaints relating to harassment, discrimination or retaliation should follow the reporting procedure outlined in this Handbook.

**LACTATION ACCOMMODATION POLICY**

TEACH Public Schools provides a reasonable amount of break time to accommodate an employee's need to express breast milk for the employee's infant child.

A private location to express breast milk will be provided in close proximity to the employee's work area. The employee's normal work area may be used if it allows the employee to express milk in private. In certain circumstances, a temporary location, multipurpose room, or shared space may be provided in accordance with applicable law. The location will also meet the following requirements: not be a bathroom or restroom; be free from intrusion; be shielded

from view; be safe, clean, and free of toxic or hazardous materials; contain a surface to place a breast pump and personal items; contain a place to sit; and have access to electricity or alternative devices, including, but not limited to, extension cords or charging stations, needed to operate an electric or battery-powered breast pump. In addition, the school shall provide access to a sink with running water and a refrigerator suitable for storing milk in close proximity to the employee's work area. If a refrigerator cannot be provided, the school may provide another cooling device suitable for storing milk, such as a School-provided cooler.

An employee who would like to request an accommodation to express milk should complete an accommodation request form and contact the employee's supervisor or Human Resources Department. The school will engage the employee in an interactive process with the employee to determine when and where lactation breaks will occur, and will respond accordingly, generally within two business days. The school reserves the right to deny an employee's request for a lactation break if the additional break time will seriously disrupt operations.

Employees requesting an accommodation under this policy should comply with the following requirements:
1. The employee should [complete an accommodation request form and] contact their Human Resources Department to request designation of a location and time to express breast milk under this policy.
2. The requested break time should, if possible, be taken concurrently with other scheduled break periods. Non-exempt employees should clock out for any lactation breaks that do not run concurrently with normally scheduled rest periods. Any such breaks will be unpaid.

Retaliation for making a lactation accommodation request is strictly forbidden. If the employee believes the employee has been retaliated against it should be reported immediately to Human Resources. Discrimination against and harassment of lactating employees in any form is unacceptable will not be tolerated at TEACH Public Schools and will be handled in accordance with TEACH Public School's policy on discrimination and harassment.

If any employee believes that they have experienced retaliation or discrimination as a result of conduct protected by this policy, the employee may also file a complaint with their supervisor and/or the Labor Commissioner's Office. For more information, contact the Labor Commissioner's Office by phone or visit a local office by finding the nearest one on our website: www.dir.ca.gov/dlse/DistrictOffices.htm. The Labor Commissioner's Office provides an interpreter at no cost to the employee, if needed.

**PUBLIC RELATIONS**

The success of a charter school depends upon the quality of the relationship among the school, its employees, students, parents and the general public. The public impression of TEACH Public Schools and its interest in our school will be formed in part, by TEACH Public Schools employees. Our employees are ambassadors. The more goodwill an employee promotes, the more employees, students, parents and the general public will respect and appreciate the employee, TEACH Public Schools and our school's services.

Below are several things' employees can do to help leave people with a good impression of TEACH Public Schools.

These are the building blocks for our continued success:

- Communicate with parents regularly
- Act competently and deal with others in a courteous and respectful manner
- Communicate pleasantly and respectfully with other employees at all times
- Follow up on requests and questions promptly, provide business-like replies to inquiries and requests, and perform all duties in an orderly manner
- Respond to email and voicemail within 24 hours during the workweek
- Take great pride in your work and enjoy doing your very best

## SECTION 5 - THE EMPLOYMENT PROCESS

### EMPLOYEE CLASSIFICATIONS

Each TEACH Public Schools employee is either a “full-time,” “part-time,” or “temporary” employee and either an “exempt” or “non-exempt” employee. Some of the policies and benefits described in this handbook depend on whether the employee is full-time or part-time. Regular full-time employees are those employees regularly scheduled to work 32 or more hours each week. Regular part-time employees are those regularly scheduled to work less than 30 hours each week. Temporary employees are those employed for short-term assignments or in connection with a specific project or event. Temporary employees are not eligible for employee benefits, except those mandated by applicable law.
Every member of the team is designated as a Classified or Certificated employee. Some of the policies and benefits described in this handbook depend on how the employee is designated.

Exempt employees: This category includes all employees who are determined by the school to be exempt from certain wage and hour provisions of state and federal laws. Exempt employees are paid a fixed salary that is intended to cover all of the compensation to which they are entitled. Because they are exempt, such employees are not entitled to additional compensation for extra hours of work or time off in lieu of additional compensation.

Non-exempt employees: This category includes all employees who are covered by certain wage and hour provisions of state and federal laws. Non-exempt employees are entitled to overtime and double time pay as well as meal and rest breaks, as prescribed by law.

Instructional or Certificated Employees are those employees hired by TEACH Public Schools for the primary purpose of instructing students.
Non-Instructional Employees: includes those employees hired by TEACH Public Schools that do not primarily instruct students, such as administrative, maintenance, assistants and other operational employees.

### EMPLOYEE STATUS AND CLASSIFICATIONS

“Employees” may include exempt, non-exempt, regular full-time, regular part-time, and temporary persons.

Exempt
Employees whose positions meet specific criteria established by state and federal law and who are exempt from overtime pay requirements.

Non-Exempt
Employees whose positions do not meet specific criteria established by state and federal law and are paid overtime and double time pay in certain circumstances. Overtime and double time compensation will be paid in accordance with all state and federal laws, which is generally the following:

- Overtime (paid at one-and-a-half times the employee’s regular rate of pay): All hours worked in excess of 40 hours per workweek, in excess of 8 hours in a workday, and for the first 8 hours worked on the seventh consecutive workday.
- Double time (paid at twice the employee’s regular rate of pay): All hours worked in excess of 12 hours in a workday and in excess of 8 hours worked on the seventh consecutive workday.

Regular Full-Time
Employees who are regularly scheduled to work 30 or more hours per week are generally eligible for the TEACH Public School’s benefit package, subject to the terms and conditions, and limitations of each benefit program.

Regular Part-Time
Employees who are regularly scheduled to work less than 30 hours per week, and generally not eligible for TEACH Public

School's benefit package except for those required by law.

Temporary (Full-Time or Part-Time)
An employee who is hired for a particular project or job of limited or definite duration is considered a temporary employee. A temporary employee is not eligible to earn, accrue, or participate in any School benefits program, except as otherwise required by law.

Temporary employees retain that status until they are notified of a change, in writing, by the Human Resources Department.

## WORK SCHEDULES

All employees will be assigned a work schedule suitable for their job assignment and will be expected to begin and end work according to the schedule. Please note that schedules may vary depending on a variety of factors including whether you work during the academic year or on an annual basis. The Executive Director or your supervisor will assign your individual work schedule. In order to accommodate the needs of our business, it may be necessary to change individual work schedules on either a short- term or long-term basis. All employees are expected to be at their desks or workstations at the start of their scheduled shift, ready to work. If you need to modify your schedule, request the change with Human Resources or your supervisor. All schedule changes or modifications must be approved by the Executive Director.

TEACH Public Schools reserves the right to assign employees to jobs other than their usual assignment, when necessary, provided the employee is capable of performing the essential functions of the alternate assignment. Non-exempt employees are not allowed to perform work at home or away from the school unless specifically authorized for each occurrence by their supervisor. Non-exempt employees are not to work before or to continue working after their scheduled hours unless specifically assigned by the supervisor. Non-exempt employees are not allowed to work "off the clock." Attendance at school-sponsored functions is not compensated unless the supervisor has required you to attend the function. Employees violating these rules may be subject to disciplinary action up to and including termination.

Instructional Employees:
The normal working hours for instructional employees at the school sites are from 7:30 a.m. to 4:30 p.m. with two ten (10) minute rest breaks and a thirty (30) minute meal break. Instructional employees may be required to work other than the normal hours and to take their lunch breaks and/or rest breaks on a rotating basis so that classes and student activities are always covered. There will occasionally be activities that will require teacher participation outside of regular business hours such as instructional prep, evening and Saturday family workshops or special meetings.

School site leadership must approve any exceptions to the regular work schedule for instructional employees.

Non-Instructional Employees:
School site leadership will determine the normal working hours for non-instructional employees. Non-exempt, non-instructional employees are entitled to two ten (10) minute rest breaks and a thirty (30) minute meal break and are entitled to overtime and double time pay as required by law.

Exempt employees, including Instructional and Non-Instructional employees, will be expected to work the number of hours necessary to complete their assigned responsibilities.

## WORKWEEK AND WORKDAY

TEACH Public School's workweek is from Monday at 12:00 A.M. through the following Friday at 11:59 P.M. TEACH Public School's standard workday is 7:30 a.m. to 4:30 p.m. each day.

**SCHOOL HOLIDAYS**

The school observes 13 paid holidays during the year:

- New Year's Day
- Martin Luther King Day
- President's Day
- Memorial Day
- Juneteenth
- Independence Day
- Labor Day
- Veteran’s Day
- Thanksgiving Day
- Day after Thanksgiving
- Christmas Eve Day
- Christmas Day
- Farm Workers Day

To be eligible for holiday pay, an employee must be full-time and non-exempt and must work both the business day before and after the holiday. Part-time employees, temporary employees, exempt employees (including, but not limited to, teachers) are not eligible for holiday pay. Exempt employees and teachers will receive their regularly scheduled pay during holidays.

Eligible employees will receive time off with pay at their regular rate of pay on the school- observed holidays listed above. When a holiday falls on a Saturday or Sunday, it is usually observed on the preceding Friday or following Monday. However, the School may close on another day. Holiday observance will be announced in advance. The school reserves the right to change this policy at any time, with or without notice.

Holiday hours do not count as hours worked for purposes of calculating overtime. For example, if you receive 8 hours of holiday pay on Monday and work 40 hours Tuesday-Saturday (8 hours/day), you will not be eligible for overtime. Recognized religious holidays may be taken off by an employee whose religion requires observance of the particular day. Employees must request the day off in advance by written notice to the Human Resources Department. The employee may use PTO if the employee has unused PTO available, otherwise the holiday will be unpaid. All steps will be taken to reasonably accommodate a religious holiday (or practice) absent an undue hardship.

To qualify for holiday pay, all employees must work the last scheduled day before and the first scheduled day after the holiday unless the employee is absent:

At the Supervisor’s request/approval Due to closure of schools because of inclement weather Prior to or following Jury Duty or Bereavement Leave Due to a previously scheduled and approved PTO.

**ACADEMIC FREEDOM**

Academic freedom is not an absolute. It must be exercised within the basic ethical responsibilities of the teaching profession. Those responsibilities include:

- An understanding of our academic traditions and methods;
- A concern for the welfare, growth, maturity and development of children;

The use of accepted scholastic methods; and
Application of good taste and judgment in selecting and employing materials and methods of instruction.

## ATTENDANCE AND PUNCTUALITY

Employees are expected to observe regular attendance and be punctual. Each of our employees is critical to our success. Therefore, regular attendance and punctuality are considered an essential function of all positions. Employees are expected to report to work as scheduled, on time, and prepared to work. Employees also are expected to remain at work for their entire work schedule, except meal periods, rest periods or when required to leave on authorized School business. Late arrivals, early departures or other unanticipated and unapproved absences from scheduled hours are disruptive and must be avoided.

If you are unable to report for work on any particular day, you must call, text, or email the site Principal or the Human Resources Department at least one hour before the time you are scheduled to begin working for that day. If you call in less than one hour before your scheduled time to begin work, you will be considered tardy for that day. Absent extenuating circumstances or a medical provider's order excusing you from work for a period of time, you must call in on any day you are scheduled to work and will not report to work. The school understands that in some cases, advance notice is not possible. In these cases, notify the site Principal or Human Resources Department personally at the earliest possible moment. In some circumstances, you may be required to provide verification of or documentation for your absence.

More than three instances of non-illness related tardiness by any employee during any twelve¬month period are considered excessive. Any unexcused absence is considered excessive.
If you fail to report for work without any notification to the site Principal or Human Resources Department and the absence continues for a period of three business days, the school will determine that you have abandoned your job and voluntarily terminated your employment.

Absences protected by local, state and federal law do not count as violations of this policy. Paid sick time protected under California law does not count as a violation of this policy.
The presence or absence of each employee is of critical importance to the successful operation of the TEACH Public Schools. Regular attendance and punctuality are considered an essential function of each position. Therefore, TEACH Public Schools expects all of its employees to be on time, ready to begin work at the beginning of their day, and to work the full allotted time they are assigned each day.

Absences protected by local, state and federal law do not count as violations of this policy. Paid sick time protected under California law does not count as a violation of this policy.

## TIME RECORDS (NON-EXEMPT EMPLOYEES)

Non-exempt employees must accurately complete time records within the school's timekeeping system on a daily basis. Each time record must show the exact time each work period began and ended, the meal periods taken, and your signature. Absences and overtime must be accurately identified on your time record. Any work performed before or after any regularly scheduled work shift must be approved in advance by the employee's supervisor or school leadership. All time actually worked must be recorded. This includes the use of laptops, computers, PDAs or cell¬phones to check work email, voicemail or to send text messages after hours. You cannot record time and/or submit a time record for another employee. Each employee must sign and submit their own time record. Non-exempt employees are not allowed to work "off the clock." Working "off the clock" violates our school's policy. Any errors on an employee's time record should be reported immediately to the employee's supervisor or Human Resources.

Exempt employees must report full days of absence from work.

## MEAL AND REST PERIODS (NON-EXEMPT EMPLOYEES)

All non-exempt employees are provided with an opportunity to take meal and rest periods consistent with the law. During your meal periods and rest periods, you may not work at all. You are excused from all duties. In addition, please understand that you may not combine required meal or rest periods in order to take a longer break. Also, you may not miss a required meal or rest period in order to start work later or leave work earlier. In the rare event that you believe you cannot take a meal or rest period, or you are unable to take a full meal or rest period pursuant to School policy or you must begin your meal period more than five hours after your work period began, you must notify Human Resources in advance whenever possible (and, in any event, as soon as possible) so that the proper measures may be taken. If you leave the premises for either a meal or rest break, you are doing so for strictly personal reasons and will not be covered by worker's compensation.

Failure to comply with the school's policy regarding meal and/or rest periods can lead to discipline, up to and including termination

Meal Periods

Non-exempt employees (hourly employees) scheduled to work more than five hours in a day are provided a 30-minute uninterrupted duty-free unpaid meal period. The meal period must be taken before the end of the fifth (5th) hour of work. For example, if the employee begins working at 7:00 a.m., then the employee must clock out to begin their meal period no later than 12:00 p.m. (noon). Your supervisor may schedule your meal periods.
The employee may waive this meal period if their workday will be completed within a total of six hours or less. To waive a meal period, the employee must receive prior written approval from the Human Resources Department and complete a "Meal Period Waiver" form.

If an employee's day exceeds ten hours of work time, the employee is entitled to an additional 30-minute uninterrupted duty-free unpaid meal break. The employee may only waive this second meal period if they have taken the required first meal break of at least 30 minutes and their workday will not exceed 12 hours. To waive the second meal period, the employee must receive prior written approval from the Director of Human Resources and complete a "Second Meal Period Waiver" form.

| Hours Worked | Number of Rest Periods |
|---|---|
| 0 hours to 5 hours | No meal period |
| Over 5 hours to 10 hours | 1 30-minute meal period |
| Over 10 hours to 14 hours | 2 30-minute meal periods |

Non-exempt employees must observe assigned working hours, the time allowed for meal periods, and report any interrupted, missed, late or short meal periods on that days' time record and to the employee's supervisor immediately. The meal period must be accurately recorded on the employee's time sheet. Meal periods are unpaid time and employees are free to leave the premises. Meal periods may not be combined with rest periods or used to come in later or leave earlier on a workday. Non-exempt employees are expected to return to work promptly at the end of any meal period.

Rest Periods

Non-exempt employees are authorized and permitted to take a 10-minute uninterrupted rest period for each four (4) hours of work or major fraction thereof which is defined as any amount of time over two (2) hours. Your supervisor may schedule your rest periods. Rest periods should be taken as close to the middle of a work period as possible and cannot be taken in conjunction with a meal period. Rest periods are paid work time; they cannot be waived by the employee in order to shorten the workday or used towards additional time off. During rest periods, employees are not required to

stay on the premises, however, non-exempt employees are expected to return to work promptly at the end of any rest period.

| Hours Worked | Number of Rest Periods |
|---|---|
| 3.5 hours to 6 hours | 1 10-minute rest period |
| Over 6 hours to 10 hours | 2 10-minute rest periods |
| Over 10 hours to 14 hours | 3 10-minute rest periods |

Non-exempt employees must observe assigned working hours, the time allowed for rest periods, and report any missed rest period on the days' time record and to the employee's supervisor immediately. Employees are encouraged to report any concerns regarding meal or rest periods to Human Resources.

In addition to reporting, it on their time record, any employee who misses a meal or rest period or who experiences a late, short, or interrupted meal period—for any reason—must immediately report this issue to their supervisor.

If an employee voluntarily chooses to miss a meal or rest period or take a late, short, or interrupted meal period (e.g., I chose to take my lunch later in the day or I chose to refuse an "authorized" meal period at the time provided by TEACH Public Schools), the employee is not entitled to premium pay (one additional hour of pay). If an employee involuntarily experiences a missed meal or rest period or a late, short, or interrupted meal period (e.g., my supervisor asked me to handle a call or meeting that caused me to miss or take a late meal period), the employee is entitled to premium pay. Employees must report the reason for the non-compliant meal or rest period to Human Resources.

**PAYDAYS**

Paydays at TEACH Public Schools are the 15th OF THE MONTH AND LAST DAY OF EACH MONTH. The Human Resources Department or their designee will distribute checks to those who do not have direct deposit. If a normally scheduled pay day falls on a weekend or holiday, paychecks will be distributed the preceding business day.

A written, signed authorization is required for mail delivery or for delivery of your paycheck to any other person. If you have automatic deposit for your paycheck, your funds will be deposited to the financial institution you requested by the end of business on the scheduled payday. While an automatic deposit may actually credit to your account before your actual "payday," the school is not responsible for automatic payments or withdraws dated prior to your actual payday and you should not depend on early deposits of your pay.

**PAYROLL WITHHOLDINGS**

TEACH Public Schools is required by law to withhold Federal Income Tax, State Income Tax, Social Security (FICA), State Teachers Retirement Service (STRS for eligible credentialed faculty or PERS, if the school participates) and State Disability Insurance from each employee's paycheck as outlined below. Additionally, if a garnishment, tax levy, or an order to withhold child support payments should be delivered, TEACH Public Schools must comply with that order within the time allowed by law and cannot postpone the payroll deduction for any reason. Voluntary deductions, which must be authorized in writing by employees, may include retirement plans, employee portion of insurance premiums, or any other benefit made available to employees.

If an employee believes an error has been made in their pay or deductions TEACH Public Schools will work in good faith to resolve errors as soon as possible. The employee should notify the Human Resources Director of any errors in pay or deductions withheld within seven (7) days from the date paid.

Every deduction from the employee's paycheck is explained on the check voucher/paystub. If the employee does not understand the deduction, then they should ask the Human Resources Director to explain it. The employee may change the number of withholding allowances they wish to claim for Federal and/or State Income Tax purposes before any pay period by filling out a new W-4 form and submitting it to the Human Resources Director.

## SECTION 6 - CONDITIONS OF EMPLOYMENT

### IMMIGRATION LAW COMPLIANCE

TEACH Public Schools employs only those authorized to work in the United States in compliance with the Immigration and Control Act of 1986. Each new employee, as a condition of employment, must complete the Employment Eligibility Verification Form I-9 no later than the first day of work for pay and present original documentation establishing identity and employment eligibility as outlined on the I-9 instruction forms no later than three business days after they begin work. Former employees who are rehired must also complete the form if they have not completed an I-9 with TEACH Public Schools within the past three years or if their previous I-9 is no longer retained or valid.

### CREDENTIAL REQUIREMENTS

If you are a credentialed team member, you must provide copies of your credential, certificate of clearance, transcripts, and test scores prior to your first day of actual work and if already employed, prior to the start of the academic year if applicable. Failure to provide these documents may delay your ability to begin work.

You are also responsible for keeping required certificates, credentials, and registrations current and in good standing, for paying the costs associated with renewal, and for providing both your principal and the school with verification of renewals. Failure to provide these updated documents to the school may result in suspension without pay until such time as the necessary documentation has been provided.

If you allow a credential, certificate, registration, or required course deadline to expire, or if you fail re-certification, training, or testing, or otherwise fail to maintain the necessary credential for your assignment, TEACH Public Schools is required to remove you from the work schedule until you meet the necessary requirements for your assignment or renew your credential.

Teachers actively enrolled in a Beginning Teacher Support and Assessment (BTSA) program are eligible for program reimbursement for up to $1,500 per semester for up to 2 school years. Reimbursement must be received for accredited BTSA programs to achieve a Preliminary or Professional Clear Teacher Credential. Reimbursements for the Fall courses will be reimbursed in the Spring (up to 60 days from the start of the Spring Semester), and the Spring Semester will be reimbursed in the Fall (up to 60 days from the start of the Fall Semester). Employees should be in constant communication with the Human Resources Department on their credential status.

### TUBERCULOSIS TEST

Before the first day of employment, all new employees must have had a tuberculosis test as described in Education Code 49406 or a TB Risk Assessment (pursuant to AB1667) within the past 60 days. Employees transferring from other public or private schools within the State of California must either provide proof of an examination or a completed Risk Assessment within the previous 60 days or a certification showing that they were examined within the past four (4) years and was found to be free of communicable tuberculosis. The current physician's statement or Risk Assessment must be on file in the office before the first day of employment. Failure to provide documentation on time may result in delay of your ability to begin work or termination.

Results of these tests are strictly confidential. TB Clearance is good for four years and it is the employee’s responsibility to remain in compliance and ensure the school has a valid certificate on file.

The examination for applicants for employment is a condition of initial employment. Therefore, the expense incident thereto shall be borne by the applicant. The cost of the examination required for existing employees shall be a reimbursable expense. Employees should follow the school's reimbursement procedures.

**CRIMINAL BACKGROUND CHECK**

All employees must have Live Scan fingerprint results on file with TEACH Public Schools in accordance with applicable law. Live Scan fingerprinting will be required of all job applicants, employees, and volunteers as required by California and federal law. These background checks are performed through a fingerprinting service coordinated by the California Department of Justice (DOJ) and the Federal Bureau of Investigation (FBI). Civil or criminal background checks may be also be required of applicants and/or employees based on job duties or any other factors in accordance with applicable law.

All fingerprint and background information must be completed and the results in the possession of TEACH Public Schools before the first day of employment. Failure to complete this process will delay the employee's ability to begin work.

Employees with adverse background information (such as certain specific criminal conviction) may be ineligible for employment with TEACH Public Schools.

TEACH Public Schools shall also request subsequent arrest notification from the Department of Justice and take all appropriate action based upon such further notification in accordance with applicable law. Additionally, should an employee, during their employment with TEACH Public Schools, be arrested for, charged with, or convicted of any offense, the employee must immediately report as much to Human Resources.
For additional information on background checks, please contact the Human Resources Director.

**CHILD ABUSE AND NEGLECT REPORTING ACT**

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

While each employee has the responsibility to ensure the reporting of any child, they suspect is a victim of abuse, the employee is not to verify the suspicion or prove that abuse has occurred. It is extremely important that TEACH Public Schools employees comply with the requirements of the Child Abuse and Neglect Reporting Act (CANRA). No mandated reporter can be held civilly or criminally liable for any report required or authorized by CANRA.

The Human Resources Director is available to answer any questions employees may have about their responsibilities under CANRA, or to assist an employee in making a report under CANRA. If an employee makes a report pursuant to CANRA without TEACH Public School's assistance, they are required to notify TEACH Public Schools of the report if it is based on incidents they observed or became aware of during the course and scope of their employment with TEACH Public Schools.

**FIRST-AID AND CPR TRAINING**

All individuals working unsupervised with children or in a classroom setting (i.e. core teachers, advisors, coaches, non-core teachers, administrators) must receive, renew, and maintain basic first-aid and CPR certification by the first day of school. Any employee required to be first aid certified and hired after the beginning of the school year will be required to provide proof of completion of both First Aid and CPR training prior to the first day of work.

For additional information on the training required, please contact the Human Resources Director.

**PERSONNEL FILES**

An employee or former employee (or designee) has the right to inspect or receive a copy of their personnel records at reasonable times, at a reasonable place, and on reasonable advance notice to the Human Resources Director. All requests should be put in writing preferably on the form maintained by Administration. If the request includes a request for copies the employee or former employee may be required to pay for the actual costs of copying. Employer will respond to such a request within 30 days of receipt of the written request.

Employees are not entitled to inspect or copy: letters of reference, records that relate to an investigation of possible criminal activity, ratings, reports or records obtained prior to employment, prepared by examination committee members or obtained in connection with a promotional examination.

**CHANGES IN EMPLOYMENT**

An employee is responsible for notifying the Human Resources Department about changes in the employee's personal information and changes affecting the employee's status (for example, name changes, address or telephone number changes, marriages or divorces, etc.). This notification by the employee must occur as close to the change as possible, but no later than 30 days following the change.

# SECTION 7 – PERFORMANCE

## EMPLOYEE PERFORMANCE REVIEW

Supervisors will generally conduct performance reviews with all regular full-time and regular part-time employees annually. Supervisors may conduct informal performance reviews and goal setting sessions more often if they choose.

Performance reviews are designed for the supervisor and the employee to discuss their current job tasks, encourage and recognize attributes, and discuss positive, purposeful approaches for meeting work-related goals. Together, the employee and supervisor discuss ways in which the employee can accomplish goals or learn new skills. The goal setting sessions are designed for the employee and their supervisor to make and agree on new goals, skills, and areas for improvement.

Your performance review and goal setting sessions may or may not have a direct effect on any changes in your compensation. For this reason, among others, it is important to prepare for these reviews carefully, and participate in them fully.

## PERFORMANCE EVALUATIONS

Administrative and Classified Staff:

Performance evaluations generally are conducted annually to provide both employees and supervisors with the opportunity to discuss the employee's position, tasks, identify and correct weaknesses, encourage and recognize strengths, and discuss methods for improving performance. The performance evaluations are intended to make employees aware of their progress, areas for improvement, and objectives or goals for future work performance. Favorable performance evaluations do not guarantee an increase in salary or promotional opportunities, or even continued employment.

Teachers:

At the start of each academic year, each Teacher will meet with the principal to establish Performance Objectives for that school year. The Teacher will put these objectives in writing in accordance with a template to be provided by the principal.

The principal will generally evaluate the Teacher's performance at least once a year formally and on an ongoing basis informally. The evaluation will be based on factors including the Teacher's job description, accomplishment of the Performance Objectives, the TEACH Public School's charter, and standards for teaching performance developed by the Human Resources Department the TEACH Public School's Board of Directors, and/or other TEACH Public Schools staff.

In addition to these more formal performance evaluations, TEACH Public Schools encourages you and your supervisor to discuss your job performance on an ongoing basis.

TEACH Public School's provision of performance evaluations does not alter the at-will employment relationship. Nothing in this policy shall limit the right to terminate employment at- will or limit the TEACH Public School's right to transfer, demote, suspend, administer discipline, and change the terms and conditions of employment at its sole discretion. Employment is at the mutual consent of the employee and TEACH Public Schools. Accordingly, either the employee or TEACH Public Schools can terminate the employment relationship at-will, at any time, with or without reason and with or without notice.

Basis for Determining Pay

Numerous factors may influence your rate of pay, including but not limited to, education, experience, training and/or the operational needs of the school. It is TEACH Public School's goal to have a current Job Description for each employee that broadly defines the job responsibilities and essential functions for each position.

While TEACH Public Schools strives to complete wage increase determinations on an annual basis, there is no guarantee that employees will receive a salary increase, cost of living adjustment or promotion every school year. Salary increases, cost of living adjustments and promotions are solely within the discretion of TEACH Public Schools and depend upon many factors in addition to performance. Positive performance evaluations do not guarantee increases in salary or promotions. Increases may be determined the basis of various factors including, but not limited to, performance, adherence to school policies and procedures, ability to meet or exceed duties, salary schedules/ranges/bands, achievement of performance goals, or operational factors.

Changes to the amount of an employee's wage or salary will become effective on the first regular pay period following the change.

## SECTION 8 - LEAVES

### FAMILY MEDICAL LEAVE ACT (FMLA)/CALIFORNIA FAMILY RIGHTS ACT (CFRA)

Eligible employees may request a family and medical leave of absence under the circumstances described below. Eligible employees are those who have been employed by the school for at least 12 months (not necessarily consecutive), have worked at least 1250 hours during the 12 months immediately prior to the family and medical leave of absence. For purposes of FMLA leave, an eligible employee must also be employed at a worksite where there are 50 or more employees of the school within 75 miles. Please check with Human Resources Department to determine whether you are eligible for FMLA/CFRA leave.

Ordinarily, you must request a planned family and medical leave at least 30 days before the leave begins. If the need for the leave is not foreseeable, you must request the leave as soon as practicable. You should use the school's request form, which is available upon request from Human Resources Manager. Failure to comply with this requirement may result in a delay of the start of the leave.
A family and medical leave may be taken for the following reasons:
1. the birth of an employee's child or the placement of a child with the employee for foster care or adoption, so long as the leave is completed within 12 months of the birth or placement of the child;
2. the care of the employee's spouse, child, parent with a "serious health condition";
3. for CFRA only, the care of the employee's "family member with a "serious health condition";
4. the "serious health condition" of the employee;
5. for FMLA only, the care of the employee's spouse, child, parent, or next of kin who is a member of the Armed Forces, including a member of the National Guard or Reserves, and who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness; or
6. any qualifying exigency as defined by the applicable regulations arising out of the fact that the employee's spouse, child, registered domestic partner (CFRA only) or parent is on active duty (or has been notified of an impending call or order to active duty) in the Armed Forces.

For CFRA only, a "family member" includes the employee's spouse, parent, child of any age, registered domestic partner, grandparent, grandchild, sibling, parent-in-law, and a "designated person". A "designated person" is someone else with a blood or family-like relationship with the employee. The employee may identify this person at the time the employee requests a CFRA leave. The employee is limited to one (1) designated person per 12-month period for purposes of a CFRA leave.

A "serious health condition" is one that requires inpatient care in a hospital or other medical care facility or continuing treatment or supervision by a health care provider. You may take a leave under paragraph (2) or (3) above only if due to a serious health condition of a family member as described in paragraph (2) or (3) requires your care or assistance as certified in writing by the family member's health care provider. If you are seeking a leave under paragraph (4) above, you must provide the school with a medical certification from your health care provider establishing eligibility for the leave, and you must provide the school with a release to return to work from the health care provider before returning to work. You must provide the required medical certification to the school in a timely manner to avoid a delay or denial of leave. You may obtain the appropriate forms from the Human Resources Manager.

FMLA/CFRA leave is unpaid and both may be taken for up to 12 workweeks during the designated 12-month period (with the exception of FMLA qualifying leaves to care for a member of the Armed Services who has a serious illness or injury, which may be taken for up to a total of 26 workweeks of leave during a single 12-month period). The 12-month period will be defined as a "rolling twelve months" looking backward over the preceding 12 months to calculate how

much family and medical leave time has been taken and therefore determine the amount of leave that is available. FMLA qualifying leaves to care for a member of the Armed Services who has a serious illness or injury will be calculated on the 12-month period looking forward. All time off that qualifies as family and medical leave will be counted against your state and federal family and medical leave entitlements to the fullest extent permitted by law.

You will be required to use any accrued vacation during unpaid family and medical leave (e.g. for example, any period in which you are not receiving a wage supplement through the EDD). You will also be required to use any accrued paid sick leave during unpaid family and medical leave that is due to your own or a family member's serious health condition. However, if an employee is receiving benefit payments pursuant to a disability insurance plan (such as California's State Disability Insurance plan or Paid Family Leave program) or workers' compensation insurance plan, the employee and the school may mutually agree to supplement such benefit payments with available PTO (sick or vacation).

Benefit accrual, such as vacation/PTO, PSL, and holiday benefits, will be suspended during the approved leave period and will resume upon return to active employment. During FMLA/CFRA leave, group health benefits will be maintained as if you were continuously employed. However, you must continue to pay your share of applicable premiums (for yourself and any dependents) during the leave.

If you do not return to work on the first workday following the expiration of an approved FMLA/CFRA leave, you may be deemed to have resigned from your employment. Upon returning from such a leave, you will normally be reinstated to your original or comparable position and will receive pay and benefits equivalent to those you received prior to the leave, as required by law. In certain circumstances under FMLA, "key" employees may not be eligible for reinstatement following a family and medical leave. The school will provide written notice to any "key" employee who is not eligible for reinstatement.

If you have any questions concerning, or would like to submit a request for a family and medical leave of absence, please contact Human Resources.

**PREGNANCY DISABILITY LEAVE**

The school provides pregnancy disability leaves of absence without pay to eligible employees who are temporarily unable to work due to a disability related to pregnancy, childbirth, or related medical conditions. Employees should make requests for pregnancy disability leave to their supervisor at least 30 days in advance of foreseeable events and as soon as possible for unforeseeable events. A health care provider's statement must be submitted, verifying the need for such leave and its beginning and expected ending dates. Any changes in this information should be promptly reported to the school. Employees returning from pregnancy disability leave must submit a health care provider's verification of their fitness to return to work.

The school will make a good faith effort to provide reasonable accommodations and/or transfer requests when such a request is medically advisable based on the certification of a health care provider. When an employee's health care provider finds it is medically advisable for an employee to take intermittent leave or leave on a reduced work schedule and such leave is foreseeable based on planned medical treatment because of pregnancy, the school may require the employee to transfer temporarily to an available alternative position. This alternative position will have equivalent rate of pay and benefits and must better accommodate recurring periods of leave than the employee's regular job.
Eligible employees are normally granted unpaid leave for the period of disability, up to a maximum of four months (or 17 1/3 weeks or 693 hours) per pregnancy. Employees will be required to use any accrued sick time during any unpaid portion of pregnancy disability leave (e.g. for example, any period in which you are not receiving a wage supplement through the EDD). Employees may also elect to use any accrued vacation/PTO time during any unpaid portion of pregnancy disability leave. If an employee is receiving benefit payments pursuant to a disability insurance plan (such as

California's State Disability Insurance plan or Paid Family Leave program), the employee and the school may mutually agree to supplement such benefit payments with available PTO or sick leave.

Benefit accrual, such as vacation/PTO, sick leave, and holiday benefits, will be suspended during the approved pregnancy disability leave period and will resume upon return to active employment. Group health benefits will be maintained during the approved pregnancy disability leave as if you were continuously employed. However, you must continue to pay your share of applicable premiums (for yourself and any dependents) during the leave.
So that an employee's return to work can be properly scheduled, an employee on pregnancy disability leave is requested to provide the school with at least one week's advance notice of the date they intend to return to work.

When an approved pregnancy disability leave ends, the employee will be reinstated to the same position, unless the job ceased to exist because of legitimate business reasons. An employee has no greater right to reinstatement to the same position or to other benefits and conditions of employment than if they have been continuously employed in this position during the pregnancy disability leave or transfer. If the same position is not available, the employee will be offered a comparable position in terms of such issues as pay, location, job content, and promotional opportunities, if one exists. An employee has no greater right to reinstatement to a comparable position or to other benefits or conditions of employment than if the employee would not have otherwise have been employed if leave had not been taken.

If you have any questions regarding pregnancy disability leave, please contact Human Resources.

**MILITARY SPOUSE LEAVE**
An eligible employee-spouse of a qualified service member is entitled to take ten (10) days of unpaid leave during a period when the spouse or registered domestic partner is on leave from military deployment.

An eligible employee must work an average of 20 hours per week; have a spouse or registered domestic partner who is a member of the Armed Forces, National Guard or Reservices; must provide notice of their intention to take the leave within two (2) business days of receiving official notice that the service member will be on leave from deployment; and submit written documentation certifying that the service member will be on leave during the time the leave is required.

The employee may use accrued vacation/PTO/sick leave during this unpaid time off.

**WORKERS' COMPENSATION LEAVE**
Employees that are temporarily disabled due to a work-related illness or injury will be placed on workers' compensation leave. The duration of your leave will depend upon the rate of your recovery and the medical provider's recommendation. Workers' compensation leave will run concurrently with any other applicable medical leave of absence (i.e., FMLA/CFRA if applicable). Human Resources will reach out to employees that have requested a workers' compensation leave regarding employer provided health insurance benefits. If you have any questions concerning this leave and/or any benefit related questions, please contact Human Resources.

**BEREAVEMENT LEAVE**
TEACH Public Schools provides time off to eligible employees in the event of the death of a "family member". To be eligible for Bereavement Leave, the employee must be employed for at least thirty (30) days prior to starting Bereavement Leave. If an employee is eligible for Bereavement Leave and the employee experiences the death of a family member, the employee may take up to five (5) days of Bereavement Leave.

For purposes of this policy, a family member is defined as a: spouse, domestic partner, child, parent, parent-in-law, sibling, grandparent and grandchild.

The days of Bereavement Leave do not need to be taken consecutively; however, the employee must use Bereavement Leave within three (3) months of the death of the family member, at which time any remaining unused Bereavement Leave will expire.

Within the first thirty (30) days of the first day of Bereavement Leave, an employee must provide the Human Resources with documentation to support the need for Bereavement Leave which may include a death certificate; a published obituary, verification of death, burial or memorial service from a mortuary, funeral home, burial society, crematorium, religious institution or governmental agency.

Up to five days will paid Bereavement Leave per school year. An employee may elect to use any accrued vacation/PTO for any remaining Bereavement Leave.

**REPRODUCTIVE LOSS LEAVE**

TEACH Public Schools grants time off to eligible employees in the event you suffer a qualifying reproductive loss event as defined in this policy.

To be eligible for reproductive loss leave, you must be employed for at least 30 days prior to starting leave.

If you are eligible and experience a reproductive loss event, you may take up to five days of reproductive loss leave.

For purposes of this policy, a reproductive loss event is the day, or the final day for a multiple day event, of one of the following:

- Failed adoption: The dissolution or breach of an adoption agreement with the birth mother or legal guardian, or an adoption that is not finalized because it is contested by another party, if you would have been a parent of the adoptee if the adoption had been completed.
- Failed surrogacy: The dissolution or breach of a surrogacy agreement, or a failed embryo transfer to the surrogate, if you would have been a parent of a child born as a result of the surrogacy.
- Miscarriage: May be a miscarriage by you, your current spouse or domestic partner, or by another individual if you would have been a parent of a child born as a result of the pregnancy.
- Stillbirth: May be a stillbirth resulting from your pregnancy, the pregnancy of your current spouse or domestic partner, or another individual if you would have been a parent of a child born as a result of the pregnancy.
- Unsuccessful assisted reproduction: An unsuccessful round of intrauterine insemination or of an assisted reproductive technology procedure (i.e., artificial insemination or an embryo transfer, including gamete and embryo donation). Assisted reproduction does not include reproduction through sexual intercourse. This event applies to you, your current spouse or domestic partner, or another individual, if you would have been a parent of a child born as a result of the pregnancy.

The days of reproductive leave do not need to be taken consecutively, however, you must complete your reproductive loss leave within three months of your reproductive loss event, or, if prior to or immediately following your reproductive loss event, you are on or choose to go on leave under California’s pregnancy disability law, the California Family Rights Act, or any other leave provided by state or federal law, then you may complete your reproductive loss leave within three months of the end of the other leave, at which time any remaining unused reproductive loss leave will expire.

Reproductive loss leave is unpaid; however, you may choose to use previously accrued paid leave time available to you.

If you experience more than one reproductive loss event within a 12-month period, you can receive another five days of reproductive loss leave. You are limited to a total of 20 days of reproductive loss leave within a 12-month period.

Any information provided to TEACH Public Schools related to this leave will be maintained as confidential and will not be disclosed except to internal personnel or counsel, as necessary, or as required by law.

**JURY DUTY LEAVE**

All employees who receive a notice of jury/witness duty must notify their supervisor as soon as possible so that arrangements may be made to cover the absence. In addition, employees must provide a copy of the official jury/witness duty notice to their supervisor. Employees must report for work whenever the court schedule permits. Either the School or the employee may request an excuse from jury/witness duty if, in the school's judgment, the employee's absence would create serious operational difficulties.

Non-exempt employees who are called for jury/witness duty will be provided time off without pay. Exempt employees will receive their regular salary unless they do not work any hours during the course of a workweek. Employees may elect to use any accrued vacation/PTO during jury/witness duty leave.

In the event that the employee must serve as a witness within the course and scope of their employment with the School, the School will provide time off with pay.

**TIME OFF TO VOTE**

The school will allow any employee who is a registered voter and does not have enough time outside of working hours to vote in a statewide election up to two (2) hours of work time to vote. If employees are unable to vote in an election during their non-working hours, then the school will grant up to two hours of paid time off to vote. The request must be made at least two (2) working days in advance. The time must be scheduled at the beginning or end of the work shift, whichever provides the least disruption to the normal work schedule unless the school and the employee agree otherwise.

An employee may also serve as an election official on Election Day without being disciplined, however the school will not pay the employee for this time off. Accrued unused vacation/PTO may be paid to the employee for this time off.

Employees must submit a voter's receipt on the first working day following the election to qualify for paid time off. Nothing in this policy requires the employee to bring their mail (absentee) ballot to work, including mailing such absentee ballot from work.

**SCHOOL ACTIVITIES LEAVE**

The school encourages employees to participate in the school activities of their child(ren). If you are the parent or guardian of a child who is in school up to grade 12, or who attends a licensed day care facility, you may take up to 40 hours of unpaid leave per year to participate in the activities of the school or day care facility, to find, enroll or reenroll your child in a school or with a licensed child care provider and/or to address a child care provider or school emergency.

The leave is subject to all of the following conditions:

- The time off for school activity participation cannot exceed eight (8) hours in any calendar month, or a total of forty (40) hours each year;
- Unless it is an emergency, employees planning to take time off for school visitations must provide as much advance notice as possible to their supervisor;
- If the School employs both parents, the first employee to request such leave will receive the time off. The other parent will receive the time off only if the leave is approved by their supervisor;
- Employees must use existing vacation/PTO in order to receive compensation for this time off;

- Employees who do not have paid time off available will take the time off without pay.

Documentation of participation may be requested and will be sufficient if it is provided in writing by the school or the licensed child care/day care facility.

**SCHOOL APPEARANCE/SUSPENSION LEAVE**

If the parent or guardian of a child facing suspension from school is summoned to the school to discuss the matter, the employee should alert their supervisor as soon as possible before leaving work. To be eligible for time off to attend a child's school, the employee must be the parent of a child in kindergarten or in grades 1-12 and must present the school's letter, which requests the employee's appearance at the school, to their supervisor at least two days before the requested time off.

This leave is unpaid but the employee may choose to use accrued vacation/PTO. You will not be discharged or discriminated against because of an absence protected by this law.

**CRIME VICTIM LEAVE**

Employees are allowed to be absent from work to attend judicial proceedings related to a violent felony, serious felony (as defined by the California Penal Code) or felonies related to theft or embezzlement if:

- The employee is a victim of such a crime;
- An immediate family member (i.e., spouse, registered domestic partner, child, step-child, sibling, step-sibling, parent, step-parent, or the child or a registered domestic partner) of an employee is a victim of such a crime;

An employee must give reasonable advanced notice to the school by providing documentation of the proceeding. Documentation may be from any of the following:

- Notice from the court or government agency setting the hearing;
- The district attorney or prosecuting attorney's office; or
- The victim/witness assistance office advocating on the victim's behalf.

This leave is unpaid but the employee may choose to use accrued vacation/PTO or sick leave. You will not be discharged or discriminated against because of an absence protected by this law.

**DOMESTIC VIOLENCE LEAVE/SEXUAL ASSAULT/STALKING LEAVE**

If you are a victim of crime or abuse, including domestic violence, sexual assault, stalking, or a crime that caused physical injury or, in certain cases, mental injury, or that caused the death of an immediate family member, you may take time off to obtain or attempt to obtain judicial relief, such as obtaining restraining orders, to help insure your health, safety or welfare or that of your child(ren). Employees may use available vacation /PTO (if applicable). Otherwise, the time off is unpaid. All employees can take time off from work to get medical attention or services from a domestic violence shelter, program, or rape crisis center, or receive psychological counseling or safety planning related to domestic violence, sexual assault, or stalking. Domestic violence, sexual assault and stalking victim's leave for medical treatment does not exceed or add to the unpaid leave time that FMLA/CFRA allows.

You must give the school reasonable notice unless advance notice is not feasible, and provide certification that you are seeking such assistance.

Certification may be sufficiently provided by any of the following:

- A police report indicating that you were a victim crime or abuse;
- A court order protecting or separating you from the perpetrator of an act of crime or abuse, or other evidence from the court or prosecuting attorney that you appeared in court; or,

- Documentation from a medical professional, domestic violence advocate or advocate for victims of sexual assault, health care provider, or counselor that you are undergoing treatment for physical or mental injuries or abuse due to the crime or abuse.
- Any other form of documentation that reasonably verifies the crime or abuse occurred which can include a written statement signed by you or an individual acting on your behalf certifying that the absence(s) is for the purpose authorized under this leave.

Employees have the right to ask the school for help or changes in their workplace to make sure they are safe at work. The school will work with its employees to see what changes can be made. Changes in the workplace may include putting in locks, changing shifts or phone numbers, transferring or reassigning the employee, or help with keeping a record of what happened to the employee. The school may ask the affected employee for a signed statement certifying that this request is for a proper purpose and may also request proof showing the need for an accommodation.

The school will, to the extent allowed by law, maintain the confidentiality of an employee requesting leave under this provision. The school will not discharge, discriminate or retaliate against an employee who exercises their rights under this law.

TEACH Public Schools is committed to ensuring employees are not treated differently or retaliated against because of any of the following:

- The employee is a victim of domestic violence, sexual assault, or stalking.
- The employee asked for time off to get help.
- The employee asked TEACH Public Schools for help or changes in the workplace to ensure safety at work.

If any employee believes that they have experienced retaliation or discrimination as a result of conduct protected by this policy, the employee may file a complaint with their supervisor and/or the Labor Commissioner's Office.

For more information, contact the Labor Commissioner's Office by phone at 213-897-6595 or visit a local office by finding the nearest one on website: www.dir.ca.gov/dlse/DistrictOffices.htm. The Labor Commissioner's Office provides an interpreter at no cost to the employee, if needed.

**MILITARY LEAVE**

California's military leave laws and the Uniformed Services Employment and Reemployment Rights Act ("USERRA") ensure that employees are not adversely affected in their employment after taking leave for military service. Employees who serve in the military and are entitled to a military leave of absence without pay from the school under applicable laws should notify the Human Resources regarding the need for military leave.

Please see the Human Resources Director for more information regarding job reinstatement rights upon completion of military service.

**ADULT LITERACY LEAVE**

Pursuant to California law, the school will reasonably accommodate any eligible employee who seeks to enroll in an adult literacy education program, provided that the accommodation does not impose an undue hardship on the school. The school does not provide paid time off for participation in an adult literacy education. However, you may utilize accrued vacation/PTO if you want compensation for this time off. If you do not have accrued vacation/PTO available, you will be permitted to take the time off without pay.

**ORGAN DONOR / BONE MARROW DONOR LEAVE**

The school will provide up to five business days of paid leave within a one-year period to an employee who donates bone marrow to another person. In addition, the school will provide up to 30 business days of paid leave within a one-year period and up to another 30 business days of unpaid leave within a one-year period to an employee who donates an organ to another person. The one-year period is measured from the date the employee's leave begins and shall consist of 12 consecutive months. You must give as much notice as is practicable and must provide certification of the medical necessity of the procedure. You will be required to use up to ten (10) days of any accrued paid leave sick and/or vacation/PTO for organ donation and up to five (5) days accrued paid leave sick and/or vacation/PTO for bone marrow donation. This leave does not run concurrently with FMLA/CFRA. You must have been employed for at least a 90-day period immediately preceding the beginning of the leave, if otherwise eligible.

You may take this leave incrementally, as medically necessary, or all at one time. All health benefits shall be maintained during this leave to the extent they exist at the time of the leave. This leave shall not be considered a break in service and the employee shall continue to accrue paid time off and other benefits as if they had continued working. The Employee shall be required to pay any portion of their benefits they are currently paying.

An employee shall not have any greater rights during this leave than if they have been actively working during this time but will be reinstated to their same or equivalent job prior to the leave. No employee shall be discriminated or retaliated against for taking an organ donation or bone marrow leave.

**DRUG & ALCOHOL REHABILITATION LEAVE**

TEACH Public Schools will reasonably accommodate any eligible employee who volunteers to enter and participate in an alcohol or drug rehabilitation program, if the reasonable accommodation does not impose an undue hardship on the school. Reasonable accommodation includes time off without pay and adjusting work hours. You may use accrued and unused vacation/PTO or paid sick leave. All reasonable measures to safeguard your privacy will be maintained.

This policy in no way restricts the TEACH Public School's right to discipline an employee, up to and including termination of employment, for violation of TEACH Public School's Drug and Alcohol Policy.

**VOLUNTEER CIVIL SERVICE LEAVE/TRAINING**

In California, no employee shall receive discipline for taking time off to perform emergency duty/training as a volunteer firefighter, reserve peace officer, or emergency rescue personnel. If you are participating in this kind of emergency duty/training, please alert your supervisor so that they may be aware of the fact that you may have to take unpaid time off for emergency duty/training. In the event that you need to take time off for emergency duty/training, please alert your supervisor before doing so whenever possible. Time off for emergency training may not exceed 14 days per calendar year.

Emergency Duty/Training Leave is unpaid. You may choose to use your accrued vacation/PTO if you wish to receive compensation for this time off, but you are not required to do so.

If you feel you have been treated unfairly as a result of taking or requesting Emergency Duty/Training Leave, you should contact your supervisor or any other manager, as appropriate

**CIVIL AIR PATROL LEAVE**

TEACH Public Schools provides eligible employees who are volunteer members of the California Wing of the Civil Air Patrol and are called to emergency operational missions up to 10 days of unpaid leave per calendar year. Leave for a single emergency operational mission will generally be limited to three days unless an extension is granted by appropriate government entities and approved by the school.

To be eligible, employees must have been employed with TEACH Public Schools for 90 days immediately preceding the commencement of leave. Additionally, the School may require certification from the proper Civil Air Patrol authority to verify the eligibility of the employee for the leave requested or taken.

Employees are required to give the school as much notice as possible of the intended dates upon which the leave would begin and end. The school will restore the employee to the position they held when the leave began or to a position with equivalent seniority status, employee benefits, pay, and other terms and conditions of employment, unless the employee is not restored because of conditions unrelated to the exercise of the leave rights by the employee. The time off is unpaid. However, an employee may utilize accrued vacation/PTO.

## SECTION 9 - BENEFITS

### VACATION

School site employees do not earn or accrue vacation time or vacation payout because days off are built into the annual work calendar. Full-time, salaried CMO employees earn vacation time based on the number of years of continuous service in an eligible position. Vacation accrues from the date of hire. Vacation must be approved by a supervisor 30 days in advance. The table below shows annual accrual rates:

| Years of Continuous Eligible Service | Annual Time Provided | Maximum Accrual Allowed | Maximum Annual Cash Out Option |
|---|---|---|---|
| 1-3 years | 15 days | 20 days | na |
| 4-6 years | 18 days | 23 days | |
| 7-9 years | 23 days | 28 days | |
| 10+ years | 26 days | 32 days | |

Paid Sick Leave

All emplotyees accrue six (6) days of sick leave per year.
The school enacted this policy in accordance with the California Healthy Workplaces, Healthy Families Act to provide paid sick leave (“PSL”) to eligible employees.

Eligible Employees

All employees (including part-time and temporary) who work for the school 30 or more days within a year in California are allotted PSL as set forth in this policy.

Permitted Use

Eligible employees may use their allotted PSL to take paid time off for the diagnosis, care, or treatment of an existing health condition of (or preventive care for) the employee or the employee’s family member. For purposes of this policy, “family member” means a child, parent, spouse, registered domestic partner, grandparent, grandchild, sibling of the employee or “designated person”. “Child” means a biological child, a foster child, an adopted child, a step-child, a child of a registered domestic partner, a legal ward, or a child of a person standing in loco parentis, regardless of the age or dependency status of the child. “Parent” means a biological, foster, or adoptive parent; a step-parent; or a legal guardian of the employee or the employee’s spouse or registered domestic partner. A parent may also be someone who accepted the duties and responsibilities of raising the employee when the employee was a minor child, even if they are not the employee’s legal parent. “Spouse” means a legal spouse, as defined by California law. A ’’designated person” is any individual the employee identifies at the time of the employee requests PSL. An employee is limited to one designated person per 12-month period for purposes of PSL.

Employees may also use their PSL to take time off from work for reasons related to domestic violence, stalking, or sexual assault, including being a victim of crime or abuse.

Allotment

Eligible employees will be allotted PSL days as follows:

- On July 1 (and on each subsequent July 1), all eligible employees will be allotted 5 days or 40 hours of PSL per fiscal year (July 1-June 30).
- If an employee is hired mid-year, they will receive 5 days or 40 hours of PSL days on their first day of employment for use during the remainder of the employee's first calendar year of employment.

PSL days are not accrued on an as-worked basis but rather are allotted to the eligible employees on July 1 each year for the following fiscal year. PSL days are "use it or lose it" and, as such, do not carry over from year to year.

Limits on Use

Eligible employees may use PSL beginning on the 1st day of employment.

PSL may be taken in minimum increments of one hour. If an exempt employee absents themselves from work for part or all of a workday for a reason covered by this policy, they will be required to use PSL to make up for the absence.

Notification

The employee must provide reasonable advance notification, orally or in writing, of the need to use PSL, if foreseeable. If the need to use PSL is not foreseeable, the employee must provide notice as soon as practicable.

Termination

Employees will not receive pay in lieu of unused PSL. Unused PSL will not be paid out upon termination.

No Discrimination or Retaliation

The school prohibits discrimination or retaliation against employees for using their PSL.

**INSURANCE BENEFITS**

Full-time employees are entitled to insurance benefits offered by TEACH Public Schools. These insurance benefits will include medical, dental, vision and life. The school will set a defined contribution towards the employee's insurance premiums that are sponsored by TEACH Public Schools. This amount will be determined on an annual basis. The employee's portion of the monthly premiums will be deducted from the employee's paycheck on a pre-tax basis.

If medical insurance premium rates increase, employees may be required to contribute to the cost of the increase to retain coverage. Unless otherwise mandated by law, employees on a leave of absence may be responsible for selecting continuing health coverage and paying the premium for such coverage through COBRA. If you have any benefit related questions while on a leave of absence, please contact Human Resources via email: hr@teachps.org

**COBRA BENEFITS**

The Federal Consolidated Budget Reconciliation Act (COBRA) gives employees and their qualified beneficiaries the opportunity to continue health insurance coverage under TEACH Public School's health plan when a "qualifying event" would normally result in the loss of eligibility.

Some common qualifying events are resignation, termination of employment, or death of an employee, a reduction in an employee's hours or leave of absence, divorce or legal separation and a dependent child no longer meeting eligibility requirements.

Under COBRA, the employee or beneficiary pays the full cost of coverage at TEACH Public Schools group rates plus an administration fee. TEACH Public Schools or our carrier provides each eligible employee with a written notice describing

rights granted under COBRA when the employee becomes eligible for coverage under TEACH Public School's health insurance plan. The notice contains important information about the employee's rights and obligations.

**SOCIAL SECURITY/MEDICARE**

Social Security is an important part of every employee's retirement benefit. The school pays a matching contribution to each employee's Social Security taxes.

**STATE DISABILITY INSURANCE (WAGE SUPPLEMENT)**

All employees are enrolled in California State Disability Insurance (SDI), which is a partial wage replacement insurance plan for California workers. Employees may be eligible for SDI when they are ill or have non-work-related injuries, or may be eligible for work related injuries if they are receiving workers' compensation at a weekly rate less than the SDI rate. Specific rules and regulations relating to SDI eligibility are available from Human Resources.

**PAID FAMILY LEAVE (WAGE SUPPLEMENT)**

Under California law, eligible employees may participate in the Paid Family Leave ("PFL") program, which is part of the state's unemployment compensation disability insurance program. The PFL program provides up to eight weeks of partial wage replacement benefits to employees who take time off to care for a seriously ill or injured child, spouse, parent, registered domestic partner, siblings, grandparents, grandchildren, or parents-in-law or to bond with a new child (birth, foster care, adoption). The PFL program does not provide job protection or reinstatement rights. It is a wage supplement provided concurrently while an employee takes an eligible leave of absence under TEACH Public Schools policy and applicable law.

TEACH Public Schools will require you to take up to two weeks of accrued but unused vacation/PTO prior to your receipt of benefits under the PFL program.

The program will be administered in a manner consistent with California law. For more information regarding this program, you may contact the California Employment Development Department.

**WORKER'S COMPENSATION INSURANCE**

Eligible employees are entitled to workers' compensation insurance benefits when suffering from an occupational illness or injury. This benefit is provided at no cost to the employee.

If an employee should become injured or in any way disabled on the job, they must report the injury immediately to their supervisor. It is a felony to file a fraudulent or false workers' compensation claim.

# SECTION 10 - EMPLOYEE COMMUNICATIONS

## COMMUNICATIONS POLICY

Every employee is responsible for using the TEACH Public School's computer system, including, without limitation, its computers, laptops, iPads, tablets, cellular phones, electronic mail (Email) system, telephone, video conferencing, voicemail, facsimile systems and the Internet ("Communications Systems"), properly and in accordance with this policy. Any questions about this policy should be addressed to the Human Resources Department.

The Communication Systems are the property of TEACH Public Schools and have been provided for use in conducting TEACH Public Schools business. All communications and information transmitted by, received from, created, or stored in its Communication Systems are TEACH Public Schools records and property of TEACH Public Schools. The Communication Systems are to be used for school purposes only. Employees may, however, use TEACH Public Schools technology resources for the following incidental personal uses so long as such use does not interfere with the employee's duties, is not done for pecuniary gain, does not conflict with TEACH Public Schools business, and does not violate any TEACH Public Schools policies:

- To send and receive necessary and occasional personal communications;
- To use the telephone system for brief and necessary personal calls; and
- To access the Internet for brief personal searches and inquiries during meal periods or other breaks, or outside of work hours, provided that employees adhere to all other usage policies.

No Expectation of Privacy

TEACH Public Schools has the right, but not the duty, to monitor any and all of the aspects of its Communication Systems, including, without limitation, reviewing documents created and stored on its Communication Systems, deleting any matter stored in its system (including, without limitation, its Email and word processing systems), monitoring sites visited by employees on the Internet, monitoring chat and news groups, reviewing material downloaded or uploaded by users to the Internet, and reviewing Email, voicemails and instant messages sent and received by users. Further, TEACH Public Schools may exercise its right to monitor its Communications Systems for any reason and without the permission of any employee. Employee use of TEACH Public School's Communication Systems constitutes consent to all the terms and conditions of this policy.

Even if employees use a password to access the Communication Systems (or any aspect thereof), the confidentiality of any message stored in, created, received, or sent from TEACH Public School's Communication Systems is not assured. Use of passwords or other security measures does not in any way diminish TEACH Public School's right to monitor and access materials on its Communication Systems, or create any privacy rights of employees in the messages and files on the system. Any password used by employees must be revealed upon request to TEACH Public Schools for any reason that TEACH Public Schools, in its discretion, deems appropriate. Further, employees should be aware that deletion of any Email messages, voicemails or files would not truly eliminate the messages from the system. All Email messages, voicemails and other files may be stored on a central back-up system in the normal course of data management.

Employees have no expectation of privacy in anything they view, create, store, send or receive on the Communication Systems.

Notwithstanding the foregoing, even though TEACH Public Schools has the right to retrieve, read and delete any information viewed, created, sent, received or stored on its Communication Systems, Email messages should still be treated as confidential by other employees and accessed only by the intended recipient. Employees are not authorized to retrieve or read any Email messages that are not sent to them or by them. Any exception to this policy must receive the prior approval of Human Resources Department.

Professional Use of Communication Systems Required

Employees are reminded to be courteous to other users of the system and always to conduct themselves in a professional manner. Emails and other text communications, in particular, are sometimes misdirected or forwarded and may be viewed by persons other than the intended recipient. Users should write Email communications with no less care, judgment and responsibility than they would use for letters or internal memoranda written on TEACH Public Schools letterhead.

Offensive and Inappropriate Material

TEACH Public School's policy against discrimination and harassment, sexual or otherwise, applies fully to TEACH Public School's Communication Systems, and any violation of that policy is grounds for discipline up to and including discharge. Therefore, no Email messages should be created, sent, or received if they contain intimidating, hostile, or offensive material concerning race, color, religion, sex, age, national origin, disability or any other characteristic protected by law. Further, material that is fraudulent, harassing, abusive, embarrassing, sexually explicit, profane, obscene, intimidating, defamatory, unlawful, inappropriate, or offensive (including offensive material concerning sex, race, color, national origin, religion, age, disability, or any other characteristic protected by law) may not be downloaded from the Internet or displayed or stored in TEACH Public School's computers. Employees encountering or receiving this kind of material should immediately report the incident to the Human Resources Department.

TEACH Public Schools may (but is not required) to use software to identify inappropriate or sexually explicit Internet sites. Such sites may be blocked from access by TEACH Public Schools networks. Notwithstanding the foregoing, TEACH Public Schools is not responsible for material viewed or downloaded by users from the Internet. The Internet is a worldwide network of computers that contains millions of pages of information. Users are cautioned that many of these pages include offensive, sexually explicit, and inappropriate material. Even innocuous search requests may lead to sites with highly offensive content. In addition, having an email address on the Internet may lead to receipt of unsolicited email containing offensive content. Users accessing the Internet do so at their own risk. Employees who encounter inappropriate or sexually explicit material while browsing on the Internet should immediately disconnect from the site, regardless of whether the site was subject to TEACH Public School's blocking software.

Solicitations

TEACH Public School's Communication Systems may not be used to solicit for political causes, commercial enterprises, outside organizations, or other non-job-related solicitations except if an employee is engaged in a protected activity related to improving the terms and conditions of their employment. Approval from Human Resources Department is required before anyone can post any information on commercial on-line systems or the Internet.

Licenses and Fees

Employees may not agree to a license or download any material over the Internet for which a registration fee is charged without first obtaining the express written permission of the Human Resources Department.

Employees may not use a TEACH Public Schools Internet connection to download games or other entertainment software, or to play games over the Internet.

Confidential Information

Employees may not transmit information over the Internet or through email that is confidential or proprietary. Employees are referred to TEACH Public School's "Confidential Information" policy, contained herein, for a general

description of what TEACH Public Schools deems confidential or proprietary. When in doubt, employees must consult their immediate supervisor and obtain approval before transmitting any information that may be considered confidential or proprietary.

Copyrights and Trademarks

TEACH Public School's Communication Systems may not be used to send (upload) or receive (download) copyrighted materials, trade secrets, proprietary financial information, or similar materials without prior authorization from the Human Resources Department. Employees, if uncertain about whether certain information is copyrighted, proprietary, or otherwise inappropriate for transfer, should resolve all doubts in favor of not transferring the information and consult a supervisor. Any TEACH Public Schools-approved material that is posted or sent via its computer system should contain all proper copyright and trademark notices.

Maintenance and Security of the System

Employees must not deliberately perform acts that waste resources or unfairly monopolize resources to the exclusion of others. These acts include, but are not limited to, sending mass mailings or chain letters, spending excessive amounts of time on the Internet, playing games, streaming video or audio files, engaging in online chat groups, printing excessive copies of documents, or otherwise creating unnecessary network traffic. Because audio, video and picture files require significant storage space, files of this or any other sort may not be downloaded unless they are business-related.

To ensure security and to avoid the spread of viruses, employees accessing the Internet through a computer attached to TEACH Public School's network must do so through an approved Internet firewall. Accessing the Internet directly by modem is strictly prohibited unless the computer you are using is not connected to TEACH Public School's network.

Files obtained from sources outside TEACH Public Schools including disks brought from home; including files downloaded from the Internet, news groups, bulletin boards, or other online services; files attached to email; and files provided by students, parents or vendors, may contain dangerous computer viruses that may damage TEACH Public School's computer network. Employees should never download files from the Internet, accept email attachments from outsiders, or use disks from non- TEACH Public Schools sources, without first scanning the material with TEACH Public Schools-approved virus checking software. If you suspect that a virus has been introduced into TEACH Public Schools network, notify technology personnel immediately.

Violations of this Policy

Violations of this policy will be taken seriously and may result in disciplinary action, including possible termination, and civil and criminal liability.

This policy is not intended, nor should it be interpreted, to in any way limit the ability of an employee to:

- Discuss with others the terms and conditions of their employment, including such topics as wages, job performance, workplace safety, workload, supervisors, staffing or other terms and conditions of employment; or
- Otherwise engage in protected concerted activity that employees have the right to engage in under federal, state or local law.

Amendment and Modification of this Policy

TEACH Public Schools reserves the right to modify this policy at any time, with or without notice. TEACH Public Schools may require employees to acknowledge and comply with a separate Acceptable Use Policy for Internet and Network Resources.

**SOCIAL MEDIA POLICY**

TEACH Public Schools has adopted the following policy with regard to employees' behavior on social networking sites including, but not limited to, Facebook, Twitter, LinkedIn, Pinterest, Instagram, Snap Chat and YouTube. If you wish to use networking protocols or set up a social media site as a part of the educational process, please work with your administrators and technology staff to identify and use a restricted, school-endorsed networking platform. Such sites will be the property of the school who will have unrestricted access to, and control of, such sites.

This policy is intended to supplement, not replace, the school's other policies, rules, and standards of conduct. For example, School policies on confidentiality, use of School equipment, professionalism, employee references and background checks, workplace violence, unlawful harassment, and other rules of conduct are not affected by this policy.

You are required to comply with the following rules and guidelines when participating in social media activities that are governed by this policy:

- Comply with the law at all times. Do not post any information or engage in any social media activity that may violate applicable local, state, or federal laws or regulations.
- Do not engage in any discriminatory, harassing, or retaliatory behavior in violation of School policy.
- Respect copyright, fair use, and financial disclosure rules and regulations. Identify all copyrighted or borrowed material with proper citations and/or links.
- Maintain the confidentiality of the school's trade secrets and private or confidential information. Trade secrets may include information regarding the development of systems, processes, products, know-how, and technology. Do not post internal reports, policies, procedures, or other internal business-related confidential communications. This prohibition applies both during and after your employment with the school.
- Do not post confidential information (as defined in this Handbook) about the school, its employees, or its students. Remember that most student information is protected by the Family Educational Rights and Privacy Act, including any and all information that might identify the student. Publicizing student work and accomplishments is permitted only if appropriate consents are obtained.
- Confidential information (does not include information about the terms and conditions of your employment, such as wages, benefits, workplace safety and other topics an employee has the right to discuss with other employees under the law. Nothing in this policy prevents an employee from discussing or disclosing information about unlawful acts in the workplace, such as harassment or discrimination or any other conduct that the employee may have reason to believe is unlawful.
- While limited and incidental social media activities at work may be tolerated, such social media activities may not interfere with your job duties or responsibilities. Do not use your School-authorized e-mail address to register on social media websites, blogs, or other online tools utilized for personal use.
- Be knowledgeable about and comply with the school's background check procedures.
- Be knowledgeable about and comply with the school's reference policy. Do not provide employment references for current or former employees, regardless of the substance of such comments, without prior approval from the school.
- We encourage you to be fair and courteous to fellow employees, students, parents, vendors, customers, suppliers, or other people who work on behalf of the school. We also encourage you to avoid posting statements, photographs, video, or audio that could be reasonably viewed as malicious, obscene, threatening, or intimidating, that disparage employees, students, parents, vendors, customers, suppliers, or other people who work on behalf of the school, or that might constitute harassment or bullying.
- Make sure you always try to be honest and accurate when posting informationor news,

and if you make a mistake, correct it quickly. Please do not post any information or rumors that you know to be false about the school, fellow employees, students, parents, vendors, customers, suppliers, people working on behalf of the school, or competitors.

- Never represent yourself as a spokesperson for the school unless authorized to do so. If you publish social media content that may be related to your work or subjects associated with the school, make it clear that you are not speaking on behalf of the school and that your views do not represent those of the school, fellow employees, students, parents, vendors, customers, suppliers, or other people working on behalf of the

school. It is best to use a disclaimer such as “The postings on this site are my own and do not necessarily reflect the views of the school.”

- Never be false or misleading with respect to your professional credentials.
- Do not take any photos, videos, or other media in the workplace or on theschool’s

premises or at School functions without permission of the school. It is your responsibility to ensure that your posts do not contain any prohibited information, or Confidential Information, including, but not limited to, photos, videos, or other media referencing or relating to student information, even if the student(s) is/are not specifically identified by name but could be easily determined or may be perceived as identifying any student or group of students. Violations may result in disciplinary action, up to and including termination.

- Supervisors who “friend” subordinates on social media accounts (whether personal or School accounts) are responsible for abiding by this policy at all times and immediately reporting any violations of this policy to the Human Resources Department. Failure to do so may result in disciplinary action, up to and including termination.

Employees are not to initiate “friendships” with students or parents. Employees shall not accept students as friends on any personal social networking sites and are to decline any student-initiated friend requests. Employees must delete any students already on their “friends” list immediately. Employees should also be aware that participation in social media, even in a private setting, may not remain private and posts may become public knowledge and/or reported to the school.

Employees should weigh whether a particular posting puts their effectiveness as a school employee at risk. TEACH Public Schools encourages employees to post only what they want the world to see. Imagine that students, their parents, or administrators will visit your site as most information is available to the general public even after it is removed from the site. Employees may not discuss students nor post images that include students.
Employees may not comment on a student's blog or a student’s other social networking commentaries.

Employees may not use trade names, or logos belonging to the school without express written permission of the Executive Director.

In the event you have any questions about whether a particular social media activity may involve or implicate the school, or may violate this policy, please contact the Human Resources Department.
Social media is in a state of constant evolution, and the school recognizes that there will likely be events or issues that are not addressed in these guidelines. Thus, each School employee is responsible for using good judgment and seeking guidance, clarification, or authorization before engaging in social media activities that may implicate this policy.

Failure to comply with TEACH Public School’s social medial policy will result in disciplinary action, up to, and including, immediate termination.
Nothing in this policy is not intended to interfere with, restrain or prevent employees from using social media to:

- Communicate with others regarding wages, job performance, workplace safety, workload, supervisors, staffing or other terms and conditions of employment; or
- Otherwise engage in protected concerted activity that employees have the right to engage in under federal, state or local law.

**EQUIPMENT POLICY**

TEACH Public Schools attempts to provide all staff members with the equipment and supplies needed to do their job. Providing equipment is a great expense to the school. It is expected that everyone will protect and care for all equipment and supplies issued to them. Staff members are responsible for the cost of lost, stolen, or broken items issued to them including: keys, textbooks, teacher guides, laptops, and any other equipment that may be assigned to them or their classroom if the loss is due to willful misconduct.

Laptop Computers

Each staff member assigned a laptop for professional use shall be required to sign a laptop Agreement Form and will be charged for any damages, loss or theft to the laptop caused by willful misconduct.

Although issued to an individual employee, all computing devices are considered the personal property of the primary organizational unit to which the receiving employee belongs and shall be returned upon termination of employment with the school, after reassignment of job duties or immediately upon request at any time by an official of the school.

Employees are expected to take all appropriate measures and precautions to prevent the loss, theft, damage and/or unauthorized use of such equipment. Such precautions shall include, but not be limited to the following:

- Keep the computing device in a locked and secured environment when not being used;
- Do not leave the computing device for prolonged periods of time in a vehicle, especially in extreme temperatures;
- Keep food and drinks away from all computing devices and work areas;
- Do not leave the computing device unattended at any time in an unsecured location (e.g., an unlocked empty classroom or office); and
- Keep the computing device in sight at all times while in public places, such as public transportation, airports, restaurants, etc. Should an employee's computing device be lost or stolen, the employee must:

o immediately report the incident to their immediate supervisor and Chief representative;
o obtain an official police report documenting the theft or loss; and
o provide a copy of the police report to their immediate supervisor or Executive Director.

If the employee fails to adhere to these procedures, the employee will be held legally and financially responsible to the school for the replacement of such equipment.

The school is under no legal, financial or other obligation to provide for a replacement computing device to any employee whose device is lost, stolen or damaged.

The school may add security and other tracking technology to any and all computing devices issued by it and any and all such usage is subject to review, monitoring and auditing by the school.

Non-compliance with any policies or procedures will result in appropriate disciplinary action and/or reimbursement of any and all costs to the school if resulting from an employee's willful misconduct.

## LAPTOP COMPUTERS

Each full-time exempt employee receives a laptop computer for use in carrying out day-to-day functions such as lesson planning, email, enhancing classroom instruction, and using school- provided software for administrative duties (i.e. tracking attendance, logging grades, posting comments, etc.). Employee-issued laptops are property of TEACH Public Schools. Employees are required to treat their laptops with great care. Laptops may never be left unattended or in unlocked classrooms. Employees are required to bring their laptop computers home with them each night. Upon termination of employment, employees understand and agree that they must promptly return their school-issued laptop to the school. Employees are responsible for reimbursing the school for the cost of lost or damaged laptops when the loss or damage is due to the willful misconduct of the employee.

Employees acknowledge and understand that TEACH Public Schools is the owner of the laptop and of all information contained on the laptop. Employees are discouraged from keeping personal information on their school-issued laptops or using the laptops for personal use. There should be no expectation of privacy with regard to a school-issued laptop and employees must return their laptop upon request by the school.

**CELL PHONE POLICY**

Personal cell phone use is not permitted while you are working. Cell phones should be turned off and stored with your other personal belongings while you are working.

Notwithstanding the foregoing, employees may, in the event of an "emergency condition," access their mobile device or other communications device for seeking emergency assistance, assessing the safety of the situation, or communicating with a person to verify their safety. For purposes of this policy, an "emergency condition" is defined as:

o Conditions of disaster or extreme peril to the safety of persons or property at the workplace or worksite caused by natural forces or a criminal act; or
o An order to evacuate a workplace, a worksite a worker's home, or the school of a worker's child due to natural disaster or a criminal act.

If you are required to perform business on a cell phone for TEACH Public Schools while driving, you must utilize the hands-free option on the cell phone or a headset/earpiece device. Sending, writing, or reading text-based communications on your cell phone while driving a school vehicle or your own vehicle to conduct School business is prohibited. Text based communications include, but are not limited to, text messages, instant messages and email.

Employees whose job responsibilities do not specifically include driving as an essential function, but who use a cell phone for business purposes, whether issued by TEACH Public Schools or not, are also expected to abide by the provisions above. Under no circumstances are employees allowed to place themselves or others at risk to fulfill business needs.

Any employee who fails to comply with this policy will be deemed to have engaged in grossly negligent conduct beyond the course and scope of their employment. As a result, any employee who is charged with a traffic violation or incurs any other form of liability resulting from a violation of this policy will, to the extent allowed by applicable law, be solely responsible for any such liability.

If you are assigned a school cell phone to conduct School business, please notify your supervisor if the cell phone is misplaced, stolen, or damaged. Personal calls, received or placed, are not allowed on School cell phones.

This policy is not intended, nor shall it be interpreted, to in any way limit the ability of an employee to:

- Communicate with others regarding the terms and conditions of their employment, including such topics as wages, job performance, workplace safety, workload, supervisors, staffing or other terms and conditions of employment; or
- Otherwise engage in protected concerted activity that employees have the right to engage in under federal, state or local law.

**TELEPHONE CALLS AND TEXTING**

While at work and during staff meetings, the employee's undivided attention is expected. Cell phones, texting, and pagers are not allowed so that the activities or discussion are not disturbed. Employees should wait to make personal phone calls during breaks.

**PERSONAL PHONE AND PERSONAL CELL PHONE USE**

Personal phone calls should not be made or received during working hours. Any such calls must be made during employee breaks. Friends and relatives should be discouraged from calling during business hours unless there is an emergency. All emergency calls should be directed to the main office. When the call is received, the employee will be contacted.

In addition, the use of personal cell phones for placing or receiving calls, sending or receiving text messages, checking

voicemail, or any other form of communication supported by the school's cell phone provider during working hours is strictly prohibited. Cell phones should be placed out of sight and completely silenced to avoid disruption to the learning environment. In the event of a field trip or other class outing where personal cell phones may be used for safety purposes, communication should be limited to school staff only. The school will not be responsible for lost or stolen cell phones or other personal property.

Notwithstanding the foregoing, employees may, in the event of an "emergency condition," access their mobile device or other communications device for seeking emergency assistance, assessing the safety of the situation, or communicating with a person to verify their safety. For purposes of this policy, an "emergency condition" is defined as:
o Conditions of disaster or extreme peril to the safety of persons or property at the workplace or worksite caused by natural forces or a criminal act; or
o An order to evacuate a workplace, a worksite a worker's home, or the school of a worker's child due to natural disaster or a criminal act.
This policy is not intended, nor shall it be interpreted, to in any way limit the ability of an employee to:

- Communicate with others regarding the terms and conditions of their employment, including such topics as wages, job performance, workplace safety, workload, supervisors, staffing or other terms and conditions of employment; or

Otherwise engage in protected concerted activity that employees have the right to engage in under federal, state or local law.

Personal telephone calls should be made and received during non-teaching times. Personal calling cards or cell phones should be used for long distance personal calls. TEACH Public Schools expects that cell phones will be turned on a silent/meeting answer mode while employees are on the job and includes, but is not limited to, staff meetings and professional development.

Notwithstanding the foregoing, employees may, in the event of an "emergency condition," access their mobile device or other communications device for seeking emergency assistance, assessing the safety of the situation, or communicating with a person to verify their safety. For purposes of this policy, an "emergency condition" is defined as:
o Conditions of disaster or extreme peril to the safety of persons or property at the workplace or worksite caused by natural forces or a criminal act; or
o An order to evacuate a workplace, a worksite a worker's home, or the school of a worker's child due to natural disaster or a criminal act.

This policy is not intended, nor shall it be interpreted, to in any way limit the ability of an employee to:

- Communicate with others regarding the terms and conditions of their employment, including such topics as wages, job performance, workplace safety, workload, supervisors, staffing or other terms and conditions of employment; or
- Otherwise engage in protected concerted activity that employees have the right to engage in under federal, state or local law.

**NO SOLICITATION/DISTRIBUTION POLICY**

In order to minimize non-work-related activities that could interfere with providing quality education, teamwork, and safety, TEACH Public Schools has established the following policy concerning solicitation and the distribution of written materials other than those directly related to the school's business. This policy is not intended, nor should it be interpreted, to in any way limit the ability of an employee to:

- Communicate with others regarding the terms and conditions of their employment, including such topics as wages, job performance, workplace safety, workload, supervisors, staffing or other terms and conditions of employment; or
- Otherwise engage in protected concerted activity that employees have the right to engage in under federal, state or local law.

Non-employees may not solicit or distribute written materials of any kind at any time on premises that are owned, leased, operated, managed or controlled by TEACH Public Schools.

Employees may not solicit other employees during the workday when either the person doing the solicitation or the person being solicited is engaged in or required to be performing work tasks.

Employees may not distribute written materials of any kind during the workday when either the distributing employee or the employee receiving the materials is engaged in or required to be performing work tasks.

Employees may solicit other employees when both parties are on non-work time. Employees may distribute written materials in non-work areas during non-work time.

The sole exceptions to this policy are charitable and community activities supported and approved by TEACH Public Schools, or if an employee is engaged in a protected activity related to improving the terms and conditions of their employment.

School bulletin boards are the only areas where any merchandise or notices may be placed. Such items must meet the guidelines established by the School and the National Labor Relations Act, if applicable. The site leadership must approve any postings prior to posting.

TEACH Public Schools reserves the right to discontinue any solicitation or distribution if the activities become disruptive to employees or the efficient operation of the school's business.
Employees are required to leave school premises and other work areas at the completion of their workday. Employees are not permitted to enter or remain on school premises or work areas unless the employee is on duty, scheduled for work, coming to or departing from scheduled work, or otherwise has specific authorization from school site leadership.

Definitions
Work time: any time when employees are engaged in or required to be performing work tasks or are otherwise "on the clock." Work time does not include break periods, meal times, or other periods during the workday when employees are properly not engaged in performing their work tasks.

Work areas: all areas controlled by the school where employees are performing work, except employee break areas, and parking lots (non-work areas).

Employee Responsibility
If you have a need to solicit and/or distribute materials on school premises, it must be in compliance with this policy. If you have questions, talk with the Human Resources. If solicitation or distribution is conducted within the parameters of this policy, the manner of activities must not harass or intimidate other employees. If you are subjected to such behavior at any time, report the activity to your supervisor. If solicitation or distribution occurs while you are working, report the activity to the Human Resources Department.

## NEPOTISM POLICY

TEACH Public Schools permits the employment of qualified relatives of employees, of the employee's household or immediate family as long as such employment does not, in the opinion of TEACH Public Schools, create actual conflicts of interest. For purposes of this policy, "qualified relative" is defined as a spouse, registered domestic partner, child, parent, sibling, grandparent, grandchild, aunt, uncle, niece, nephew, first cousin, corresponding in-law, "step" relation, adoptive relative, guardian, ward, or any member of the employee's household. "Qualified relative" also includes

persons engaged in amorous relationships, meaning a relation in which persons voluntarily have a physical relationship or are engaged in a romantic courtship (e.g. dating or engaged) that may or may not have been consummated. TEACH Public Schools will use sound judgment in the placement of related employees in accordance with the following guidelines:

A qualified relative is permitted to work in the same department, provided no direct reporting or supervisor-to-subordinate relationship exists. That is, no employee is permitted to work within "the chain of command" when one qualified relative's work responsibilities, salary, hours, career progress, benefits, or other terms and conditions of employment could be influenced by the other relative.

Qualified relatives may have no influence over the wages, hours, benefits, career progress and other terms and conditions of the other related staff members.

Current employees who marry will be permitted to continue working in the same job positions held only if they do not work in direct supervisory relationship with one another or in job positions involving conflicts of interest. If relatives are found to be employed in any of these prohibited job positions, the school will take action to eliminate the conflict, including possibly requiring one or both employees to accept a transfer to another position or to resign. The BOARD OF DIRECTORS must approve any exceptions to this policy.

**BUILDING SECURITY/SCHOOL KEYS**

All employees who are issued keys to the office and classrooms are responsible for their safekeeping

You will be assigned all appropriate building keys needed to conduct your daily job responsibilities. You are responsible for all keys. Duplication of any school key is not allowed and strictly prohibited. It is against School policy to loan or distribute your assigned keys to another employee or non-employee of the school. If your school keys are lost, misplaced, destroyed, or stolen, you must report it immediately to the Human Resources Department.

The last employee, or a designated employee, who leaves the office and /or the school site at the end of the business day assumes the responsibility to ensure that all doors are securely locked, the alarm system is armed, thermostats are set on appropriate evening and/or weekend setting, and all appliances and lights are turned off with exception of the lights normally left on for security purposes. Employees are not allowed on school property before or after hours without prior authorization.

**INTERNAL INVESTIGATIONS & SEARCHES**

From time to time TEACH Public Schools may conduct internal investigations pertaining to security, auditing, or work-related matters. Employees are required to cooperate fully with and assist in these investigations if required to do so.

Whenever necessary, in TEACH Public School’s discretion, employees’ work areas (i.e. desks, file cabinets, lockers, etc.) may be subject to a search without notice. Employees are required to cooperate. Because even a routine search for TEACH Public Schools property might result in the discovery of an employee’s personal possessions, all employees are encouraged to refrain from bringing into the workplace any item of personal property that they do not wish to reveal to TEACH Public Schools. Employees have no expectation of privacy in their work areas.

**VIOLENCE IN THE WORKPLACE**

TEACH Public Schools has adopted a policy prohibiting workplace violence including a Workplace Violence Prevention Plan. Consistent with this policy, acts or threats of physical violence, including intimidation, harassment, bullying, and/or coercion, which involve or affect TEACH Public Schools or which occur on TEACH Public Schools property will not be tolerated. Examples of workplace violence include, but are not limited to, the following:

All threats or acts of violence occurring on TEACH Public Schools premises, regardless of the relationship between TEACH Public Schools and the parties involved.

All threats or acts of violence occurring off TEACH Public Schools premises involving someone who is acting in the capacity of a representative of TEACH Public Schools.

Specific examples of conduct, which may be considered threats or acts of violence, include, but are not limited to, the following:

- Hitting or shoving an individual
- Threatening an individual or their family, friends, associates, or property with harm
- Intentional destruction or threatening to destroy TEACH Public Schools property
- Making harassing or threatening phone calls
- Harassing surveillance or stalking (following or watching someone)
- Unauthorized possession or inappropriate use of firearms or weapons

TEACH Public School's prohibition against threats and acts of violence applies to all persons involved in TEACH Public School's operation, including but not limited to all personnel, contract, unpaid interns, volunteers and temporary workers and anyone else, including parents on TEACH Public Schools property. Violations of this policy by any individual on TEACH Public Schools property will lead to disciplinary action, up to and including termination and/or legal action as appropriate. All employees are encouraged to report incidents of threats or acts of physical violence of which they are aware to their supervisors or to the Human Resources Department.

If an employee becomes aware of an imminent act of violence, a threat of imminent violence, or actual violence, emergency assistance must be sought immediately. In such situations, the employee should contact the law enforcement authorities by dialing 911. Immediately after contacting the law enforcement authorities, the employee must report the incident to Human Resources.

Employees should immediately inform their supervisor or Human Resources Department about any workplace security hazards. If these individuals are not available, the employee should immediately inform any other supervisor so that appropriate action can be taken.
There will be no retaliation against any employee who brings a complaint in good faith under the Violence in the Workplace Policy or who honestly assists in investigating such a complaint, even if the investigation produces insufficient evidence that there has been a violation, or if the charges cannot be proven. However, disciplinary action may be taken against employees who, in bad faith, make false or frivolous accusations.

In certain circumstances, the school may seek a workplace violence restraining order on behalf of one or more employees in furtherance of its commitment to providing a workplace that is free from acts of violence or threats of violence.

## SECTION 11 - STANDARDS OF CONDUCT

### PERSONAL STANDARDS

Each employee must be neatly groomed and wear clothing that is professional and appropriate for the employee's position. The principal will inform you of any special clothing requirements. Employees will not be permitted to wear clothing or otherwise present an appearance that may cause disruption, be taken as offensive or reduce productivity. If you are assigned a school uniform, your uniform must be clean and presentable when you report to work.

### PUBLIC IMAGE/DRESS CODE

The following items are considered inappropriate working attire for TEACH Public Schools employees:

- Spaghetti-strapped shirts
- Tank tops or revealing
- Short apparel of any kind
- Sheer clothing
- T-shirts with inappropriate or offensive gestures or advertising.
- Leggings and Jeans
- Open-toe shoes of any kind

The principal will be the final arbiter of what is considered to be inappropriate attire. You may be required to return home to change clothing if deemed necessary. Non-exempt employees will not be paid for time away from work to change attire. If management occasionally designates "casual days," appropriate guidelines will be provided to you.

Consult your supervisor if you have any questions regarding appropriate attire.

### PERSONAL APPEARANCE/STANDARDS OF DRESS

The Board of Directors believes that teachers and other TEACH Public Schools staff serve as role models. They should therefore maintain professional standards of dress and grooming. Just as overall attitude and instructional competency contribute to a productive learning environment, so do appropriate dress and grooming.

The Board of Directors encourages staff, during school hours, to wear clothing that will add dignity to the educational profession, will present an image consistent with their job responsibilities, and will not interfere with the learning process. Accordingly, all staff shall adhere to the following standards of dress:

- Clothing and jewelry must be safe and appropriate to the educational environment.
- All clothing must be clean and in good repair. Slits or tears in pants or other articles of clothing are not permitted except for modest slits in any apparel that are no higher than three (3) inches above the knee.
- Head coverings, including hats of any kind, except those worn for religious or safety reasons, are not to be worn inside school buildings including assemblies, classrooms, labs and offices. Hats may be worn outside for sun protection. All hats are to be removed upon entering school buildings. For exceptions to this policy, the Executive Director must grant prior approval.
- Slacks and shorts are to be worn on the waist with no portion of an undergarment showing. Shorts should be modest in length and should be no higher than three (3) inches above the knee.
- All tops must be appropriate to the work environment, and should be clean, neat, and provide proper coverage.
- For safety purposes, earrings must not dangle more than one (1) inch below the ear.
- Clothing or jewelry that depict and/or promote gangs (as defined in Ed. Code § 35183), drugs, alcohol, tobacco, sex, violence, illegal activities, profanity, or obscenity are not permitted.
- Appropriate shoes must be worn at all times.
- Executive Director will be the final arbiter of what constitutes appropriate dress and attire.

**DISCIPLINARY PHYSICAL CONTACT WITH STUDENTS**

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

**STAFF-STUDENT INTERACTIONS**

Boundaries Defined

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

Acceptable and Unacceptable Behaviors

Some activities may seem innocent from a staff member's perspective but may be perceived as flirtation or sexual insinuation from a student or parental point of view. The purpose of the following lists of unacceptable and acceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to or may be perceived as inappropriate, or sexual misconduct, or "grooming." Grooming is defined as an act or series of acts by a sexual predator to gain physical and/or emotional control by gaining trust (of staff and/or family and a minor) and desensitizing the minor to various forms of touching and other intimate interaction.

Staff members must understand their own responsibilities for ensuring that they do not cross the boundaries as written in this policy. If a student specifically requests that they not be touched, then that request must be honored. Violations could subject the teacher or staff member to discipline up to and including termination. Disagreeing with the wording or intent of these established boundaries will be considered irrelevant for any required disciplinary purposes. Thus, it is critical that all employees study this policy thoroughly and apply its spirit and intent in their daily activities.

Unacceptable Behaviors

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

- Giving gifts to an individual student that are of a personal and intimate nature (including photographs); or items such as money, food, outings, electronics, etc. without the written pre-approval of the Principal or School Leader. It is recommended that any such gifts be filtered through the Human Resources along with the rationale therefor.
- Kissing of ANY kind
- Massage [Note: Prohibited in athletics unless provided by massage therapist or other certified professional in an open public location. Coaches may not perform massage or rub-down. Permitted in special education only as instructed under an IEP or 504 plan.]
- Full frontal or rear hugs and lengthy embraces
- Sitting students on one's lap (grades 3 and above)
- Touching buttocks, thighs, chest or genital area
- Wrestling with students or other staff member except in the context of a formal wrestling program
- Tickling or piggyback rides
- Any form of sexual contact
- Any type of unnecessary physical contact with a student in a private situation
- Intentionally being alone with a student away from school
- Furnishing alcohol, tobacco products, or drugs or failing to report knowledge of such
- "Dating" or "going out with" a student

- Remarks about physical attributes or physiological development of anyone. This includes comments such as "Looking fine!" or "Check out that [body part]."
- Taking photographs or videos of students for personal use or posting online
- Undressing in front of a student
- Leaving campus alone with a student for lunch
- Sharing a bed, mat, or sleeping bag with a student
- Making, or participating in, sexually inappropriate comments
- Sexual jokes, or jokes/comments with sexual overtones or double-entendres
- Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator.
- Listening to or telling stories that are sexually oriented
- Discussing your personal troubles or intimate issues with a student
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior
- Giving students a ride to/from school or school activities without the express, advance written permission of the Human Resources and the student's parent or legal guardian
- Being alone in a room with a student at school with the door closed and/or windows blocked from view
- Allowing students at your home and/or in rooms within your home without signed parental permission for a pre-planned and pre-communicated educational activity which must include another educator, parent, or designated school volunteer
- Staff mirroring the immature behavior of minors
- Sending emails, text messages, social media responses, making phone calls, or sending notes or letters to students if the content is not about school activities. Communication via private social media accounts is not acceptable.

<u>Acceptable Behaviors</u>

- Pats on the shoulder or back
- Handshakes
- "High-fives" and hand slapping
- When age appropriate, touching face to check temperature, wipe away a tear, remove hair from face, or other similar types of contact
- Placing TK through second grade students on one's lap for purposes of comforting the child for a short duration only
- Holding hands while walking with small children or children with significant disabilities
- Assisting with toileting of small or disabled children in view of another staff member
- Touch required under an IEP or 504 Plan
- Reasonable restraint of a violent person to protect self, others, or property
- Obtaining formal written pre-approval from Human Resources to take students off school property for activities such as field trips or competitions, including parent's written permission and waiver form for any sponsored after-school activity whether on or off campus
- Emails, text-messages, phone conversations, and other communications to and with students, if permitted, must be professional and pertain to school activities or classes (communication should be initiated via transparent [non-private] school-based technology and equipment)
- Keeping the door wide open when alone with a student
- Keeping reasonable and appropriate space between you and the student
- Stopping and correcting students if they cross your own personal boundaries, including touching legs, or buttocks, frontal hugs, kissing, or caressing
- Keeping administration informed when a significant issue develops about a student, such as a change in demeanor or uncharacteristic behavior
- Keeping after-class discussions with a student professional and brief
- Immediately asking for advice from senior staff or administration if you find yourself in a difficult situation related to boundaries

- Involving your supervisor in discussion about boundaries situations that have the potential to become more severe (including but not limited to: grooming or other red flag behaviors observed in colleagues, written material that is disturbing, or a student's fixation on an adult)
- Making detailed notes about an incident that in your best judgement could evolve into a more serious situation later
- Recognizing the responsibility to stop Unacceptable Behaviors of students and/or co-workers
- Asking another staff member to be present, or within close supervisory distance, when you must be alone with a student after regular school hours
- Prioritizing professional behavior during all moments of student contact

- Asking yourself if any of your actions, which are contrary to these provisions, are worth sacrificing your job and career.

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

Boundaries Reporting

When any staff member, parent, or student becomes aware of a staff member (or volunteer, guest, vendor) having crossed the boundaries specified in this policy, or has a strong suspicion of misconduct, they must report the suspicion to the Human Resources Director promptly. Reasonable suspicion means something perceived in spite of inconclusive or slight evidence. It is based on facts that would lead a reasonable person to believe the conduct occurred. Prompt reporting is essential to protect students, the suspected staff member, any witnesses, and the school as a whole. Employees must also report to the administration any awareness of, or concern about, student behavior that crosses boundaries, or any situation in which a student appears to be at risk for sexual abuse.

Investigating

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

Consequences

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

## CUSTOMER & PUBLIC RELATIONS

The school's image in front of students, parents (i.e. our "customers") and the general public is critical to our success. All employees are expected to be prompt, polite, courteous and attentive to our customers and the public. It is possible an employee may come into contact with a dissatisfied or hostile individual based on the nature of the employee's work. If this happens, you should immediately notify your supervisor or the Human Resources Department. We will absolutely not tolerate conduct toward our customers or the general public that might be interpreted as unlawful discrimination or

harassment. If you witness conduct in violation of this policy, you should immediately bring it to the attention of your supervisor or the Human Resources Department

**STANDARDS OF CONDUCT AND CIVILITY**

At TEACH Public Schools, we are committed to upholding the highest standards of personal integrity and conduct. These standards are based on our dedication to treating people with dignity, respect, and civility, and taking individual and collective responsibility for our conduct. The manner in which we conduct ourselves defines us and how we are perceived by others. As school employees, we also serve as role models to our students.

TEACH Public Schools employees are accountable for integrity in conduct and for the consequences of their actions or inactions. The highest of ethical standards are expected in all matters internal, as well as with students, parents, and the community at large. All TEACH Public Schools employees and any individuals acting on behalf of TEACH Public Schools are required to conduct themselves in compliance with the essence of this Standards of Conduct and Civility policy. Any concerns must be promptly reported to a supervisor or the Human Resources Department. Failure to comply with this policy may result in disciplinary action, up to and including termination.

**PROHIBITED CONDUCT**

The following is a list of conduct that is prohibited and will not be tolerated by the school. It is not an all-inclusive list, but rather a list designed to give examples of the types of conduct prohibited by the school. Other types of conduct that threaten security, personal safety, employee welfare and/or the school's operations also may be prohibited and will result in disciplinary action up to and including termination.

- Falsification of employment records, employment information, or other School records.
- Recording the work time of another employee or allowing any other employee to record your work time, or allowing falsification of any time card, either your own or another's.
- Theft, deliberate or careless damage or loss of any School property or the property of any employee or customer.
- Provoking a fight or fighting during working hours or on School property.
- Participating in horseplay or practical jokes on School time or on School premises where such conduct might be a safety risk or might be interpreted as offensive.
- Carrying firearms or any other dangerous weapons on School premises at any time or while acting on behalf of the school.
- Violation of the Substance and Alcohol policy.
- Insubordination, including but not limited to, failure or refusal to obey the orders or instructions of a supervisor or member of management, or the use of abusive or threatening or abusive language toward a supervisor or member of management.
- Unreported absence on scheduled workdays unless otherwise excused.
- Excessive tardiness or absenteeism unless otherwise excused.
- Unauthorized use of School equipment, time, materials, facilities, or the school's name.
- Sleeping or malingering on the job.
- Failure to observe working schedules, including the required rest and meal periods.
- Soliciting other employees for membership, funds, or other similar activity in connection with any outside organization during your working time or the working time of the employee(s) solicited.
- Distributing unauthorized literature or any written or printed material during working time or in work areas. ("Working time" does not include your meal and break periods.)
- Failure to timely notify your supervisor when you are unable to report to work absent extenuating circumstances.
- Failure of an employee to obtain permission to leave work for any reason during normal working hours.
- Abuse of sick leave.
- Violation of the Communication Systems Policy.
- Violation of the Standards of Conduct and Civility Policy.

- Failure to provide a physician's certificate when requested or required to do so.
- Violating the School's PERSONAL APPEARANCE/STANDARDS OF DRESS.
- Breaching Confidentiality.
- Making derogatory racial, ethnic, religious or sexual remarks or gestures; any violation of the Harassment and/or Equal Employment Opportunity policy; or using profane or abusive language at any time on School premises or during working hours.
- Violation of any safety, health, security or School rule.
- Negligence or other conduct leading to the endangerment of harm of a child or children.
- Working overtime without authorization or refusing to work assigned overtime.
- Unsatisfactory j ob performance.
- Willfully or maliciously making false statements regarding any co-worker or submitting a complaint known to be false.

The school will not discipline employees for conduct that relates to employees' ability to:

- Communicate with others regarding the terms and conditions of their employment, including such topics as wages, job performance, workplace safety, workload, supervisors, staffing or other terms and conditions of employment; or
- Otherwise engage in concerted activity protected under federal, state or local law.

**CONFIDENTIAL INFORMATION**

You may, during the course of your duties be advised of certain confidential business matters and affairs of the school regarding its business practices, students, suppliers and employees. Your duties may also place you in a position of trust and confidence with respect to certain trade secrets and other proprietary information relating to the business of the school and not generally known to the public or competitors. Such proprietary information includes student information, competitive strategies, marketing plans, fundraising, personnel information and financial information. Confidential information does not include information about the terms and conditions of your employment, such as wages, benefits, workplace safety and other topics you have the right to discuss with other employees under the law. You shall not, either during your employment with the school or any time in the future, directly or indirectly:

- Disclose or furnish, directly or indirectly, to any other person, firm, agency, corporation, client, business, or enterprise, any confidential information acquired during your employment;
- Individually or in conjunction with any other person, firm, agency, School, client, business, or corporation, employ or cause to be employed any confidential information in any manner whatsoever, except in furtherance of the business of the school;
- Without the written consent of the school, publish, deliver, or commit to being published or delivered, any copies, abstracts, or summaries of any files, records, documents, drawings, specifications, lists, equipment and similar items relating to the business of the school, except to the extent required in the ordinary course of your duties.

Nothing in this policy prevents employees from discussing or disclosing information about unlawful acts in the workplace, such as harassment or discrimination or any other conduct that they have reason to believe is unlawful. This policy is not intended, nor should it be interpreted, to in any way limit the ability of employees to:

- Communicate with others regarding the terms and conditions of their employment during non-working times, including such topics as wages, job performance, workplace safety, workload, supervisors, staffing or other terms and conditions of employment; or
- Otherwise engage in protected concerted activity that employees have the right to engage in under federal, state or local law.

Employees shall not use their cell phone or similar device to engage in any form of audio or video recording on school property without the prior written approval of Human Resources Department and the written consent of the individual being recorded.

Upon an extended leave of absence, request from the school or termination of employment, employees are required to immediately return to the school all property of the school in as good condition as when received (normal wear and tear excepted) including, but not limited to, all files, records, documents, drawings, specifications, lists, equipment and supplies, promotional materials, and similar items relating to the business of the school. This policy also encompasses any and all identifying or confidential information of all former and current students which is protected under the Family Educational Rights and Privacy Act.

Failure to comply with this policy may result in disciplinary action, up to and including termination.

**CONFLICTS OF INTEREST**

All employees must avoid situations that result in actual or even potential conflicts of interest. Personal, social and economic relationships with competitors, suppliers, customers, parents, or co-employees that may impair an employee's ability to exercise good judgment on behalf of the school or which give the appearance of such impairment create an actual or potential conflict of interest.

TEACH Public Schools expects employees to devote their best efforts to the interests of our school. TEACH Public Schools recognizes your right to engage in activities outside of your employment, which are of a private nature and unrelated to our business. However, outside activities (second jobs, side businesses, clubs, etc.) must not interfere with your ability to fully perform your job duties at TEACH Public Schools or create a conflict of interest with your statutory duty of loyalty to the school. The school prohibits employees from working with another School or external organization that competes with TEACH Public Schools whether as a regular employee or as a consultant.

If you have any questions whether an action or proposed course of conduct would create a conflict of interest, you should immediately contact the Human Resources Department to obtain advice on this issue. A violation of this policy will result in immediate and appropriate discipline, up to and including immediate termination.

<u>Outside Employment</u>

If you are a full-time employee, we expect that you devote your full professional effort to your position at TEACH Public Schools. If you wish to participate in outside work activities you are required to obtain written approval from the Human Resources Department prior to starting those activities. Approval will be granted unless the activity conflicts with TEACH Public School's interests. In general, outside work activities are not allowed when they:

- Prevent you from performing work for which you are employed at TEACH Public Schools.
- Involve organizations that are doing or seek to do business with TEACH Public Schools including actual or potential vendors.
- Violate provisions of law or TEACH Public Schools policies or rules.
- When the employee is on a medical leave (FMLA/CFRA/PDL or any other medical leave).

Your obligations to TEACH Public Schools must be given priority. Full time employees are hired and continue employment with the understanding that TEACH Public Schools is their primary employer and that other employment, commercial involvement or volunteer activity that is in conflict with the business interests of the school is strictly prohibited.

This section is not intended, nor should it be interpreted, to in any way limit the ability of employees to:

- Communicate with others regarding the terms and conditions of their employment, including such topics as wages, job performance, workplace safety, workload, supervisors, staffing or other terms and conditions of employment; or
- Otherwise engaging in protected concerted activity that employees have the right to engage in under federal, state or local law.

**EXPENSE REIMBURSEMENT POLICY**

The school reimburses employees for reasonably necessary business expenses incurred within the course and scope of employment. Employees who have incurred pre-authorized business expenses, including, but not limited to mileage, must submit receipts, invoices, or route information fully documenting the expense. Do not incur expenses without prior authorization via approved purchase order from the CFO/COO of TEACH Public Schools. Employees who have incurred business expenses should submit required receipts to the school business office within 30 days of incurring the expense.

TEACH Public Schools expects employees to act responsibly and professionally when incurring and submitting expenses. The organization will reimburse employees for reasonable expenses on pre-approved business. This includes, for example, travel fares, accommodations, meals, tips, telephone and fax charges, and purchases made on behalf of the organization.

TEACH Public Schools does not pay for local travel to and from the office (regular commute). If employees use their vehicles for business travel, mileage will be reimbursed as per the IRS current mileage rates and for appropriate parking fees. TEACH Public Schools will not be responsible for fuel, maintenance, traffic or parking violations.

General guidelines

- Original receipts are required for reimbursement of all expenses except for per diems. These expenses include:
- Original boarding passes for airplane / train travel
- Credit card receipts
- Detailed merchant receipts

Receipts must be accompanied by a summary which outlines:

- The nature of the expense
- The name and titles of the individuals involved
- The purpose for the expense

Expense summaries must be submitted with receipts and approved by the CFO/COO.
All expenses and summaries must be submitted within 30 days to CFO/ COO for payment.

Travel guidelines

Employees are required to fly coach class with the lowest available airfare for non-stop travel.

If a car rental is required, employees are requested to rent mid-sized or compact vehicles. Employees will be reimbursed for the fuel costs associated with renting a vehicle.

Employees will be reimbursed for reasonable hotel accommodations. Discounted room rates should be requested at the time of room booking.

For work-related trips, employees will be eligible for reimbursement of actual expenses up to a maximum of $750 per day. Reimbursements will not be paid where other meal arrangements are provided. For example, a luncheon included with an event.

The following list includes examples of non-reimbursable expenses:

- Personal travel insurance
- Personal reading materials
- Childcare
- Toiletries, cosmetics, or grooming products

- Expenses incurred by spouses, children, or relatives
- In-room movies or video games
- Sporting activities, shows, etc.
- Alcohol with meals

Any questions related to the content of this policy or its interpretation should be directed to Director of Business Operations.

Cell Phone Reimbursement

All School employees who are required to use their personal cell phones for work-related purposes are eligible for a reimbursement of $35.00 - $50.00 per month for a personal cell phone plan. This amount is intended to cover the proportion of the employee's personal cell phone plan which is used for work purposes. If an employee believes this amount is insufficient, the employee must provide the school with a copy of their most recent cell phone bill in the employee's name (either as the primary account holder or a user of the plan) as valid documentation that the employee has incurred an expense higher than the normal reimbursement. The school may periodically request follow-up documentation to verify that the employee is incurring the expense. If you believe you are entitled to an additional amount, please contact Human Resources.

## SECTION 12 - SAFETY

### SUBSTANCE AND ALCOHOL POLICY

It is the intent of TEACH Public Schools to promote a safe, healthy and productive work environment for all employees. The school recognizes that the illegal and/or excessive use of drugs and/or alcohol is not conducive to safe working conditions, employees' health, efficient operations or School success.

For purposes of this policy, "illegal drugs" includes, but is not limited to, substances that are prohibited by law (such as cocaine, heroin, etc.), controlled substances, marijuana (including medicinal marijuana, marijuana vaping or other recreational marijuana use), and prescription drugs (if they are not prescribed for the person using them and/or not being used as prescribed). "Drug paraphernalia" means any accessory for the use, possession, manufacture, distribution, dispensation, purchase, or sale of illegal drugs. "Under the influence" means that the employee is affected by alcohol, prescription medication that impairs cognitive or physical functions, and/or illegal drugs in any detectable manner.

The school complies with all Federal and State regulations regarding drug use while on the job. This policy prohibits the following:

- Use, possession, purchase, or offer for sale of illegal drugs, drug paraphernalia or alcohol during working hours, including meal and break periods, or in the presence of pupils;
- Use, possession, purchase, or offer for sale of illegal drugs, drug paraphernalia, or alcohol on School property at any time;
- Use, possession, purchase, or offer for sale of illegal drugs, drug paraphernalia, or alcohol while attending a school function or event;

- Storing alcohol (if unauthorized), illegal drugs, or drug paraphernalia in a locker, desk, automobile, or other repository on the school's premises;
- Refusing to submit to an inspection or testing when requested by administration;
- Being under the influence of illegal drugs, prescription medication that impairs cognitive or physical functions and/or alcohol during working hours, while on the school's premises and/or attending a school function or event.
- Conviction under any criminal drug statute for a violation occurring in the workplace, including failure to notify the school in writing of employee's conviction for a violation of a criminal drug statute occurring in the workplace no later than 5 calendar days after such conviction; or
- Failure to keep all prescribed medicine in its original container.

Employees taking physician-prescribed medications, which impairs the employee's job performance, (including medical prescribed marijuana) should not report to work. In addition, if you are required to take any kind of prescription or nonprescription medication that will affect your ability to perform your job, you are required to report this to the Human Resources Department. The Director of Human Resources will determine if it is necessary to temporarily place you on another assignment or take other action as appropriate to protect your safety and the safety of other employees and students.

Employees taking physician-prescribed medication which will not impair their job performance may be required to present a statement from the prescribing physician to the employee's supervisor indicating the duration of the prescription and stating that the use of the prescription will not impair the employee's ability to perform their specific job duties. This policy does not require or request the prescribing physician or the employee to identify any prescription drug or the medical condition for which it is prescribed. No employee shall use or have in their possession on the school premises any prescription medication other than medications currently prescribed by a physician for the employee.

TEACH Public Schools will not discriminate against employees for the use of cannabis/marijuana off the job and away from the worksite, nor will TEACH Public Schools take disciplinary action against employees for such use, so long it does not result in the employee being under the influence of marijuana while on the job (e.g., using marijuana off-duty and outside of work and then coming to work while still under the influence/impaired).

This policy will not be construed to prohibit the use of alcohol at social or business functions sponsored by the school where alcohol is served. However, employees must remember their obligation to conduct themselves appropriately at all times while at School-sponsored functions or while representing the school.

The school may at times conduct unannounced searches of School property for alcohol, illegal drugs, drug paraphernalia, and/or unauthorized controlled substances or to ensure compliance with any other School-related policy. This may include desks, storage areas and rooms normally used to store employees' personal property. As a result, employees do not have an expectation of privacy in this regard.

Violation of this Drug and Alcohol Policy may result in disciplinary action, up to and including termination, at the school's sole discretion.

Employees should be aware that participation in a rehabilitation program will not necessarily prevent the imposition of disciplinary action, including termination, for violation of this policy. Employees who undergo voluntary counseling or treatment and who continue to work, if any, must meet all established standards of conduct and job performance.

Compliance with this Drug and Alcohol Policy is a condition of employment at the school. Failure or refusal of an employee to cooperate fully, sign any required document, submit to any inspection, or follow any prescribed course of substance abuse treatment will result in discipline, up to and including termination.

Because the use, sale, purchase, possession, or furnishing of an illegally obtained substance is a violation of the law, the school may report such illegal drug activities to an appropriate law enforcement agency.
The school may require a test by intoxicator, blood test, urinalysis, medical examination of those persons whom the school reasonably suspects of using, possessing, or being under the influence of a drug or alcohol or is acting in such manner that they may harm themselves or another employee during the work day.

Any refusal to submit to such testing will be considered a positive screen. An employee's consent to submit to such a test is required as a condition of employment, and an employee's refusal to consent may result in disciplinary action, including termination for a first refusal or any subsequent refusal. The school shall determine the manner in which such testing is conducted with the goal being to ensure that the test results are accurate.

Such a test may be required of employees involved in any work-related accident or unsafe practice where the safety of the employee of other employees was jeopardized. Periodic retesting may also be required following positive test results or after any violation of this policy or rehabilitation.

**SMOKING**

All School buildings and facilities are non-smoking facilities. This includes nicotine and non-nicotine cigarettes including (herbal cigarettes) as well as cigars, pipes, e-cigarettes, vaping and marijuana. Smoking is prohibited within 20 feet of a school building and within 25 feet of a school playground, whichever is farther.

**SECURITY**

All employees are responsible for helping to maintain a secure workplace. Be aware of persons loitering for no apparent reason. All staff is expected to question any unknown person seen in the workplace who does not have a visitor's pass. If you are leaving late at night or are in any other situation that presents security concerns or where you do not feel comfortable, please seek the assistance of other employees or call 911. Report any suspicious persons or activities to the Human Resources. Never attempt to force an individual to leave the workplace if s/he is uncooperative. Immediately contact your supervisor or school administrators for assistance or call 911. Secure your desk or work area at the end of the day or when called away from your work area for an extended length of time, and do not leave valuable and/or personal articles that may be accessible in or around your work area. Please report any problems with our security systems to the Human Resources Department

**PARKED VEHICLES**

Employees are responsible for their own parked vehicles and the personal possessions within while parked on TEACH Public Schools property. Be cautious: keep school property and/or personal possessions out of sight and lock your car. Insuring your vehicle and personal property against loss and damage is recommended for your protection.

**USE OF PERSONAL VEHICLE FOR SCHOOL BUSINESS**

Personal vehicles used by employees to conduct TEACH Public Schools business must be insured by the employee's personal automobile insurer. TEACH Public School's liability insurance applies on a secondary basis if the underlying personal auto insurance is insufficient. In no event does TEACH Public School's automobile liability insurance coverage pay for damage to the employee's vehicle. Insuring your vehicle against collision damage is recommended for your protection.

**PERSONAL AUTOMOBILE**

Employees who use their own automobiles for travel on authorized school business will be reimbursed for mileage at the rate established by the Internal Revenue Services. Employee must have prior supervisory approval for the use of personal vehicles and must carry, at their own expense, the minimum insurance coverage for property damage and public liability.

**PERSONAL PROPERTY**

TEACH Public Schools cannot be responsible and will assume no liability for any loss or damage to employee personal property resulting from theft, fire, or any other cause on TEACH Public School's premises, including the parking area, or away from school property while on school business. TEACH Public Schools employees are prohibited from using personal property for work-related purposes unless approved in advance by the Human Resources Department.

**SAFETY POLICY**

TEACH Public Schools is firmly committed to maintaining a safe and healthy working environment. All employees of the school are expected to be safety conscious on the job at all times. All unsafe conditions or hazards should be corrected immediately. Report all unsafe conditions or hazards to your supervisor or the Human Resources Department immediately, even if you believe you have corrected the problem. If you suspect a concealed danger is present on School premises, or in a product, facility, piece of equipment, process or business practice for which the school is responsible, bring it to the attention of your supervisor or the Human Resources Department immediately. Supervisors should arrange for the correction of any unsafe condition or concealed danger immediately and immediately contact the Human Resources Department regarding the problem.

All workplace injuries and illnesses must be immediately reported to your supervisor and the Human Resources Department.

TEACH Public Schools has in place a written Injury and Illness Prevention Program and a Workplace Violence Prevention Plan as required by law. These documents are located in the main office for review.

**ERGONOMICS**

TEACH Public Schools has invested in providing a work environment that is safe for all employees. To lessen the risk of ergonomic hazards, the school will make necessary adjustments to an individual's workstation, educate employees on ergonomic safety, and modify processes when deemed necessary to ensure the well-being and safety of our employees. You should report any ergonomic concerns to the Human Resources Department.

**CHEMICAL EXPOSURE WARNING**

Employees should be aware that work areas might contain chemicals known to the State of California to cause cancer or to cause birth defects or other reproductive harm. If you have any questions or concerns about possible chemical exposure in your work area, contact the Human Resources Department. TEACH Public Schools uses chemicals in some of its operations. Employees should receive training and be familiar with the handling, use, storage and control measures relating to these substances if they will use or likely be exposed to them. Safety Data Sheets (SDS) are available for inspection. Employee must follow all labeling requirements.

## SECTION 13 - TERMINATION

### VOLUNTARY TERMINATION

TEACH Public Schools will consider an employee to have voluntarily terminated their employment if the employee does any of the following: (1) elects to resign from TEACH Public Schools; (2) fails to return from an approved leave of absence on the date specified without notifying the school for the need for continued leave including failure to communicate with the school; or (3) fails to report for work without notice to TEACH Public Schools for three consecutive work days. TEACH Public Schools requests that employees provide at least two weeks written notice of a voluntary termination. All TEACH Public Schools property must be returned immediately upon terminating employment. TEACH Public Schools retains the right to accept resignation immediately and pay the amount of straight time compensation an employee would have earned in lieu of further performance.

### INVOLUNTARY TERMINATION

An employee may be terminated involuntarily for, among other reasons, poor performance, misconduct or other violations of TEACH Public School's Rules of Conduct as set forth herein. Notwithstanding the foregoing, or anything else contained in this handbook, pursuant to its at- will policy, TEACH Public Schools reserves the right to terminate any employee at any time, with or without advance notice and with or without cause.

### EXIT INTERVIEWS

All employees who leave employment at TEACH Public Schools will be asked to take part in an exit interview with the Human Resources Department to communicate their challenges and growth while employed at TEACH Public Schools. Information shared during an exit interview will be treated as confidential to the extent possible.

### VERIFICATION AND REFERENCE POLICY

disclosures must be directed to the Human Resources Department. Only the Human Resources Department is authorized to provide verifications or references, or disclose personal information, pertaining to current or former employees.

With respect to verification requests, TEACH Public Schools will disclose only the dates of employment and the title of the last position held. TEACH Public Schools will verify or disclose an employee's salary history only if the employee provides written authorization for TEACH Public Schools to provide the information. However, TEACH Public Schools will provide information about current or former employees as required by law or court order. TEACH Public Schools will not provide any letters of reference for current or former employees. Please refer all questions about this policy to the Human Resources Department.

# EMPLOYEE HANDBOOK ACKNOWLEDGEMENT

By my signature below, I acknowledge that I have received a copy of TEACH Public School's Employee Handbook, on the date indicated below and agree to my at-will employment as described below. I acknowledge that it is my responsibility to read and review the Employee Handbook carefully. I also acknowledge that it is my responsibility to ask for clarification if I do not understand any of the policies included in the Employee Handbook.

I also acknowledge that I have received a copy of TEACH Public School's Harassment, Discrimination and Retaliation Prevention Policy which is in the Employee Handbook. I understand and agree that it is my responsibility to read and familiarize myself with this policy and all the provisions of the Employee Handbook. I understand that TEACH Public Schools is committed to providing a work environment that is free from harassment, discrimination and retaliation. My signature below certifies that I understand that I must conform to and abide by the rules and requirements described in this policy.

I understand that the Employee Handbook contains important information regarding TEACH Public School's expectations, policies and guidelines and that I am expected to comply with these expectations, policies and guidelines at all times. I understand that the Employee Handbook does not provide a binding contract, but provides guidelines for personnel concerning some of TEACH Public School's policies.

Just as I am free to terminate the employment relationship with TEACH Public Schools at any time, TEACH Public Schools, in its sole discretion, also reserves the right to modify or terminate the employment relationship with me at any time for any or no reason and with or without notice. Further, there is no agreement, express or implied, written or verbal, between the employee and TEACH Public Schools for any specific period of employment, for continuing or long-term employment, or for guaranteed terms and conditions of employment. No one other than the Human Resources Department of TEACH Public Schools, with the approval of the Board of Directors, has the authority to alter my employment at-will status, to enter into an agreement for employment for a specified period of time, or to make any agreement contrary to this policy. Further, any such agreement must be in writing and must be signed by the Human Resources Department. This is the entire agreement between TEACH Public Schools and me regarding this subject. All prior or contemporaneous inconsistent agreements are superseded. If I have an individually negotiated written employment agreement with TEACH Public Schools, then the terms and conditions of that agreement will prevail to the extent it differs from the policies in this Handbook.

TEACH Public Schools reserves the right to modify, alter, add to or delete any of the policies, guidelines or benefits contained in this handbook at any time with or without notice.

Other than TEACH Public Schools Board of Directors, no other entity or person has the authority to modify this employee handbook.

Employee Name (print) _____

Employee Signature _____

Date: _____

# Addenda Form A; Non-Exempt Employee Meal Period Waiver Agreement

## TEACH Public Schools

## NON-EXEMPT EMPLOYEE MEAL PERIOD WAIVER AGREEMENT

**Waiver of First Meal Period** (Applicable only when workday is 6 hours or less)

- I understand that I am entitled to and acknowledge that TEACH Public Schools provides me with an uninterrupted, unpaid thirty-minute meal period whenever I work more than five hours in a workday. I also understand that my first meal period must start before the end of my fifth hour of work (i.e., 5 hours and 0 minutes on the clock).
- I wish to voluntarily waive my right to a thirty-minute meal period when my workday will be completed in six hours or less.
- I understand that I may revoke this agreement to waive my first thirty-minute meal period at any time, in writing, by providing written notice of revocation to the Human Resources Department. As a result, I understand this waiver will remain in effect each workday unless and until I provide a written notice to the Human Resources Department revoking this waiver.

**Acknowledging the above, I hereby voluntarily waive my right to a thirty-minute meal period whenever my workday will be completed in six hours or less. If I wish revoke this waiver, I will notify Human Resources Department immediately.**

**Second Meal Period** (Applicable only when workday is more than 10 hours but not greater than 12 hours)

- I understand that I am entitled to and acknowledge that TEACH Public Schools provides me with a second, uninterrupted, unpaid thirty-minute meal period whenever I work more than ten hours in a workday. I also understand that my second meal period must start before the end of my tenth hour of work (i.e., 10 hours and 0 minutes on the clock).
- I wish to voluntarily waive my right to a second meal period when my workday will be completed in twelve hours or less, provided that I did not waive my first meal period on the same workday.
- I understand that I may revoke this agreement to waive my second meal period at any time, in writing, by providing written notice of revocation to Human Resources Department. As a result, I understand this waiver will remain in effect each workday unless and until I provide a written notice to the Human Resources Department revoking this waiver.

**Acknowledging the above, I hereby voluntarily waive my right to a second meal period whenever my workday will be completed in twelve hours or less and I did not waive my first meal period on the same workday. If I wish revoke this waiver, I will notify the Human Resources Department immediately.**

Employee Name (print) _____

Employee Signature _____

Date: _____

## Addenda Form B; Non-Exempt Employee Meal and Rest Period Reporting Form

**TEACH Public Schools**
**NON-EXEMPT EMPLOYEE**
**MEAL AND REST PERIOD REPORTING FORM**
**(ONE FORM FOR EACH APPLICABLE DAY)**

Employee Name (Please Print):_____

Date:_____

Date/Time Issue Occurred:_____

Position:_____

**Reported Issue(s)/Reason: (CHECK ALL THAT APPLY AND PROVIDE THE CORRESPONDING REASON FOR THE LATE, SHORT OR MISSED MEAL PERIOD AND/OR MISSED REST PERIOD)**

| Meal Periods | Reason for Missed, Late, Interrupted or Short Meal Period | | |
|---|---|---|---|
| □ Missed Meal Period | □ Voluntary | □ Involuntary | □ Other |
| □ Late Meal Period | □ Voluntary | □ Involuntary | □ Other |
| □ Interrupted Meal Period | □ Voluntary | □ Involuntary | □ Other |
| □ Short Meal Period | □ Voluntary | □ Involuntary | □ Other |

**Rest Periods**

□ Missed Rest Period Voluntary □ Involuntary □ Other

Circle/Select Applicable Missed Rest Period: 1 2 3 4

**Voluntary: It was my own choice to refuse an authorized meal or rest period.
Involuntary: Through no choice of my own, I was not able to take a complete and proper meal or rest period.

Please provide details of what happened below regarding your meal period and/or rest period:

_____

_____

**I understand that I am entitled to an uninterrupted, thirty-minute meal period whenever I work more than five hours in a workday and that my meal period must begin before the end of the fifth hour of work (unless, for workdays of six hours or less, I voluntarily waived my meal period). I understand that I am entitled to a second, uninterrupted thirty-minute meal period whenever I work more than ten hours in a workday and that my second meal period must begin before the end of the tenth hour of work. I also understand that I am authorized, permitted, and strongly encouraged to take a 10-minute (net) paid rest period for every 4 hours worked or major fraction thereof. If I voluntarily miss a meal or rest period or voluntarily experience a late, short, or interrupted meal period (e.g., it was my own choice to refuse an authorized meal or rest period), I understand that I am not entitled to one hour of premium pay for that meal or rest period. If I involuntarily miss a meal or rest period or involuntarily experience a late, short, or interrupted meal period (e.g., I wasn't allowed to take a proper meal or rest period), I understand that I am entitled to one hour of premium pay for that meal or rest period.**

Employee Signature _____ Date: _____

Supervisor's Signature _____ Date: _____

FORM MUST BE SUBMITTED IMMEDIATELY AFTER THE APPLICABLE MEAL OR REST PERIOD OCCURS TO THE HUMAN RESOURCES DEPARTMENT.

# Coversheet

## Consider and Approval of the 2026–2027 Teacher Salary Schedule

**Section:** III. Items for Potential Action
**Item:** M. Consider and Approval of the 2026–2027 Teacher Salary Schedule
**Purpose:** Vote
**Submitted by:**
**Related Material:** 2026.27 Salary Scale .pdf

# 2026-2027 Teacher Salary Schedule
## 11 Month Employees

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Salary placement of teachers new to TEACH will be based on verified years of prior credentialed teaching experience. | NO CREDENTIAL (sub permit) | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 | YEAR 7 | YEAR 8 | YEAR 9 | YEAR 10 |
| | $68,048 | $70,506 | $72,580 | $74,308 | $75,890 | $77,308 | $79,986 | $82,408 | $82,868 | $84,255 | $84,651 |
| | | YEAR 11 | YEAR 12 | YEAR 13 | YEAR 14 | YEAR 15 | YEAR 16 | YEAR 17 | YEAR 18 | YEAR 19 | YEAR 20 |
| | | $84,838 | $85,131 | $85,423 | $85,720 | $87,168 | $87,465 | $87,763 | $88,062 | $88,362 | $88,663 |
| | | YEAR 21 | YEAR 22 | YEAR 23 | YEAR 24 | YEAR 25 | YEAR 26 | YEAR 27 | YEAR 28 | YEAR 29 | YEAR 30 |
| | | $88,965 | $89,269 | $89,574 | $89,880 | $91,337 | $91,348 | $92,671 | $93,404 | $93,963 | $94,469 |

# Coversheet

## Consider and Approve the 2026-2027 Benefits Package

**Section:** III. Items for Potential Action
**Item:** N. Consider and Approve the 2026-2027 Benefits Package
**Purpose:** Vote
**Submitted by:**
**Related Material:** 2026 Teach Public Schools Sold Plans Effective 07.01.26.pdf

# Employee Benefits, Plans & Pricing

## 2026 Plan Year

***Prepared For***

## Teach Public Schools

Presented By:

Toby Kennedy, President

Account Manager:

Ana Gonzalez

Senior Account Manager

Created By:

Denis Azucar

Associate Director of Benefits & Marketing Solutions

Last Updated: 5/18/2026
Current Effective Date: 12/1/2025
PROPOSED Renewal Effective Date: 7/1/2026

**Montage Insurance Solutions**
**CA License 0F30734**

The following is a benefits and pricing summary. Information provided is not intended to be an inclusive list of cost, benefits, policy provisions, limitations and/or exclusions. Please refer to carrier's proposal, contract and/or summary plan description for a complete explanation.

# Financial Summary

## Teach Public Schools

*"Together We're Stronger"*

| | CURRENT | RENEWAL | PROPOSED 1 |
|---|---|---|---|
| **MEDICAL - 1** | ***Kaiser Permanente/Health Net*** | ***Kaiser Permanente/Health Net*** | ***Kaiser Permanente/Health Net HSA Option*** |
| Monthly Premium | $89,343.14 | $95,743.25 | $69,337.50 |
| Annual Premium | $1,072,117.68 | $1,148,919.00 | $832,050.00 |
| **% Change** | **N/A** | **7.16%** | **-22.39%** |
| **MEDICAL - 2** | ***N/A*** | ***N/A*** | ***HSA CONTRIBUTION*** |
| Monthly Premium | $0.00 | $0.00 | $10,375.00 |
| Annual Premium | $0.00 | $0.00 | $124,500.00 |
| **% Change** | **N/A** | **N/A** | **N/A** |
| **MEDICAL - 3** | ***UHA*** | ***UHA*** | ***UHA*** |
| Monthly Premium | $759.84 | $789.34 | $789.34 |
| Annual Premium | $9,118.08 | $9,472.08 | $9,472.08 |
| **% Change** | **N/A** | **N/A** | **N/A** |
| **DENTAL** | ***Lincoln Financial Group*** | ***Lincoln Financial Group*** | ***Lincoln Financial Group*** |
| Monthly Premium | $5,430.54 | $5,430.54 | $5,430.54 |
| Annual Premium | $65,166.48 | $65,166.48 | $65,166.48 |
| **% Change** | **N/A** | **N/A** | **0.00%** |
| **VISION** | ***VSP*** | ***VSP*** | ***VSP*** |
| Monthly Premium | $858.99 | $858.99 | $858.99 |
| Annual Premium | $10,307.88 | $10,307.88 | $10,307.88 |
| **% Change** | **N/A** | **0.00%** | **0.00%** |
| **LIFE/AD&D** | ***Lincoln Financial Group*** | ***Lincoln Financial Group*** | ***Lincoln Financial Group*** |
| Monthly Premium | $784.99 | $784.99 | $784.99 |
| Annual Premium | $9,419.90 | $9,419.90 | $9,419.90 |
| **% Change** | **N/A** | **0.00%** | **0.00%** |

| TOTAL BENEFIT PREMIUM COST | CURRENT | RENEWAL | PROPOSED 1 |
|---|---|---|---|
| **Monthly Premium** | $97,177.50 | $103,607.11 | $87,576.36 |
| **Annual Premium** | $1,166,130.02 | $1,243,285.34 | $1,050,916.34 |

| TOTAL ANNUAL PREMIUM DIFFERENCE | CURRENT | RENEWAL | PROPOSED 1 |
|---|---|---|---|
| **Difference ($) Over Current** | N/A | $77,155.32 | ($115,213.68) |
| **Difference (%) Over Current** | N/A | 6.62% | -9.88% |
| **Difference ($) Over Renewal** | N/A | N/A | ($192,369.00) |
| **Difference (%) Over Renewal** | N/A | N/A | -15.47% |

| NOTES | CURRENT | RENEWAL | PROPOSED 1 |
|---|---|---|---|
| **PLAN CHANGES** | N/A | **Moving renewal to 7/1/2026 Eliminating the HN SmartCare HMO & moving current population to the KP Gold 250. Dental rates are shown as current, pending renewal.** | **Moving renewal to 7/1/2026 with every employee enrolled in a High Deductible Health Plan mapping CA employees to KP HDHP and Out of State EE to HN HDHP. Dental rates are shown as current, pending renewal.** |

*Teach Public Schools*

## *CURRENT KAISER & HEALTH NET MEDICAL PLANS*

| | *HAWAII* | | *CURRENT* | *CURRENT* | *CURRENT* | |
|---|---|---|---|---|---|---|
| **CARRIER** | **UHA** | | **KAISER PERMANENTE** | **HEALTH NET** | **HEALTH NET** | |
| **PLAN NAME** | **UHA 600; RX PLAN T; VISION PLAN 100** | | **Gold 80 HMO 250/35 + Child Dental INF** | **SmartCare HMO Platinum $10 (Narrow Network)** | **Platinum PPO 250/15 (Full Network)** | |
| **NETWORK** | **In-Network** | **Out-of-Network** | **Kaiser Network** | **SMART CARE NETWORK** | **In-Network** | **Out-of-Network** |
| **MAIN FEATURES** | | | | | | |
| **Individual Ded** | $0 | | $250 | $0 | $250 | $1,000 |
| **Family Ded** | $0 | | $500 (embedded) | $0 | $500 | $2,000 |
| **Individual OOP Max** | $2,500 (medical)<br>$7,500 (rx) | | $7,800 (incl ded) | $2,100 | $3,800 (incl ded) | $9,000 (incl ded) |
| **Family OOP Max** | $7,500 (medical)<br>$8,300 (rx) | | $15,600 (incl ded) | $4,200 | $7,600 (incl ded) | $18,000 (incl ded) |
| **Co-insurance** | 10%-20% | | 20% | 0% | 10% | 50% |
| **Lifetime Max** | Unlimited | | Unlimited | Unlimited | Unlimited | Unlimited |
| **PC/Specialist** | 10% coinsurance | 30% coinsurance | $35/$55 ded waived | $10/$30 | $15/$30 ded waived | 50% after ded |
| **Adult Preventive Care** | No charge | | No charge | No charge | No charge | 50% after ded |
| **Child Preventive Care** | No charge | | No charge | No charge | No charge | 50% after ded |
| **Pre/Postnatal Care** | 10% coinsurance | 30% coinsurance | No charge | $10 | $15 ded waived | 50% after ded |
| **Physical Therapy** | 20% coinsurance | 30% coinsurance | $35 ded waived | $10 | $15 ded waived | 50% after ded |
| **Chiropractic Care** | 20% coinsurance | 30% coinsurance | Not covered | Not covered | Not covered | Not covered |
| **Inpatient Hospital** | 10% coinsurance | 30% coinsurance | $600/day after ded up to 5 days | $250/day; 3 days/admit | 10% after ded | 50% after ded |
| **IP Physician/Surgeon** | 10% coinsurance | 30% coinsurance | N/A | No charge | 10% after ded | 50% after ded |
| **Maternity Delivery/IP** | 10% coinsurance | 30% coinsurance | $600/day after ded up to 5 days | $250/day; 3 days/admit | 10% after ded | 50% after ded |
| **Mental Health IP** | 10% coinsurance | 30% coinsurance | $600/day after ded up to 5 days | $250/day; 3 days/admit | 10% after ded | 50% after ded |
| **Substance Abuse IP** | 10% coinsurance | 30% coinsurance | $600/day after ded up to 5 days | $250/day; 3 days/admit | 10% after ded | 50% after ded |
| **Outpatient Facility** | 10% coinsurance | 30% coinsurance | $335 after ded | $60/$150 (ASC/Hospital) | 10% after ded | 50% after ded |
| **OP Physician/Surgeon** | 10% coinsurance | 30% coinsurance | N/A | No charge | 10% after ded | 50% after ded |
| **Lab/X-Ray** | 10% coinsurance | 30% coinsurance | $35/$55 ded waived | $20 | $30 ded waived | 50% after ded |
| **Advanced Radiology** | 10% coinsurance | 30% coinsurance | $250 after ded | $150 | 10% after ded | 50% after ded |
| **Mental Health OP** | 10% coinsurance | 30% coinsurance | $35 ded waived | $10 | $15 ded waived | 50% after ded |
| **Substance Abuse OP** | 10% coinsurance | 30% coinsurance | $35 ded waived | $10 | $15 ded waived | 50% after ded |
| **Emergency Room** | 10% coinsurance | 30% coinsurance | $250 (waived if admitted) after ded | $150 (waived if admitted) | 10% after ded | 10% after ded |
| **Ambulance** | 20% coinsurance | 30% coinsurance | $250 after ded | $150 | 10% after ded | 10% after ded |
| ***Urgent Care*** | 10% coinsurance | 30% coinsurance | $35 ded waived | $10 | $15 ded waived | 50% after ded |
| **Rx Tier 1** | $10 | | $15 ded waived | $5 | $10 ded waived | Not covered |
| ***Rx Tier 2*** | $30 | | $40 ded waived | $30 | $35 ded waived | Not covered |
| **Rx Tier 3** | $65 | | $40 ded waived | $50 | $60 ded waived | Not covered |
| **Rx Tier 4** | 20%; $250 max/script | | 20% ded waived; $250 max/script | 30%; $250 max/script | 10% ded waived; $250 max/script | Not covered |
| **Infertility Treatment** | Covered; See SoB | | Included | Not covered | Not covered | Not covered |
| ***Plan Rates*** | **HAWAII** | | **CURRENT** | **CURRENT** | **CURRENT** | |
| **Employee Only** | $759.84 | | Age Rated | Age Rated | Age Rated | |
| **Employee + Spouse** | $1,519.68 | | Age Rated | Age Rated | Age Rated | |
| **Employee + Child(ren)** | $2,279.52 | | Age Rated | Age Rated | Age Rated | |
| **Employee + Family** | | | Age Rated | Age Rated | Age Rated | |
| **Estimated Monthly Premium** | **$759.84** | | **$89,343.14** | | | |
| **Estimated COMBINED Total Annual Premium** | **$9,118.08** | | **$1,072,117.68** | | | |
| **Current Increase/Decrease % (Overall)** | | | | | | |

***Plus all charges in excess of Maximum Allowable Charge.**

**^After the deductible has been satisfied**

**Refer to the Evidence of Coverage Booklet for complete details including Mental Health Parity**

MONTAGE™ INSURANCE SOLUTIONS

*Teach Public Schools*

## *RENEWAL KAISER & HEALTH NET MEDICAL PLANS*

***SOLD EFFECTIVE 07/01/2026***

| | | *HAWAII* | | *CURRENT* | *NEW 07/01/2026* | *CURRENT* | | *NEW 07/01/2026* | |
|---|---|---|---|---|---|---|---|---|---|
| **CARRIER** | | **UHA** | | **KAISER PERMANENTE** | **KAISER PERMANENTE** | **HEALTH NET** | | **HEALTH NET** | |
| **PLAN NAME** | | **UHA 600; RX PLAN T; VISION PLAN 100** | | **Gold 80 HMO 250/35 + Child Dental INF** | **Bronze 60 HDHP HMO 7200 + INF** | **Platinum PPO 250/15 (Full Network)** | | **Bronze HDHP PPO 7200/0%** | |
| **NETWORK** | | **In-Network** | **Out-of-Network** | **Kaiser Network** | **In-Network** | **In-Network** | **Out-of-Network** | **In-Network** | **Out-of-Network** |
| **MAIN FEATURES** | | | | | | | | | |
| **Individual Ded** | | $0 | | $250 | $7,200 | $250 | $1,000 | $7,200 | $14,400 |
| **Family Ded** | | $0 | | $500 (embedded) | $14,400 (embedded) | $500 | $2,000 | $14,400 | $28,800 |
| **Individual OOP Max** | | $2,500 (medical)<br>$7,500 (rx) | | $7,800 (incl ded) | $7,200 (incl ded) | $3,800 (incl ded) | $7,600 (incl ded) | $7,200 (incl ded) | $14,400 (incl ded) |
| **Family OOP Max** | | $7,500 (medical)<br>$8,300 (rx) | | $15,600 (incl ded) | $14,400 (incl ded) | $7,600 (incl ded) | $15,200 (incl ded) | $14,400 (incl ded) | $28,800 (incl ded) |
| **Co-insurance** | | 10%-20% | | 20% | 0% | 20% | 50% | 0% | 0% |
| **Lifetime Max** | | Unlimited | | Unlimited | Unlimited | Unlimited | Unlimited | Unlimited | Unlimited |
| **PC/Specialist** | | 10% coinsurance | 30% coinsurance | $35/$55 ded waived | 0% after ded | $15/$30 ded waived | 50% after ded | 0% after ded | 0% after ded |
| **Adult Preventive Care** | | No charge | | No charge | No charge | No charge | 50% after ded | No charge | 0% after ded |
| **Child Preventive Care** | | No charge | | No charge | No charge | No charge | 50% after ded | No charge | 0% after ded |
| **Pre/Postnatal Care** | | 10% coinsurance | 30% coinsurance | No charge | No charge | $15 ded waived | 50% after ded | 0% after ded | 0% after ded |
| **Physical Therapy** | | 20% coinsurance | 30% coinsurance | $35 ded waived | 0% after ded | $15 ded waived | 50% after ded | 0% after ded | 0% after ded |
| **Chiropractic Care** | | 20% coinsurance | 30% coinsurance | Not covered | Not covered | Not covered | Not covered | Not covered | Not covered |
| **Inpatient Hospital** | | 10% coinsurance | 30% coinsurance | $600/day after ded up to 5 days | 0% after ded | 20% after ded | 50% after ded | 0% after ded | 0% after ded |
| **IP Physician/Surgeon** | | 10% coinsurance | 30% coinsurance | N/A | N/A | 20% after ded | 50% after ded | 0% after ded | 0% after ded |
| **Maternity Delivery/IP** | | 10% coinsurance | 30% coinsurance | $600/day after ded up to 5 days | 0% after ded | 20% after ded | 50% after ded | 0% after ded | 0% after ded |
| **Mental Health IP** | | 10% coinsurance | 30% coinsurance | $600/day after ded up to 5 days | 0% after ded | 20% after ded | 50% after ded | 0% after ded | 0% after ded |
| **Substance Abuse IP** | | 10% coinsurance | 30% coinsurance | $600/day after ded up to 5 days | 0% after ded | 20% after ded | 50% after ded | 0% after ded | 0% after ded |
| **Outpatient Facility** | | 10% coinsurance | 30% coinsurance | $335 after ded | 0% after ded | 20% after ded | 50% after ded | 0% after ded | 0% after ded |
| **OP Physician/Surgeon** | | 10% coinsurance | 30% coinsurance | N/A | N/A | 20% after ded | 50% after ded | 0% after ded | 0% after ded |
| **Lab/X-Ray** | | 10% coinsurance | 30% coinsurance | $35/$55 ded waived | 0% after ded | $30 ded waived | 50% after ded | 0% after ded | 0% after ded |
| **Advanced Radiology** | | 10% coinsurance | 30% coinsurance | $250 after ded | 0% after ded | 20% after ded | 50% after ded | 0% after ded | 0% after ded |
| **Mental Health OP** | | 10% coinsurance | 30% coinsurance | $35 ded waived | 0% after ded | $15 ded waived | 50% after ded | 0% after ded | 0% after ded |
| **Substance Abuse OP** | | 10% coinsurance | 30% coinsurance | $35 ded waived | 0% after ded | $15 ded waived | 50% after ded | 0% after ded | 0% after ded |
| **Emergency Room** | | 10% coinsurance | 30% coinsurance | $250 (waived if admitted) after ded | 0% after ded | 20% after ded | 10% after ded | 0% after ded | 0% after ded |
| **Ambulance** | | 20% coinsurance | 30% coinsurance | $250 after ded | 0% after ded | 20% after ded | 10% after ded | 0% after ded | 0% after ded |
| ***Urgent Care*** | | 10% coinsurance | 30% coinsurance | $35 ded waived | 0% after ded | $15 ded waived | 50% after ded | 0% after ded | 0% after ded |
| **Rx Tier 1** | | $10 | Not covered | $15 ded waived | 0% after ded | $10 ded waived | Not covered | 0% after ded | Not covered |
| ***Rx Tier 2*** | | $30 | Not covered | $40 ded waived | 0% after ded | $35 ded waived | Not covered | 0% after ded | Not covered |
| **Rx Tier 3** | | $65 | Not covered | $40 ded waived | 0% after ded | $60 ded waived | Not covered | 0% after ded | Not covered |
| **Rx Tier 4** | | 20%; $250 max/script | Not covered | 20% ded waived; $250 max/script | 0% after ded | 20% ded waived; $250 max/script | Not covered | 0% after ded | Not covered |
| **Infertility Treatment** | | Covered; See SoB | Not covered | Covered; See SoB | Covered; See SoB | Not covered | Not covered | Not covered | Not covered |
| ***Plan Rates*** | **HAWAII** | **HAWAII** | | **CURRENT** | **NEW 07/01/2026** | **CURRENT** | | **NEW 07/01/2026** | |
| **Employee Only** | **EE** | $789.34 | | Age Rated | Age Rated | Age Rated | | Age Rated | Age Rated |
| **Employee + Spouse** | **TWO PARTY** | $1,578.67 | | Age Rated | Age Rated | Age Rated | | Age Rated | Age Rated |
| **Employee + Child(ren)** | **FAM** | $2,368.00 | | Age Rated | Age Rated | Age Rated | | Age Rated | Age Rated |
| **Employee + Family** | | | | Age Rated | Age Rated | Age Rated | | Age Rated | Age Rated |
| **Estimated Monthly Premium** | | **$789.34** | | **$95,743.25** | | | | | |
| **Estimated COMBINED Total Annual Premium** | | **$9,472.08** | | **$1,148,919.00** | | | | | |
| **Current Increase/Decrease % (Overall)** | | | | **7.16%** | | | | | |

***Plus all charges in excess of Maximum Allowable Charge.**

**^After the deductible has been satisfied**

**Refer to the Evidence of Coverage Booklet for complete details including Mental Health Parity**

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*Teach Public Schools*

## *CURRENT / RENEWAL vs Alternatives*

| | *CURRENT* | *PENDING RENEWAL* | *CURRENT* | *PENDING RENEWAL* |
|---|---|---|---|---|
| **CARRIER** | **Lincoln Financial Group** | | **Lincoln Financial Group** | |
| **PLAN** | **LDCCAC3** | | **Dental PPO** | |
| **Benefits** | **DMO** | | **In-Network** | **Out-of-Network*** |
| **Annual Maximum** | Unlimited | | $1,500 | |
| **Office Visit Copay (D0150)** | None | | N/A | |
| **Annual Deductible - Preventive** | None | | Waived | |
| **Annual Deductible - Basic/Major** | None | | $50 Ind. / $150 Family | |
| **DPPO Coinsurance** | | | | |
| **Preventive** | N/A | | 0% | 0%* |
| **Basic** | N/A | | 20% | 20%* |
| **Major** | N/A | | 50% | 50%* |
| **Endodontics** | Based on Copays | | Falls Under Basic Services | |
| **Periodontics** | Based on Copays | | Falls Under Basic Services | |
| **Crowns** | Based on Copays | | Falls Under Major Services | |
| **Implants** | Based on Copays | | Not covered | |
| **Posterior Composite Fillings** | Based on Copays | | Limited to amount payable for Amalgam | |
| **Orthodontia** | Adult: $1,895 / Child:$1,895 | | **Adult/Child: $1,500 LTM** | |
| **Waiting Periods** | None | | None | |
| **Missing Tooth Exclusion** | Included | | Included | |
| **True Open Enrollment** | Included | | Included | |
| **Crown/Bridge Replacement Limitation** | 5 years | | 10 years | |
| **Out-of-Network Reimbursement** | Not applicable | | 90th UCR | |
| **DHMO Coinsurance** | | | | |
| ***(1110 / 1120) Prophylaxis - Adult / Child*** | No Copay | | N/A | |
| ***(0272) X-Rays - Bitewings, 2 Images*** | No Copay | | N/A | |
| ***(2150) Amalgam, 2 Surface*** | No Copay | | N/A | |
| ***(3330) Root Canal, Molar*** | $225 | | N/A | |
| ***(4260) Osseous Surgery, per Quadrant*** | $275 | | N/A | |
| ***(4341) Periodontal Scaling & Root Planing, per Quadrant*** | $35 | | N/A | |
| ***(7240) Removal of Impacted Tooth, Completely Bony*** | $75 | | N/A | |
| ***(2750) Crown, Porcelain fused to High Noble Metal*** | $150 | | N/A | |
| ***(5110 / 5120) Complete Denture, Maxillary / Mandibular*** | $215 | | N/A | |
| ***(6240) Pontic, Porcelain fused to High Noble Metal*** | $150 | | N/A | |

| *Plan Rates (DMO/DPO)* | *HMO* | *PPO* | *CURRENT* | *PENDING RENEWAL* | *CURRENT* | *PENDING RENEWAL* |
|---|---|---|---|---|---|---|
| **Employee Only** | **21** | **38** | $13.56 | $0.00 | $59.27 | $0.00 |
| **Employee + Spouse** | **3** | **3** | $26.43 | $0.00 | $119.56 | $0.00 |
| **Employee + Child(ren)** | **7** | **5** | $28.60 | $0.00 | $183.95 | $0.00 |
| **Family** | **3** | **6** | $41.34 | $0.00 | $201.93 | $0.00 |
| **Estimated Monthly Premium** | | | **$688.27** | **$0.00** | **$4,742.27** | **$0.00** |
| **Combined Monthly Premium** | | | **$5,431** | | | |
| **Combined Annual Premium** | | | **$65,166** | | | |
| **Current Increase/Decrease %** | | | - | | | |
| **Rate Guarantee** | | | | | | |

***Balance billing may apply.**

*Teach Public Schools*

## *CURRENT / RENEWAL VISION PLANS vs ALTERNATIVES*

| | | *CURRENT* | *RENEWAL* |
|---|---|---|---|
| **CARRIER** | | **VSP** | |
| **PLAN** | | **VSP NETWORK** | |
| **BENEFITS** | | | |
| **Exam Charge** | | $10 | |
| **Material Copay** | | $25 | |
| **BENEFIT FREQUENCY** | | | |
| **Examination** | | **Once Every 12 Months** | |
| **Lenses** | | **Once Every 12 Months** | |
| **Contact Lenses** | | **Once Every 12 Months** | |
| **Frames** | | **Once Every 12 Months** | |
| **BENEFIT SUMMARY** | | **In-Network** | **Out-of-Network** |
| **Examination** | | $0 after copay | Plan pays up to $45 |
| **Single Vision Lenses** | | $0 after copay | Plan pays up to $30 |
| **Bifocal Lenses** | | $0 after copay | Plan pays up to $50 |
| **Trifocal Lenses** | | $0 after copay | Plan pays up to $65 |
| **Frames** | | Plan pays up to $130 | Plan pays up to $70 |
| **CONTACT LENSES** | | | |
| **Medically Necessary** | | $0 after copay | Plans pays up to $210 |
| **Elective** | | Plan pays up to $130 | Plans pays up to $105 |
| ***Plan Rates*** | ***Vision*** | ***CURRENT*** | ***RENEWAL*** |
| **Employee Only** | **52** | $8.54 | $8.54 |
| **Employee + Spouse** | **5** | $14.65 | $14.65 |
| **Employee + Child(ren)** | **10** | $14.95 | $14.95 |
| **Family** | **8** | $24.02 | $24.02 |
| **Estimated Monthly Premium** | | **$859** | **$859** |
| **Estimated Annual Premium** | | **$10,308** | **$10,308** |
| **Current Increase/Decrease %** | | **N/A** | **0.00%** |
| **Rate Guarantee** | | | **To 07/2029** |

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## *CURRENT / RENEWAL BASIC LIFE/AD&D PLANS vs ALTERNATIVES*

| | *CURRENT / RENEWAL* | |
|---|---|---|
| **CARRIER**<br>**Benefits** | **Lincoln Financial Group**<br>**Life/AD&D**<br>***CURRENT*** | ***RENEWAL*** |
| **Employee Benefit Amount** | Flat $100,000 | |
| **Guarantee Issue Amount** | Equal to overall maximum | |
| **Age Reduction Schedule** | Reduces to 65% @ age 65,<br>40% @ age 70,<br>25% at age 75,<br>Terminates are retirement | |
| **Conversion** | Included | |
| **Portability** | Not Included | |
| **Waiver of Premium**<br>**Elimination Period**<br>**Definition of Disability** | Included<br>6-month Elimination Period<br>Totally Disabled | |
| **Living Benefit (Accelerated Death Benefit)** | 75% (12-month Life Expectancy) | |
| | | |
| **Monthly Volume*** | $10,064,000 | |
| **Employee Basic Life Rate**<br>**Employee AD&D Rate**<br>**Employee Combined Rate** | $0.053<br>$0.025<br>$0.078 | $0.053<br>$0.025<br>$0.078 |
| **Estimated COMBINED Monthly Premium** | **$785** | **$785** |
| **Estimated COMBINED Annual Premium** | **$9,420** | **$9,420** |
| **Current Increase/Decrease %** | **N/A** | **0.00%** |
| **Rate Guarantee** | **N/A** | **To 12/2027** |

* Per $1,000 of benefit

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# Disclaimer

**We thank you for the opportunity to present this document to you and we ask you please respect the confidential nature of it. The contents herein and the manner in which it is formatted has come together over time, and with much effort. Our presentations are a trade secret and as such, we ask that you please note how important it is to us that the document remain only with those individuals that are legitimately reviewing it as a means to deciding upon these insurance coverages. Please do not share this document with anyone outside of the team directly involved in your insurance selection process. Thank you in advance for your understanding, and we look forward to serving you.**

**A "Trade Secret" is broadly defined as any formula, pattern, device or compilation of information which is used in a business, unknown to others, and gives the business a competitive advantage. The following types of business information Montage considers "Trade Secrets". 1. Marketing, purchasing, planning and customer information; and 2. financial, accounting, recruiting and legal information, our proposals, the manner in which we service our clients and all materials used by Danone Simpson Insurance Services LLC DBA Montage Insurance Solutions, LLC.**

**This presentation and the information contained herein is a summary of current and optional employee benefit insurance plans. The benefits and rates shown are taken from the quotes received and/or plan summaries issued by the carriers. The quotes are based upon census and plan information you provided.**

**This presentation does not in any way confirm acceptance of coverage by any of the proposed insurance carriers. The presenter of this proposal has no underwriting determination authority. Only the issuing carrier may determine the acceptance or denial of coverage once all underwriting requirements have been submitted. If enrollment changes from the quoting enrollment census, Underwriting reserves the right to re-evaluate the rates.**

**Please refer to the carrier produced quotes and summaries that follow for detailed plan benefits, rates and underwriting requirements.**

**In keeping with our commitment to transparency, please note this proposal includes the following commissions:**

| | | | |
|---|---|---|---|
| **Medical: 5%** | **Dental: 10%** | **Vision: 10%** | **Life & Disability: 15%** |

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INSURANCE SOLUTIONS

# Coversheet

## Consider and Approve the Bonus for TEACH Academy of Technologies Faculty and Staff

**Section:** III. Items for Potential Action
**Item:** O. Consider and Approve the Bonus for TEACH Academy of Technologies Faculty and Staff
**Purpose:** Vote
**Submitted by:**
**Related Material:** TEACH_Board_Memo_Retention_Bonus.pdf
TEACH_Board_Resolution_Retention_Bonus_Amendment.docx

# TEACH Inc.

Board of Directors

| | |
|---|---|
| **TO:** | Board of Directors, TEACH Inc. |
| **FROM:** | Matt Brown, Executive Director |
| **DATE:** | May 26, 2026 |
| **RE:** | Discretionary Retention Bonus – TEACH Academy Staff (FY2025–26) |
| **AGENDA ITEM:** | Action Item – Resolution Vote |

## Background

At its June 10, 2025 meeting, the Board authorized FY2025–26 retention bonuses of up to 5% of base salary for eligible full-time employees. The original resolution established three criteria, any one of which would qualify a site for the bonus:

- Site meets or exceeds budgeted enrollment for FY2025–26;
- Site or department ends the fiscal year with a positive cash balance; or
- Employee has been continuously employed for at least 10 months with TEACH.

Payment was structured in two installments: 2.5% in December 2025 & 2.5% in June/August 2026.

## Current Situation — TEACH Academy

As of the April 2026 financial close, TEACH Academy is not on track to satisfy the enrollment or fiscal performance thresholds in the original resolution:

- Enrollment: Below budgeted enrollment and ADA targets for FY2025–26.
- Fiscal Position: Forecasted budget deficit as of April close.

As a result, TEACH Academy staff would not qualify for the June/August 2.5% retention bonus under the terms of the original resolution without Board action.

## Recommendation

Management recommends that the Board exercise its discretionary authority — expressly reserved in the original resolution — to authorize the 2.5% retention bonus for eligible TEACH Academy staff, notwithstanding the unmet performance targets. This recommendation is based on the following considerations:

1. **Staff Retention Risk**

Turnover costs — including recruiting, onboarding, and lost institutional knowledge — typically exceed 50–100% of an employee's annual salary. The cost of paying the 2.5% bonus is materially lower than the cost of replacing staff mid-year or at year-end.

**2. Discretionary Authority Is Already Established**

The June 2025 resolution explicitly states that all bonus payments are discretionary and contingent upon Board approval. No amendment to the original policy is required — this action is consistent with the framework already adopted.

**3. Fiscal Impact Is Manageable**

While the site forecasting a deficit, TEACH Inc. the organization is forecasting a surplus of over $500k.

---

## Requested Board Action

The Board is asked to vote on the accompanying Resolution authorizing a discretionary 2.5% retention bonus for eligible full-time TEACH Academy employees who have completed at least 10 months of continuous service and remain actively employed at the time of payment.

---

*Attachment: Board Resolution – Amendment to FY2025–26 Retention Bonus Authorization*

# TEACH Inc.

Board of Directors

## BOARD RESOLUTION

### Amendment to FY2025–26 Retention Bonus Authorization

*Discretionary Approval – TEACH Academy Staff*

May 26, 2026

**WHEREAS,** the Board of Directors of TEACH Inc. adopted a resolution on June 10, 2025 authorizing FY2025–26 retention bonuses of up to 5% of base salary for eligible employees, contingent upon meeting one or more performance criteria including budgeted enrollment, positive cash balance, or 10 months of continuous service;

**WHEREAS,** TEACH Academy has not met the enrollment, ADA, or fiscal performance thresholds specified in the original resolution for FY2025–26, as reflected in the May financial close and updated enrollment projections;

**WHEREAS,** the Board nonetheless recognizes that TEACH Academy staff have demonstrated sustained commitment, continued to serve students effectively, and contributed to the school's operations under challenging circumstances;

**WHEREAS,** the Board finds that the retention of experienced, mission-aligned staff at TEACH Academy is a strategic priority that supports long-term organizational stability and student outcomes, and that the discretionary nature of the original resolution permits the Board to authorize bonus payments notwithstanding unmet performance targets;

**WHEREAS,** the Executive Director has confirmed that sufficient resources exist at the TEACH Inc. level to fund these payments without further burdening the school site budget;

**WHEREAS,** all bonus payments remain subject to available resources and Board approval as stated in the original resolution;

**NOW, THEREFORE, BE IT RESOLVED** that the Board of Directors of TEACH Inc. hereby authorizes, on a discretionary basis, the payment of a retention bonus equal to **2.5% of base salary** to eligible full-time employees of TEACH Academy who:

- Have completed at least 10 months of continuous service with TEACH; and
- Remain actively employed at the time of payment.

**BE IT FURTHER RESOLVED that:**

1. **Payment Timing.** This discretionary bonus shall be issued in June 2026 for 12 month employees and August 2026 for non-12 month employees, consistent with the installment contemplated in the original resolution, or at such other time as determined by the Executive Director in coordination with the Finance team.

**2. Fiscal Responsibility.** The Executive Director shall confirm that sufficient resources exist to fund these payments prior to issuance, and shall document the funding source and confirm compliance with applicable nonprofit financial policies.

**3. Rationale on Record.** The Board acknowledges that this authorization is made on a fully discretionary basis in recognition of staff service and the organization's retention goals, and is not intended to waive or modify the performance criteria for any future bonus cycles.

**4. At-Will Employment.** Nothing in this resolution modifies the at-will nature of employment for any employee of TEACH Inc. or its managed schools.

**BE IT FURTHER RESOLVED** that this resolution shall take effect immediately upon adoption and shall be implemented by the Executive Director in collaboration with the Finance and HR teams.

---

*Adopted by the Board of Directors of TEACH Inc. on May 26, 2026.*

# Coversheet

## Consider and Approve the Board Meeting Dates for the 2026-2027 School Year

**Section:** III. Items for Potential Action
**Item:** P. Consider and Approve the Board Meeting Dates for the 2026-2027 School Year
**Purpose:** Vote
**Submitted by:**
**Related Material:** Tentative Board Meeting Dates for 2026.docx

Tentative Board Meeting Dates for 2026-2027 SY

All Meetings will start at 5 pm.

July 28th

August 25th

September 29th

October 27th

December 8th

January 26th, 2027!

February 23rd

March 30th

April 27th

May 25th

June 29th

# Coversheet

## Consider and Approve the Crossing Guard / Campus Security Contract with Skyline Security Services LLC for TEACH Prep, TEACH Academy of Technologies and TEACH Tech Charter High School

**Section:** III. Items for Potential Action
**Item:** Q. Consider and Approve the Crossing Guard / Campus Security Contract with Skyline Security Services LLC for TEACH Prep, TEACH Academy of Technologies and TEACH Tech Charter High School
**Purpose:** Vote
**Submitted by:**
**Related Material:** High- Skyline Contract (3).pdf
Prep- Skyline Contract (3) (1).pdf
Middle- Skyline Contract (3).pdf

# MEMORANDUM OF AGREEMENT

**Between**

Skyline Security Services LLC

**And**

TEACH Public Schools

## I. Purpose

This Memorandum of Agreement (MOA) establishes the terms and understanding between Skyline Security Services LLC ("Skyline") and TEACH Public Schools ("Client") for the provision of safe passage support, crossing guard duties, and related training to ensure the safety and protection of school property, students, staff, and visitors.

## II. Scope of Services

- Licensed Security Officers: Deployment of unarmed, licensed security officers at TEACH Preparatory Elementary, TEACH Academy of Technologies, and TEACH Tech Charter High. Officers will perform duties as reasonably requested by the Client, consistent with post orders and California licensing requirements.
- **Safe Passage Services**: Visible patrol presence during arrival/dismissal to support safe routes to/from school. Coordination with school staff and local authorities to deter loitering, trespassing, and disturbances.
- **Crossing Guard Duties**: Trained personnel assigned to designated crosswalks/intersections during arrival and dismissal. Assist students and families with safe street crossings in accordance with traffic and pedestrian safety rules.
- **General Duties and Responsibilities**: Site patrols, access monitoring, visitor screening, disturbance response, and incident documentation per school protocol. Escort support (e.g., PE classes to park locations) and communication about neighborhood incidents.
- **Support and Training**: Periodic training on school-specific protocols, emergency response, safe passage procedures, and crossing guard responsibilities. Provide safety briefings and consultation to Client administrators.
- **Equipment and Uniforms**: Standard uniforms, communication devices, traffic safety vests, handheld stop signs, and other post-required safety equipment.

## III. Personnel Qualifications & Clearances (Required)

- Live Scan Background Check: DOJ/FBI Live Scan fingerprint clearance for school-site work.
- TB Clearance: Current negative TB clearance (test or risk assessment) kept current per law/district requirements.

SKYLINE SECURITY SERVICES

- Urban Crossing Guard Training: Completion of Urban Crossing Guard Training, covering crossing procedures, traffic/pedestrian rules, and situational awareness.
- Records & Audit: Skyline will maintain proof of each officer's Live Scan clearance, TB clearance, and training, and provide verification to the Client upon request.

## IV. Terms of Agreement

- Duration: July 1st, 2026; either party may terminate with fifteen (15) days' written notice.
- Compensation & Deposit: The Client agrees to compensate Skyline in accordance with agreed service rates, invoiced bi-weekly. Payment is due upon receipt. A deposit of Ten Thousand Dollars ($15,000) is required prior to the service start date.
- Independent Contractor: Skyline is an independent contractor responsible for all wages, taxes, benefits, and compliance.
- Confidentiality: Neither party will disclose confidential information without prior written consent.
- Insurance & Liability: Skyline shall maintain Commercial General Liability, Workers' Compensation, and Employer's Liability insurance, naming the Client as additionally insured; indemnification applies as between the parties.
- Non-Solicitation: The Client will not directly hire Skyline employees during the term and for one (1) year post-termination.

## V. Compliance

Skyline will comply with all applicable federal, state, and local laws, licensing requirements, and school policies in performing services.

## VI. Signatures

For Skyline Security Services:

_____

Donald Penegar, Founder

Date

For TEACH Public Schools:

_____

Matt Brown

Chief Executive Officer

Date

# Price List / Proposal

From:
**Skyline Security Services LLC**
1455 W. Redondo Beach Blvd. Suite 3921

Gardena, CA, 90247
(323) 433-1368
skylinesecservices25@gmail.com

To:
**TEACH Public Schools**
10600 S. Western Ave.

Los Angeles, CA, 90047
(323) 872-0808
slawson@teachps.org

| School Site | Number of Days | Daily Rate | Weekly Rate | Monthly Rate | Annual Cost | Staff |
|---|---|---|---|---|---|---|
| **TEACH Tech Charter High** | 180 | $606.37 | $3,031.85 | $12,127.40 | $121,274.00 | 3 staff<br>5 hours a day |

**Notes:**

- Rates are based on 5-day work weeks, 20-day work months, and 10-month service periods.
- Skyline Security Services LLC will provide trained security personnel as outlined above.
- Pricing is inclusive of all listed services.
- This price includes business management fees.

## Addendum Request — Service Hours/Days and Duties Coverage

Could you please add the specific service hours and days to the MOA for each site? A simple table (site, days of week, start/end times, # of guards) is perfect.

| Site | Days of Week | Start Time | End Time | # of Guards |
|---|---|---|---|---|
| High | M-F | 7am-9am | 1pm-4:30pm | 3 |

Also, please confirm whether the following General Duties and Responsibilities are included in the quoted daily cost:

- Site patrols, access monitoring, and visitor screening
- Disturbance response and incident documentation per school protocol
- Escort support (e.g., PE classes to park locations)
- Communication about neighborhood incidents

SKYLINE
SECURITY SERVICES

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## III. Personnel Qualifications & Clearances (Required)

- Live Scan Background Check: DOJ/FBI Live Scan fingerprint clearance for school-site work.
- TB Clearance: Current negative TB clearance (test or risk assessment) kept current per law/district requirements.

SKYLINE SECURITY SERVICES

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- Records & Audit: Skyline will maintain proof of each officer's Live Scan clearance, TB clearance, and training, and provide verification to the Client upon request.

## IV. Terms of Agreement

- Duration: Effective July 1st, 2026; either party may terminate with fifteen (15) days' written notice.
- Compensation & Deposit: The Client agrees to compensate Skyline in accordance with agreed service rates, invoiced bi-weekly. Payment is due upon receipt. A deposit of Ten Thousand Dollars ($15,000) is required prior to the service start date.
- Independent Contractor: Skyline is an independent contractor responsible for all wages, taxes, benefits, and compliance.
- Confidentiality: Neither party will disclose confidential information without prior written consent.
- Insurance & Liability: Skyline shall maintain Commercial General Liability, Workers' Compensation, and Employer's Liability insurance, naming the Client as additionally insured; indemnification applies as between the parties.
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Donald Penegar, Founder

Date

SKYLINE SECURITY SERVICES

For TEACH Public Schools:

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Matt Brown

Chief Executive Officer

Date

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skylinesecservices25@gmail.com

To:
**TEACH Public Schools**
10600 S. Western Ave.

Los Angeles, CA, 90047
(323) 872-0808
slawson@teachps.org

| School Site | Number of Days | Daily Rate | Weekly Rate | Monthly Rate | Annual Cost | Staff |
|---|---|---|---|---|---|---|
| **TEACH Preparatory Elementary** | 180 | $228.18 | $1140.90 | $4,563.60 | $45,636.00 | 1 staff<br>5 hours a day |

**Notes:**

- Rates are based on 5-day work weeks, 20-day work months, and 10-month service periods.

- Skyline Security Services LLC will provide trained security personnel as outlined above.

- Pricing is inclusive of all listed services.

- This price includes business management fees.

## Addendum Request — Service Hours/Days and Duties Coverage

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| Site | Days of Week | Start Time | End Time | # of Guards |
|---|---|---|---|---|
| Elem | M-F | 7am-9am | 1pm-4pm | 1 |

**Additional services are available at an additional cost.**

- Site patrols, access monitoring, and visitor screening
- Disturbance response and incident documentation per school protocol
- Escort support (e.g., PE classes to park locations)
- Communication about neighborhood incidents

SKYLINE
SECURITY SERVICES

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SKYLINE SECURITY SERVICES

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- Confidentiality: Neither party will disclose confidential information without prior written consent.
- Insurance & Liability: Skyline shall maintain Commercial General Liability, Workers' Compensation, and Employer's Liability insurance, naming the Client as additionally insured; indemnification applies as between the parties.
- Non-Solicitation: The Client will not directly hire Skyline employees during the term and for one (1) year post-termination.

## V. Compliance

Skyline will comply with all applicable federal, state, and local laws, licensing requirements, and school policies in the performance of its services.

## VI. Signatures

For Skyline Security Services:

_____

Donald Penegar, Founder

Date

SKYLINE SECURITY SERVICES

For TEACH Public Schools:

_____

Matt Brown

Chief Executive Officer

Date

# Price List / Proposal

From:
**Skyline Security Services LLC**
1455 W. Redondo Beach Blvd. Suite 3921

Gardena, CA, 90247
(323) 433-1368
skylinesecservices25@gmail.com

To:
**TEACH Public Schools**
10600 S. Western Ave.

Los Angeles, CA, 90047
(323) 872-0808
slawson@teachps.org

| School Site | Number of Days | Daily Rate | Weekly Rate | Monthly Rate | Annual Cost | Staff |
|---|---|---|---|---|---|---|
| **TEACH Academy of Technologies** | 180 | $456.37 | 2,281.85 | 9,127.40 | 91,274.00 | 2 staff<br>5 hours a day |

SKYLINE
SECURITY SERVICES

**Notes:**

- Rates are based on 5-day work weeks, 20-day work months, and 10-month service periods.

- Skyline Security Services LLC will provide trained security personnel as outlined above.

- Pricing is inclusive of all listed services.

- This price includes business management fees.

## Addendum Request — Service Hours/Days and Duties Coverage

| Site | Days of Week | Start Time | End Time | # of Guards |
|---|---|---|---|---|
| Middle School | M-F | 7am-9am | 1pm-4pm | 2 |

Additional services are available at an additional cost.

- Site patrols, access monitoring, and visitor screening
- Disturbance response and incident documentation per school protocol
- Escort support (e.g., PE classes to park locations)
- Communication about neighborhood incidents

SKYLINE
SECURITY SERVICES

# Coversheet

## Consider and Approve the 2025-2026 Local Indicators Report for the California Dashboard for TEACH Prep Elementary, TEACH Academy of Technologies, and TEACH Tech High School

**Section:** III. Items for Potential Action
**Item:** R. Consider and Approve the 2025-2026 Local Indicators Report for the California Dashboard for TEACH Prep Elementary, TEACH Academy of Technologies, and TEACH Tech High School
**Purpose:** Vote
**Submitted by:**
**Related Material:**
2026_Local_Indicator_Self-Reflection_25-26_Indicators_TEACH_Academy_of_Technologies_20260514.pdf
2026_Local_Indicator_Self-Reflection_25-26_Indicators_TEACH_Preparatory_Mildred_S._Cunningham_&_Edith_H._Morris_ES_20260514.pdf
2026_Local_Indicator_Self-Reflection_25-26_Indicators_TEACH_Tech_Charter_High_School_20260514.pdf

# 2026-27 Local Performance Indicator Self-Reflection

| Local Educational Agency (LEA) | Contact Name and Title | Email and Phone |
|---|---|---|
| TEACH Academy of Technologies | Christian Gomez<br>Principal | CGomez@teachps.org<br>323-872-0809 |

# Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

# Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

# Local Indicators

The local indicators address the following state priority areas:

## Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

## Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

## Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

## School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

## Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

## Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

## Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

# Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

## Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

| Academic Year | Total Teaching FTE | Clear | Out-of-Field | Intern | Ineffective | Incomplete | Unknown | N/A |
|---|---|---|---|---|---|---|---|---|
| 2025-2026 | 22 | 16 | 0 | 4 | 0 | 2 | 0 | 0 |

| Access to Instructional Materials | Number | Percent |
|---|---|---|
| Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home | 0 | 0 |

| Facility Conditions | Number |
|---|---|
| Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies) | 0 |

## Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

**OPTION 1: Narrative Summary (Limited to 3,000 characters)**
In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

At TEACH Academy of Technologies, our middle school, the implementation of California State Academic Standards is guided by a focused commitment to academic rigor, instructional coherence, and equitable access for all student groups. Locally selected curriculum and assessment tools have been adopted based on educator, leader, and family input, with an emphasis on long-term student success and seamless transitions into high school.

Locally Selected Tools by Content Area:

- English Language Arts (ELA – Common Core):

TEACH uses McGraw-Hill StudySync, a digital and print hybrid curriculum that offers complex texts, writing tasks, and skill development aligned to the Common Core. StudySync also allows teachers to differentiate instruction and engage students in collaborative and independent learning.

- English Language Development (ELD):

For English Learners, StudySync's ELD modules support designated and integrated instruction. Teachers use ELPAC results and formative tasks to tailor instruction and accelerate language acquisition.

- Mathematics (Common Core):

Students receive instruction through a combination of McGraw-Hill Math and CPM (College Preparatory Mathematics). This dual approach supports conceptual understanding, mathematical discourse, and strategic problem solving. Students are placed in ability-grouped pathways to support readiness for Algebra I by grade 8.

- Next Generation Science Standards (NGSS):

The science program is built on McGraw-Hill's NGSS-aligned curriculum, which incorporates three-dimensional learning, inquiry labs, and real-world application of scientific practices. Teachers participate in ongoing professional learning to strengthen NGSS integration.

- History-Social Science:

Students engage with McGraw-Hill's History-Social Science materials aligned to the CA Framework. Instruction emphasizes historical thinking, source analysis, and integrated writing tasks that align with both content and ELA standards.

- World Language:

Middle school students study Spanish using Vista Higher Learning's Encuentros (©2022), which supports proficiency in reading, writing, speaking, and listening, aligned with California's World Language Standards.

- Health and Physical Education:

Health topics are addressed through advisory and integrated units focused on wellness, mental health, and nutrition. PE instruction is aligned with the CA Model Content Standards, ensuring students engage in physical fitness and skills development.

Rationale and Progress:

TEACH Academy of Technologies selected these tools for their proven effectiveness in schools serving similar student populations, and for their ability to support differentiation, skill scaffolding, and standards-aligned assessment. Instruction is monitored through lesson observations, collaborative planning, and student data analysis using iReady, NWEA MAP, and CAASPP Interim Assessment Blocks (IABs).

Teachers regularly use this data to adjust instruction and address learning gaps, particularly for English Learners, students with disabilities, and socioeconomically disadvantaged students. Instructional leaders support implementation through pacing guides, professional learning communities, and coaching cycles.

TEACH Academy's long-term goal is to build strong foundational knowledge in middle school that enables greater access to advanced coursework in high school. With over 85% of TEACH students continuing into the high school academy, this vertically aligned model ensures sustained academic progress anchored in the California State Standards.

## Implementation of State Academic Standards (LCFF Priority 2)

**OPTION 2: Reflection Tool**

**Recently Adopted Academic Standards and/or Curriculum Frameworks**

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

   Rating Scale (lowest to highest):
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

| Academic Standards | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| ELA – Common Core State Standards for ELA | | | | 4 | |
| ELD (Aligned to ELA Standards) | | | 3 | | |
| Mathematics – Common Core State Standards for Mathematics | | | | 4 | |
| Next Generation Science Standards | | | | 4 | |
| History-Social Science | | | | 4 | |

**2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

| Academic Standards | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| ELA – Common Core State Standards for ELA | | | | | 5 |
| ELD (Aligned to ELA Standards) | | | | | 5 |
| Mathematics – Common Core State Standards for Mathematics | | | | | 5 |
| Next Generation Science Standards | | | | | 5 |
| History-Social Science | | | | | 5 |

**3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

| Academic Standards | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| ELA – Common Core State Standards for ELA | | | | 4 | |
| ELD (Aligned to ELA Standards) | | | | 4 | |
| Mathematics – Common Core State Standards for Mathematics | | | | 4 | |
| Next Generation Science Standards | | | | 4 | |
| History-Social Science | | | | 4 | |

**Other Adopted Academic Standards**

**4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.**

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

| Academic Standards | 1 | 2 | 3 | 4 | 5 | N/A |
|---|---|---|---|---|---|---|
| Career Technical Education | | | | | | N/A |
| Health Education Content Standards | | | | 4 | | |
| Physical Education Model Content Standards | | | | 4 | | |
| Visual and Performing Arts | | | | 4 | | |
| World Language | | | | | | N/A |

**Support for Teachers and Administrators**

**5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).**

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

| Academic Standards | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Identifying the professional learning needs of groups of teachers or staff as a whole | | | | 4 | |
| Identifying the professional learning needs of individual teachers | | | | 4 | |
| Providing support for teachers on the standards they have not yet mastered | | | 3 | | |

**Optional Narrative (Limited to 1,500 characters)**

**6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.**

## Parental Involvement and Family Engagement (LCFF Priority 3)

### Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

## Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

   1 – Exploration and Research
   2 – Beginning Development
   3 – Initial Implementation
   4 – Full Implementation
   5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

**Sections of the Self-Reflection Tool**

**Section 1: Building Relationships Between School Staff and Families**

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

| Practices | Rating Scale Number |
|---|---|
| 1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families. | 4 |
| 2. Rate the LEA's progress in creating welcoming environments for all families in the community. | 4 |
| 3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children. | 4 |
| 4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families. | 4 |

**Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)**

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Based on the analysis of educational partner input and local data, TEACH continues to demonstrate strong performance in building relationships between school staff and families, achieving a Level 4 (Full Implementation) rating. Multiple strategies have been employed across school sites to ensure consistent, authentic engagement. These include Coffee with the Principal, ELAC, School Site Council (SSC) meetings, and celebratory events that bring families into the school community.

A major highlight from this academic year is the parent-led educational workshops. Through a partnership with the Los Angeles County Department of Mental Health under the PALs Program, TEACH trained parents who then led workshops for other families, significantly deepening peer-to-peer engagement. Additionally, the Department of Mental Health offered Wellness classes in both English and Spanish, providing targeted parenting strategies that supported families throughout the year. These efforts reflect a model of shared leadership and culturally responsive engagement that strengthens trust and collaboration between home and school.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

While TEACH is fully implementing strong relationship-building practices, a key focus area is the deepening of family engagement in collaborative decision-making, especially in wellness and mental health initiatives. This year, TEACH

launched a Leadership Committee that includes parents as active participants in shaping school priorities. This structure provides families with a formal avenue to contribute insights—particularly on wellness programming—and lays a foundation for growing this role in the upcoming academic year.

Additionally, TEACH aims to expand outreach to families less represented in school events through personalized engagement (e.g., home visits), and to build on existing success by enhancing leadership training and peer facilitation models for parent engagement.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

To improve engagement of underrepresented families, TEACH is taking intentional steps that include:

- Home Visits to reach families who may face barriers to attending school-based events.
- Parent-Led Workshops supported by external partners like the Los Angeles County Department of Mental Health, allowing families to receive support from peers in a culturally affirming and accessible setting.
- Ongoing Wellness Workshops delivered in English and Spanish, making mental health resources and parenting strategies more inclusive and practical.
- Growth of the TEACH Leadership Committee, ensuring underrepresented voices shape decisions—especially around school climate and student wellness.

These strategies ensure that family engagement is not only frequent but inclusive and equitable.

**Section 2: Building Partnerships for Student Outcomes**

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

| Practices | Rating Scale Number |
|---|---|
| 5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families. | 4 |
| 6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home. | 4 |
| 7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. | 4 |
| 8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students. | 4 |

**Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)**

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

Based on educational partner input and local data, TEACH has made significant progress in building partnerships that support student outcomes and is currently rated at Level 3 (Initial Implementation) in this domain. Key strengths include the establishment of family-facing academic supports and the inclusion of families in grade-level planning and academic goal-setting.

One highlight this academic year is TEACH's partnership with the Los Angeles County Department of Mental Health, which, through the PALs Program, supported families not just in wellness but also in parenting strategies that positively influence student success. Additionally, workshops focused on mental health and wellness—delivered in English and Spanish—created an environment where families could better support students' emotional and academic development at home. These programs reflect TEACH's commitment to equipping families with practical tools and knowledge that influence positive student outcomes.

Moreover, TEACH has built a Leadership Committee that integrates family voice into broader conversations about student achievement and school priorities. These structures represent foundational progress in creating sustained, two-way partnerships between families and staff.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

While strong steps have been taken, TEACH recognizes the need to build educator capacity for family partnership and to further institutionalize systems that link family engagement directly to academic growth. A priority focus is to provide professional development for staff on best practices for partnering with families—especially in ways that are culturally affirming and strength-based.

TEACH also aims to strengthen family access to academic data and student performance insights, ensuring that parents and guardians can understand and act on key indicators of student success. In particular, the goal is to expand workshops and parent engagement activities beyond wellness topics to include literacy, math support, and college/career readiness, tailored to different grade spans.

Another important growth area is to embed family engagement into MTSS (Multi-Tiered Systems of Support) frameworks so that families are recognized as essential partners in both academic intervention and enrichment.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

To improve the engagement of underrepresented families specifically in support of student outcomes, TEACH will continue to implement several strategies in 2026–2027

- Targeted Outreach and Home Visits for families not currently participating in school-based academic events.
- Expansion of parent education workshops to include academic support topics (e.g., literacy development at home, navigating high school graduation requirements, college access).

- Continued development of the TEACH Leadership Committee to include families from underrepresented groups and ensure their input helps shape instructional and intervention strategies.
- Use of bilingual communication tools and translated materials to make academic data and guidance more accessible to families whose primary language is not English.

By integrating these strategies, TEACH aims to foster deeper partnerships that go beyond communication and extend into collaborative planning for student growth, particularly among families who have historically been less represented in academic conversations.

**Section 3: Seeking Input for Decision-Making**

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

| Practices | Rating Scale Number |
|---|---|
| 9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making. | 3 |
| 10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. | 3 |
| 11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. | 3 |
| 12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels. | 3 |

**Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)**

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

Based on the analysis of educational partner input and local data, TEACH has demonstrated early early implementation integrating family input into school and district decision-making. Currently rated at Level 3 (Initial Implementation) in this area, TEACH has shown strength in expanding participation in advisory structures such as ELAC (English Learner Advisory Committee) and the School Site Council (SSC). These groups have begun playing a more active role in shaping school priorities, reviewing budgets, and advising on instructional programs. New Leadership has developed positive relationships with families and communicates weekly with a newsletter that highlights student activities, celebrations and opportunities for families.

A notable step forward this year was the creation of the TEACH Leadership Committee, which has increased opportunities for families to contribute to decisions—particularly around school wellness initiatives. By creating structured spaces for dialogue, TEACH is beginning to shift from one-way communication to more collaborative planning with families.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

The primary focus area for growth lies in broadening and diversifying family participation in decision-making processes, especially for underrepresented and historically marginalized families. TEACH recognizes the need to move beyond formal advisory groups and explore less formal, more culturally responsive formats—such as community circles, focus groups, and facilitated dialogues—that allow a wider range of families to share feedback.

Another key area for improvement is to close the feedback loop. Families need to see clearly how their input has influenced policy, programming, or resource allocation. TEACH also aims to improve staff capacity to facilitate participatory processes through training in inclusive facilitation and shared leadership models.

Additionally, there is an opportunity to integrate parent input more directly into instructional decision-making and strategic planning, not just in compliance-oriented committees.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

To better engage underrepresented families in decision-making, TEACH is committed to implementing the following strategies in the upcoming academic year:

- Expanding outreach efforts (e.g., personalized invitations, language-accessible materials, and child care at meetings) to ensure broader parent representation in key decision-making bodies.
- Building out the TEACH Leadership Committee to serve as a more inclusive, representative platform for family voice, with intentional recruitment of families from underrepresented communities.
- Partnering with community-based organizations to host co-facilitated listening sessions and feedback forums in families' home languages, focusing on school climate, academic priorities, and student supports.
- Offering parent leadership development opportunities to empower underrepresented families with the tools and confidence to participate meaningfully in school governance and planning.

These approaches aim to embed equity in the decision-making process by ensuring that all families—not just the most involved—have a voice in shaping the educational experience at TEACH.

## School Climate (LCFF Priority 6)

### Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

**Introduction**
LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and

- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

**Prompt 1 (DATA):** Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

TEACH administered its annual local climate survey in Spring 2025 to students across all grade spans (elementary, middle, and high school). The survey captured student perceptions of safety, connectedness, and support systems, with results disaggregated by student group, including English Learners (ELs).

TEACH administered its annual local climate survey in Winter of 2026 to students across all grade spans (elementary, middle, and high school). The survey captured student perceptions of safety, connectedness, and support systems, with results disaggregated by student group, including English Learners (ELs).

Key survey findings include:

- High School:
- 48% of students feel safe, 47% feel there is a positive school culture. This is down from 2025-2026 when 59% of students reported feeling safe.
- Only 50% of English Learners expressed feeling safe, indicating a safety perception gap.
- Middle School:
- Low participation overall, but among those who responded, 48% of kids felt safe, with 47 reporting a positive school climate. This is an increase over last year where only 42% reported feeling safe.
- Among English Learners, this dropped further to 36%.
- Elementary School:
- 48% of students reported feeling safe, with no significant deviations by subgroup.63% felt positive student and teacher relationships.

In addition to survey data, qualitative insights were gathered through ELAC, SSC, and Leadership Committee meetings, as well as feedback from behavioral health partners such as AADAP and the Los Angeles County Department of Mental Health.

These data points provide critical context for understanding areas of student need and identifying trends in school climate across grade levels and student groups.

In addition to survey data, qualitative insights were gathered through ELAC, SSC, and Leadership Committee meetings, as well as feedback from behavioral health partners such as AADAP and the Los Angeles County Department of Mental Health.

These data points provide critical context for understanding areas of student need and identifying trends in school climate across grade levels and student groups.

**Prompt 2 (MEANING):** Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Analysis of the 2025–2026 climate data revealed the following key takeaways:

Strengths:

- High School Progress: Student perceptions of safety at the high school level went down slightly over the prior year, and new student-led supports like Peace Circles have emerged as proactive, restorative approaches to managing bullying and social media-related conflicts.
- Elementary Stability: While overall safety perceptions were moderate, there was no significant disparity among student subgroups, suggesting a more equitable student experience in the elementary grades.

Identified Needs:

- Middle School Concerns: Middle school data shows improvement in the climate and culture at the school and the middle school had the largest number of survey respondants.
- English Learner Experiences: Across multiple grade levels, English Learners consistently reported lower perceptions of safety, indicating a need for more culturally and linguistically responsive safety supports.
- Behavioral Support Structures: Feedback from both students and staff highlighted a need for clearer behavior expectations and consistent implementation of positive behavior supports, particularly at the middle school level.

**Prompt 3 (USE):** Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

In response to these findings, TEACH has initiated and will continue to implement the following targeted improvements for the 2026–2027academic year:

1. High School:
   - Continuation of Peace Circles, a student-driven restorative practice aimed at addressing bullying, conflict resolution, and online/social media issues.
   - Integration of SEL (Social-Emotional Learning) tools to strengthen student-staff trust and safety perceptions.

2. Middle and Elementary Schools:
   - Counselors are participating in professional development focused on implementing positive behavior support strategies that align with trauma-informed and equity-centered approaches.
   - Assistant Principals are coaching teachers to ensure clear, consistent, and inclusive behavioral expectations and classroom routines.

3. Systemwide:
   - Increased outreach to English Learner families through translated resources and participation in site-based decision-making committees (e.g., ELAC), ensuring their voices inform school safety and climate strategies.
   - Monitoring of climate metrics disaggregated by subgroup, with biannual check-ins to track progress and adjust strategies based on student feedback.
   - Continuation and expansion of community-based partnerships (e.g., AADAP) that provide behavioral supports and wellness resources, particularly at sites with identified needs.

These coordinated actions are designed not only to address disparities in perceptions of safety, but also to build a school climate rooted in belonging, structure, and restorative culture.

## Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

TEACH uses a range of locally selected tools to monitor student access to and enrollment in a broad course of study across grade spans and subgroups. These include:

- Master schedule reviews and course enrollment data (disaggregated by subgroup, including English Learners and students with exceptional needs).
- Diagnostic and formative assessments (iReady, SmartyAnts, NWEA MAP, IAB) to identify academic gaps and ensure students are placed appropriately.
- Individualized Education Program (IEP) reviews to track course access for students with exceptional needs.
- Teacher and counselor input during grade-level team meetings.
- Tracking of A-G completion, AP course enrollment, and progress toward graduation.

These tools help ensure access is monitored not just for enrollment, but for quality and alignment with college and career readiness goals.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

TEACH provides students with access to a broad course of study across all grade spans. In elementary and middle school, core instruction is supplemented by formative assessments to guide interventions and enrichments. Use of tools like iReady and SmartyAnts supports individualized learning paths. At the elementary level, teacher “looping” provides continuity and targeted remediation, which helps address learning gaps over time.

At the high school level, AP Spanish remains a strong program, and efforts are underway to expand access to advanced math courses, including AP Statistics and AP Calculus, supported by ability-grouped math pathways.

Across sites, access to electives and enrichment is generally equitable, though smaller campuses may face more scheduling limitations. Still, TEACH’s longitudinal K–12 model—serving students continuously across grade spans (85%+ retention)—supports a long-term strategy for scaffolding students into more advanced coursework.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

Key barriers include:

- Foundational academic gaps in early and middle grades that limit student readiness for high school advanced coursework.
- Limited staff capacity at smaller campuses to offer a wide range of electives or specialty courses.

- Scheduling conflicts for students receiving ELD or SPED services, which can reduce access to enrichment and advanced options.
- Need for more targeted pathways in STEM and AP subjects, requiring long-term academic preparation beginning in lower grades.

These barriers are particularly relevant to students with exceptional needs and English Learners, who may be overrepresented in intervention courses that compete with elective time.

4. 4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

To ensure broader and more equitable access, TEACH is implementing the following actions:

- Expanding math placement pathways at the middle and high school levels to prepare more students—especially historically underserved ones—for AP coursework.
- Continuing use of diagnostic and formative assessments to identify and close learning gaps earlier in the academic pipeline.
- Scaling teacher “looping” in elementary to promote instructional continuity and student growth.
- Enhancing professional development on equitable placement and course access, particularly in STEM.
- Long-term: Strategic course alignment across K–12 to increase the number of students eligible for rigorous coursework by high school, supported by TEACH’s stable K–12 enrollment model.

These steps position TEACH to gradually but effectively expand access to advanced academic opportunities while maintaining strong support for foundational learning.

## Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

**Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.**

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

| Coordinating Instruction | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including: | [No response required] | [No response required] | [No response required] | [No response required] | [No response required] |
| a. Review of required outcome data. | | | | | |
| b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps. | | | | | |

| Coordinating Instruction | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils. | | | | | |
| 2. Coordinating on development and implementation of triennial plan with all LEAs within the county. | | | | | |
| 3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students. | | | | | |
| 4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education. | | | | | |

## Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

**Assess the degree of implementation of coordinated service program components for foster youth in your county.**

Rating Scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

| Coordinating Services | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education). | | | | | |
| 2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth). | | | | | |
| 3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes. | | | | | |
| 4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding. | | | | | |
| 5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information. | | | | | |
| 6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers. | | | | | |

| Coordinating Services | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type. | | | | | |
| 8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth. | | | | | |

# 2026-27 Local Performance Indicator Self-Reflection

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

# Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

# Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

# Local Indicators

The local indicators address the following state priority areas:

## Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

## Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

## Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

## School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

## Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

## Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

## Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

# Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

## Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

| Academic Year | Total Teaching FTE | Clear | Out-of-Field | Intern | Ineffective | Incomplete | Unknown | N/A |
|---|---|---|---|---|---|---|---|---|
| 2025-2026 | 12 | 9 | 0 | 1 | 0 | 1 | 0 | 0 |

| Access to Instructional Materials | Number | Percent |
|---|---|---|
| Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home | 0 | 0 |

| Facility Conditions | Number |
|---|---|
| Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies) | 0 |

## Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

**OPTION 1: Narrative Summary (Limited to 3,000 characters)**
In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

At TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary, the implementation of California State Academic Standards is driven by a strategic focus on early literacy, numeracy, and equity-centered instruction. The school leverages comprehensive, standards-aligned tools that were selected collaboratively by school leaders, teachers, and families, with an emphasis on long-term readiness and academic coherence across the K–12 continuum.

Locally Selected Tools by Content Area:

- English Language Arts (ELA – Common Core):

TEACH Elementary uses McGraw-Hill Wonders, a robust, Common Core-aligned curriculum supporting foundational literacy, comprehension, writing, and language development. Wonders enables small-group instruction, differentiation, and integrated assessments.

- English Language Development (ELD):

English Learners receive both designated and integrated ELD instruction through Wonders' ELD resources, aligned to the ELA/ELD Framework. Instruction is scaffolded based on ELPAC proficiency levels and monitored via classroom assessments.

- Mathematics (Common Core):

McGraw-Hill Math is the core curriculum, emphasizing concept development and problem-solving aligned to the Common Core. Student progress is tracked using iReady Math diagnostics, providing teachers with individualized growth data.

- Next Generation Science Standards (NGSS):

Science instruction is supported by McGraw-Hill's NGSS-aligned curriculum, which emphasizes hands-on inquiry, cross-cutting concepts, and real-world application of scientific principles.

- History-Social Science:

The school uses McGraw-Hill's History-Social Science materials, designed around the CA History-Social Science Framework. Students explore community, civics, and historical narratives through age-appropriate content and primary sources.

- Health Education:

Health instruction follows the California Health Education Standards, integrated into science, physical education, and advisory activities with a focus on safety, wellness, and emotional regulation.

- Physical Education (PE):

Standards-based PE instruction is delivered weekly, aligned with the CA Physical Education Model Content Standards, promoting physical fitness, cooperation, and motor skill development.

- Visual and Performing Arts (VAPA):

Though a formal VAPA curriculum is not adopted, the school provides rotating enrichment blocks and project-based instruction aligned with the CA Arts Standards, especially in visual art and music.

- World Language:

World language is not currently a formal program at the elementary level, but the school incorporates cultural awareness and bilingual exposure through schoolwide events and classroom activities.

Rationale and Progress:

TEACH Preparatory selected these tools to ensure alignment with the California standards, support inclusive instructional practices, and provide continuity for students across the TEACH K–12 system. The adoption process involved meaningful input from educators and families, ensuring responsiveness to the school's unique context.

Student learning is monitored through iReady Reading and Math, SmartyAnts (TK–2 literacy), and teacher-developed formative assessments. Teachers use data from these tools to guide instructional planning, target interventions, and personalize learning for all students.

A key feature of the school's model is teacher "looping," where students have the same teacher for two consecutive years. This supports relationship-building, instructional consistency, and tailored academic support over time.

With over 85% of students continuing through the TEACH K–12 pathway, TEACH Preparatory plays a foundational role in equipping students with the skills, habits, and knowledge required to thrive academically in middle school and beyond—all firmly rooted in California's adopted academic standards.

## Implementation of State Academic Standards (LCFF Priority 2)

**OPTION 2: Reflection Tool**

**Recently Adopted Academic Standards and/or Curriculum Frameworks**

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

   Rating Scale (lowest to highest):
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

| Academic Standards | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| ELA – Common Core State Standards for ELA | | | | 4 | |
| ELD (Aligned to ELA Standards) | | | | 4 | |
| Mathematics – Common Core State Standards for Mathematics | | | | 4 | |
| Next Generation Science Standards | | | | 4 | |
| History-Social Science | | | | 4 | |

**2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

| Academic Standards | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| ELA – Common Core State Standards for ELA | | | | 4 | |
| ELD (Aligned to ELA Standards) | | | | 4 | |
| Mathematics – Common Core State Standards for Mathematics | | | | 4 | |
| Next Generation Science Standards | | | | 4 | |
| History-Social Science | | | | 4 | |

**3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

| Academic Standards | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| ELA – Common Core State Standards for ELA | | | | 4 | |
| ELD (Aligned to ELA Standards) | | | | 4 | |
| Mathematics – Common Core State Standards for Mathematics | | | | 4 | |
| Next Generation Science Standards | | | | 4 | |
| History-Social Science | | | | 4 | |

**Other Adopted Academic Standards**

**4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.**

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

| Academic Standards | 1 | 2 | 3 | 4 | 5 | N/A |
|---|---|---|---|---|---|---|
| Career Technical Education | | | | | | N/A |
| Health Education Content Standards | | | | 4 | | |
| Physical Education Model Content Standards | | | | 4 | | |
| Visual and Performing Arts | | | | 4 | | |
| World Language | | | | | | N/A |

**Support for Teachers and Administrators**

**5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).**

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

| Academic Standards | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Identifying the professional learning needs of groups of teachers or staff as a whole | | | | 4 | |
| Identifying the professional learning needs of individual teachers | | | | 4 | |
| Providing support for teachers on the standards they have not yet mastered | | | | 4 | |

**Optional Narrative (Limited to 1,500 characters)**

**6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.**

At TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary, implementation of state-adopted academic standards is strengthened by intentional strategies that support instructional continuity, early intervention, and data-driven decision-making. A key feature is teacher "looping," which allows educators to remain with students for two consecutive years—deepening relationships and ensuring consistent application of standards-aligned instruction.

Progress monitoring is supported through iReady Reading and Math, SmartyAnts for early literacy, and classroom-based formative assessments. Teachers meet regularly in PLCs to review data and adjust instruction aligned with the Common Core, NGSS, and CA History-Social Science Frameworks.

Designated and integrated ELD instruction is delivered using McGraw-Hill's Wonders, with scaffolds aligned to the ELA/ELD Framework. Health and PE instruction follow California content standards and are embedded in weekly instruction and advisory blocks. Though formal VAPA and World Language curricula are in development, the school incorporates arts integration and cultural literacy through enrichment and community-based events, ensuring students experience a broad, standards-based education.

## Parental Involvement and Family Engagement (LCFF Priority 3)

### Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

### Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

   1 – Exploration and Research
   2 – Beginning Development
   3 – Initial Implementation
   4 – Full Implementation
   5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

**Sections of the Self-Reflection Tool**

**Section 1: Building Relationships Between School Staff and Families**

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

| Practices | Rating Scale Number |
|---|---|
| 1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families. | 4 |
| 2. Rate the LEA's progress in creating welcoming environments for all families in the community. | 4 |
| 3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children. | 4 |
| 4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families. | 4 |

**Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)**

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Based on the analysis of educational partner input and local data, TEACH continues to demonstrate strong performance in building relationships between school staff and families, achieving a Level 4 (Full Implementation) rating. Multiple strategies have been employed across school sites to ensure consistent, authentic engagement. These include Coffee with the Principal, ELAC, School Site Council (SSC) meetings, and celebratory events that bring families into the school community.

A major highlight from this academic year is the parent-led educational workshops. Through a partnership with the Los Angeles County Department of Mental Health under the PALs Program, TEACH trained parents who then led workshops for other families, significantly deepening peer-to-peer engagement. Additionally, the Department of Mental Health offered Wellness classes in both English and Spanish, providing targeted parenting strategies that supported families throughout the year. These efforts reflect a model of shared leadership and culturally responsive engagement that strengthens trust and collaboration between home and school.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

While TEACH is fully implementing strong relationship-building practices, a key focus area is the deepening of family engagement in collaborative decision-making, especially in wellness and mental health initiatives. Last year, TEACH launched a Leadership Committee that includes parents as active participants in shaping school priorities. This structure provides families with a formal avenue to contribute insights—particularly on wellness programming—and lays a foundation for growing this role in the upcoming academic year.

Additionally, TEACH aims to expand outreach to families less represented in school events through personalized engagement (e.g., home visits), and to build on existing success by enhancing leadership training and peer facilitation models for parent engagement.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

To improve engagement of underrepresented families, TEACH is taking intentional steps that include:

- Home Visits to reach families who may face barriers to attending school-based events.
- Parent-Led Workshops supported by external partners like the Los Angeles County Department of Mental Health, allowing families to receive support from peers in a culturally affirming and accessible setting.
- Ongoing Wellness Workshops delivered in English and Spanish, making mental health resources and parenting strategies more inclusive and practical.
- Growth of the TEACH Leadership Committee, ensuring underrepresented voices shape decisions—especially around school climate and student wellness.

These strategies ensure that family engagement is not only frequent but inclusive and equitable.

## Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

| Practices | Rating Scale Number |
|---|---|
| 5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families. | 4 |
| 6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home. | 4 |
| 7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. | 4 |
| 8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students. | 3 |

### Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

Based on educational partner input and local data, TEACH has made significant progress in building partnerships that support student outcomes and is currently rated at Level 3 (Initial Implementation) in this domain. Key strengths include the establishment of family-facing academic supports and the inclusion of families in grade-level planning and academic goal-setting.

One highlight this academic year is TEACH's partnership with the Los Angeles County Department of Mental Health, which, through the PALs Program, supported families not just in wellness but also in parenting strategies that positively influence student success. Additionally, workshops focused on mental health and wellness—delivered in English and Spanish—created an environment where families could better support students' emotional and academic development at home. These programs reflect TEACH's commitment to equipping families with practical tools and knowledge that influence positive student outcomes.

Moreover, TEACH has built a Leadership Committee that integrates family voice into broader conversations about student achievement and school priorities. These structures represent foundational progress in creating sustained, two-way partnerships between families and staff.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

While strong steps have been taken, TEACH recognizes the need to build educator capacity for family partnership and to further institutionalize systems that link family engagement directly to academic growth. A priority focus is to provide professional development for staff on best practices for partnering with families—especially in ways that are culturally affirming and strength-based.

TEACH also aims to strengthen family access to academic data and student performance insights, ensuring that parents and guardians can understand and act on key indicators of student success. In particular, the goal is to expand workshops and parent engagement activities beyond wellness topics to include literacy, math support, and college/career readiness, tailored to different grade spans.

Another important growth area is to embed family engagement into MTSS (Multi-Tiered Systems of Support) frameworks so that families are recognized as essential partners in both academic intervention and enrichment.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

To improve the engagement of underrepresented families specifically in support of student outcomes, TEACH will implement and continue several strategies.

- Targeted Outreach and Home Visits for families not currently participating in school-based academic events.
- Expansion of parent education workshops to include academic support topics (e.g., literacy development at home, navigating high school graduation requirements, college access).
- Continued development of the TEACH Leadership Committee to include families from underrepresented groups and ensure their input helps shape instructional and intervention strategies.
- Use of bilingual communication tools and translated materials to make academic data and guidance more accessible to families whose primary language is not English.

New systems and processes are being designed and implement to track interventions, report out weekly on key metrics and intervention implementation and have on-going conversations about the effectiveness of strategies.

By integrating these strategies, TEACH aims to foster deeper partnerships that go beyond communication and extend into collaborative planning for student growth, particularly among families who have historically been less represented in academic conversations.

**Section 3: Seeking Input for Decision-Making**

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

| Practices | Rating Scale Number |
|---|---|
| 9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making. | 3 |

| Practices | Rating Scale Number |
|---|---|
| 10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. | 3 |
| 11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. | 3 |
| 12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels. | 3 |

**Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)**

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

Based on the analysis of educational partner input and local data, TEACH has demonstrated early but promising progress in seeking and integrating family input into school and district decision-making. Currently rated at Level 3, moving up from level 2 last year, (Beginning Development) in this area, TEACH has shown strength in expanding participation in advisory structures such as ELAC (English Learner Advisory Committee) and the School Site Council (SSC). These groups have begun playing a more active role in shaping school priorities, reviewing budgets, and advising on instructional programs.

A notable step forward this year was the creation of the TEACH Leadership Committee, which has increased opportunities for families to contribute to decisions—particularly around school wellness initiatives. By creating structured spaces for dialogue, TEACH is beginning to shift from one-way communication to more collaborative planning with families.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

The primary focus area for growth lies in broadening and diversifying family participation in decision-making processes, especially for underrepresented and historically marginalized families. TEACH recognizes the need to move beyond formal advisory groups and explore less formal, more culturally responsive formats—such as community circles, focus groups, and facilitated dialogues—that allow a wider range of families to share feedback.

Another key area for improvement is to close the feedback loop. Families need to see clearly how their input has influenced policy, programming, or resource allocation. TEACH also aims to improve staff capacity to facilitate participatory processes through training in inclusive facilitation and shared leadership models.

Additionally, there is an opportunity to integrate parent input more directly into instructional decision-making and strategic planning, not just in compliance-oriented committees.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

To better engage underrepresented families in decision-making, TEACH is committed to implementing the following strategies in the upcoming academic year:

- Expanding outreach efforts (e.g., personalized invitations, language-accessible materials, and child care at meetings) to ensure broader parent representation in key decision-making bodies.
- Building out the TEACH Leadership Committee to serve as a more inclusive, representative platform for family voice, with intentional recruitment of families from underrepresented communities.
- Partnering with community-based organizations to host co-facilitated listening sessions and feedback forums in families' home languages, focusing on school climate, academic priorities, and student supports.
- Offering parent leadership development opportunities to empower underrepresented families with the tools and confidence to participate meaningfully in school governance and planning.

These approaches aim to embed equity in the decision-making process by ensuring that all families—not just the most involved—have a voice in shaping the educational experience at TEACH.

## School Climate (LCFF Priority 6)

**Introduction**

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

**Introduction**
LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and

- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

**Prompt 1 (DATA):** Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

TEACH administered its annual local climate survey in Winter of 2026 to students across all grade spans (elementary, middle, and high school). The survey captured student perceptions of safety, connectedness, and support systems, with results disaggregated by student group, including English Learners (ELs).

Key survey findings include:

- High School:
- 48% of students feel safe, 47% feel there is a positive school culture. This is down from 2025-2026 when 59% of students reported feeling safe.
- Only 50% of English Learners expressed feeling safe, indicating a safety perception gap.
- Middle School:
- Low participation overall, but among those who responded, 48% of kids felt safe, with 47 reporting a positive school climate. This is an increase over last year where only 42% reported feeling safe.
- Among English Learners, this dropped further to 36%.
- Elementary School:
- 48% of students reported feeling safe, with no significant deviations by subgroup.63% felt positive student and teacher relationships.

In addition to survey data, qualitative insights were gathered through ELAC, SSC, and Leadership Committee meetings, as well as feedback from behavioral health partners such as AADAP and the Los Angeles County Department of Mental Health.

These data points provide critical context for understanding areas of student need and identifying trends in school climate across grade levels and student groups.

**Prompt 2 (MEANING):** Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Analysis of the 2025–2026 climate data revealed the following key takeaways:

Strengths:

- High School Progress: Student perceptions of safety at the high school level went down slightly over the prior year, and new student-led supports like Peace Circles have emerged as proactive, restorative approaches to managing bullying and social media-related conflicts.
- Elementary Stability: While overall safety perceptions were moderate, there was no significant disparity among student subgroups, suggesting a more equitable student experience in the elementary grades.

Identified Needs:

- Middle School Concerns: Middle school data shows improvement in the climate and culture at the school and the middle school had the largest number of survey respondants.
- English Learner Experiences: Across multiple grade levels, English Learners consistently reported lower perceptions of safety, indicating a need for more culturally and linguistically responsive safety supports.
- Behavioral Support Structures: Feedback from both students and staff highlighted a need for clearer behavior expectations and consistent implementation of positive behavior supports, particularly at the middle school level.

**Prompt 3 (USE):** Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

In response to these findings, TEACH has initiated and will continue to implement the following targeted improvements for the 2026-2027academic year:

1. High School:
   - Continuation of Peace Circles, a student-driven restorative practice aimed at addressing bullying, conflict resolution, and online/social media issues.
   - Integration of SEL (Social-Emotional Learning) tools to strengthen student-staff trust and safety perceptions.

2. Middle and Elementary Schools:
   - Counselors are participating in professional development focused on implementing positive behavior support strategies that align with trauma-informed and equity-centered approaches.
   - Assistant Principals are coaching teachers to ensure clear, consistent, and inclusive behavioral expectations and classroom routines.

3. Systemwide:
   - Increased outreach to English Learner families through translated resources and participation in site-based decision-making committees (e.g., ELAC), ensuring their voices inform school safety and climate strategies.
   - Monitoring of climate metrics disaggregated by subgroup, with biannual check-ins to track progress and adjust strategies based on student feedback.
   - Continuation and expansion of community-based partnerships (e.g., AADAP) that provide behavioral supports and wellness resources, particularly at sites with identified needs.

These coordinated actions are designed not only to address disparities in perceptions of safety, but also to build a school climate rooted in belonging, structure, and restorative culture.

## Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

TEACH uses a range of locally selected tools to monitor student access to and enrollment in a broad course of study across grade spans and subgroups. These include:
- Master schedule reviews and course enrollment data (disaggregated by subgroup, including English Learners and students with exceptional needs).
- Diagnostic and formative assessments (iReady, SmartyAnts, NWEA MAP, IAB) to identify academic gaps and ensure students are placed appropriately.
- Individualized Education Program (IEP) reviews to track course access for students with exceptional needs.
- Teacher and counselor input during grade-level team meetings.
- Tracking of A-G completion, AP course enrollment, and progress toward graduation.

These tools help ensure access is monitored not just for enrollment, but for quality and alignment with college and career readiness goals.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

TEACH provides students with access to a broad course of study across all grade spans. In elementary and middle school, core instruction is supplemented by formative assessments to guide interventions and enrichments. Use of tools like iReady and SmartyAnts supports individualized learning paths. At the elementary level, teacher “looping” provides continuity and targeted remediation, which helps address learning gaps over time.

At the high school level, AP Spanish remains a strong program, and efforts are underway to expand access to advanced math courses, including AP Statistics and AP Calculus, supported by ability-grouped math pathways.

Across sites, access to electives and enrichment is generally equitable, though smaller campuses may face more scheduling limitations. Still, TEACH’s longitudinal K–12 model—serving students continuously across grade spans (85%+ retention)—supports a long-term strategy for scaffolding students into more advanced coursework.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

Key barriers include:

- Foundational academic gaps in early and middle grades that limit student readiness for high school advanced coursework.
- Limited staff capacity at smaller campuses to offer a wide range of electives or specialty courses.
- Scheduling conflicts for students receiving ELD or SPED services, which can reduce access to enrichment and advanced options.
- Need for more targeted pathways in STEM and AP subjects, requiring long-term academic preparation beginning in lower grades.

These barriers are particularly relevant to students with exceptional needs and English Learners, who may be overrepresented in intervention courses that compete with elective time.

4. 4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

To ensure broader and more equitable access, TEACH is implementing the following actions:

- Expanding math placement pathways at the middle and high school levels to prepare more students—especially historically underserved ones—for AP coursework.

- Continuing use of diagnostic and formative assessments to identify and close learning gaps earlier in the academic pipeline.
- Scaling teacher “looping” in elementary to promote instructional continuity and student growth.
- Enhancing professional development on equitable placement and course access, particularly in STEM.
- Long-term: Strategic course alignment across K–12 to increase the number of students eligible for rigorous coursework by high school, supported by TEACH’s stable K–12 enrollment model.

These steps position TEACH to gradually but effectively expand access to advanced academic opportunities while maintaining strong support for foundational learning.

## Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

**Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.**

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

| Coordinating Instruction | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including: | [No response required] | [No response required] | [No response required] | [No response required] | [No response required] |
| a. Review of required outcome data. | | | | | |
| b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps. | | | | | |
| c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils. | | | | | |
| 2. Coordinating on development and implementation of triennial plan with all LEAs within the county. | | | | | |
| 3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including | | | | | |

| Coordinating Instruction | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| dissemination to all LEAs within the county a menu of available continuum of services for expelled students. | | | | | |
| 4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education. | | | | | |

## Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

**Assess the degree of implementation of coordinated service program components for foster youth in your county.**

Rating Scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

| Coordinating Services | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education). | | | | | |
| 2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth). | | | | | |

| Coordinating Services | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes. | | | | | |
| 4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding. | | | | | |
| 5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information. | | | | | |
| 6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers. | | | | | |
| 7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type. | | | | | |
| 8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth. | | | | | |

# 2026-27 Local Performance Indicator Self-Reflection

| Local Educational Agency (LEA) | Contact Name and Title | Email and Phone |
|---|---|---|
| TEACH Tech Charter High School | Mr. James Cordero<br>Principal | JCordero@teachps.org<br>323-326-6065 |

# Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

# Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

# Local Indicators

The local indicators address the following state priority areas:

## Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

## Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

## Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

## School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

## Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

## Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

## Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

# Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

## Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

| Academic Year | Total Teaching FTE | Clear | Out-of-Field | Intern | Ineffective | Incomplete | Unknown | N/A |
|---|---|---|---|---|---|---|---|---|
| 2025-2026 | 23 | 20 | 0 | 3 | 0 | 1 | 0 | 0 |

| Access to Instructional Materials | Number | Percent |
|---|---|---|
| Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home | 0 | 0 |

| Facility Conditions | Number |
|---|---|
| Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies) | 0 |

## Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

**OPTION 1: Narrative Summary (Limited to 3,000 characters)**
In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

At TEACH Tech Charter High School, the implementation of California State Academic Standards is guided by a college- and career-readiness mission rooted in equity, rigor, and long-term academic preparation. Instruction is driven by carefully selected, standards-aligned curricular tools that were adopted through a collaborative process involving school leaders, teachers, and parents. The high school's course offerings are designed to support A–G alignment, advanced coursework, and a seamless transition from foundational learning in the middle grades.

Locally Selected Tools by Content Area:

- English Language Arts (ELA – Common Core):

The school uses McGraw-Hill's StudySync, a rigorous ELA curriculum aligned to Common Core standards. StudySync supports analysis of complex texts, academic writing, and critical discourse, with integrated supports for English Learners and students with IEPs.

- English Language Development (ELD):

Designated and integrated ELD instruction is supported by StudySync's ELD resources, with lessons scaffolded by language proficiency level. ELPAC data and classroom assessments are used to track growth in reading, writing, listening, and speaking.

- Mathematics (Common Core):

TEACH Tech uses CPM (College Preparatory Mathematics) across its math pathways, including Algebra I, Geometry, Algebra II, and Pre-Calculus. Efforts are underway to expand access to AP Statistics and AP Calculus, supported by ability-grouped math classes and aligned placement strategies.

- Next Generation Science Standards (NGSS):

The school implements NGSS through McGraw-Hill's science curriculum, focusing on inquiry-based labs, cross-disciplinary content, and science and engineering practices. Core science classes include Biology, Chemistry, and Environmental Science.

- History-Social Science:

McGraw-Hill's History-Social Science curriculum is used across World History, U.S. History, Government, and Economics. Lessons are aligned to the CA History-Social Science Framework and emphasize primary source analysis, civic engagement, and argumentative writing.

- Career Technical Education (CTE):

TEACH Tech is expanding CTE course offerings. While formal pathways are still in development, the school currently offers courses aligned to business and health science sectors, and is working toward integrating dual enrollment and industry certification opportunities.

- Health Education:

Health instruction is integrated into science and advisory programs and aligned with the California Health Education Standards. Topics include mental health, substance abuse prevention, and personal wellness.

- Physical Education (PE):

PE courses are aligned to the CA Physical Education Model Content Standards, with a focus on lifelong fitness and skill development.

- Visual and Performing Arts (VAPA):

VAPA offerings include visual arts and performance electives, supported by project-based learning and alignment to the CA Arts Standards. The school is exploring expansion of music and digital arts programming.

- World Language:

Students take Spanish using Vista Higher Learning's Encuentros (©2022). The curriculum supports reading, writing, listening, and oral proficiency aligned with California World Language Standards, including access to AP Spanish Language and Culture.

Rationale and Progress:

Curricular adoptions at TEACH Tech Charter High School are grounded in evidence-based research, vertical alignment across the TEACH network, and responsiveness to student needs. Over 85% of TEACH students advance from the K–8 academies, ensuring instructional continuity and strategic preparation for advanced coursework.

Student progress is tracked through NWEA MAP, CAASPP IABs, and internal benchmark assessments, which help teachers adjust instruction and support learning recovery or acceleration. Additionally, counselors use course enrollment and A–G tracking tools to monitor access and identify gaps in advanced course participation.

The school is committed to expanding equitable access to AP and CTE coursework, ensuring that all students—especially English Learners and students with disabilities—are supported in meeting high academic standards. With a strong focus on instructional alignment and college readiness, TEACH Tech Charter High School continues to make progress toward full implementation of California's adopted academic standards.

## Implementation of State Academic Standards (LCFF Priority 2)

**OPTION 2: Reflection Tool**

**Recently Adopted Academic Standards and/or Curriculum Frameworks**

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

   Rating Scale (lowest to highest):
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

| Academic Standards | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| ELA – Common Core State Standards for ELA | | | | 4 | |
| ELD (Aligned to ELA Standards) | | | 3 | | |
| Mathematics – Common Core State Standards for Mathematics | | | | 4 | |

| Academic Standards | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Next Generation Science Standards | | | 3 | | |
| History-Social Science | | | 3 | | |

**2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

| Academic Standards | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| ELA – Common Core State Standards for ELA | | | | 4 | |
| ELD (Aligned to ELA Standards) | | | 3 | | |
| Mathematics – Common Core State Standards for Mathematics | | | | 4 | |
| Next Generation Science Standards | | | | 4 | |
| History-Social Science | | | | 4 | |

**3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

| Academic Standards | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| ELA – Common Core State Standards for ELA | | | | 4 | |
| ELD (Aligned to ELA Standards) | | | 3 | | |
| Mathematics – Common Core State Standards for Mathematics | | | | 4 | |
| Next Generation Science Standards | | | | 4 | |
| History-Social Science | | | | 4 | |

**Other Adopted Academic Standards**

**4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.**

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

| Academic Standards | 1 | 2 | 3 | 4 | 5 | N/A |
|---|---|---|---|---|---|---|
| Career Technical Education | | | 3 | | | |
| Health Education Content Standards | | | 3 | | | |
| Physical Education Model Content Standards | | | 3 | | | |
| Visual and Performing Arts | | | 3 | | | |
| World Language | | | | 4 | | |

**Support for Teachers and Administrators**

**5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).**

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

| Academic Standards | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Identifying the professional learning needs of groups of teachers or staff as a whole | | | 3 | | |
| Identifying the professional learning needs of individual teachers | | | 3 | | |
| Providing support for teachers on the standards they have not yet mastered | | | 3 | | |

**Optional Narrative (Limited to 1,500 characters)**

**6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.**

At TEACH Tech Charter High School, implementation of state academic standards is grounded in a college- and career-readiness model that emphasizes rigor, equity, and long-term academic planning. Core instruction in ELA, Math, Science, and History-Social Science is guided by McGraw-Hill and CPM curricula, all aligned to California State Standards. In Math, students are placed in ability-grouped pathways that progress toward advanced coursework such as AP Statistics and AP Calculus.

English Learners receive designated and integrated ELD support through StudySync, with progress tracked using ELPAC and local formative measures. Standards implementation is supported by regular use of NWEA MAP, CAASPP IABs, and teacher-developed assessments that guide instructional adjustments and targeted support.

High school students also have access to AP Spanish and college-prep electives, and the school is expanding offerings in Career Technical Education (CTE) to align with state frameworks. Schoolwide professional development supports lesson alignment, equity in grading, and culturally responsive instruction. TEACH High School's long-term focus on vertical alignment ensures students enter high school prepared for rigorous content and graduate with access to postsecondary pathways.

## Parental Involvement and Family Engagement (LCFF Priority 3)

### Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

### Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

   1 – Exploration and Research
   2 – Beginning Development
   3 – Initial Implementation
   4 – Full Implementation
   5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

**Sections of the Self-Reflection Tool**

**Section 1: Building Relationships Between School Staff and Families**

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

| Practices | Rating Scale Number |
|---|---|
| 1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families. | 4 |
| 2. Rate the LEA's progress in creating welcoming environments for all families in the community. | 4 |
| 3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children. | 4 |
| 4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families. | 4 |

**Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)**

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Based on the analysis of educational partner input and local data, TEACH continues to demonstrate strong performance in building relationships between school staff and families, achieving a Level 4 (Full Implementation) rating. Multiple strategies have been employed across school sites to ensure consistent, authentic engagement. These include Coffee with the Principal, ELAC, School Site Council (SSC) meetings, and celebratory events that bring families into the school community.

A major highlight from this academic year is the parent-led educational workshops. Through a partnership with the Los Angeles County Department of Mental Health under the PALs Program, TEACH trained parents who then led workshops for other families, significantly deepening peer-to-peer engagement. Additionally, the Department of Mental Health offered Wellness classes in both English and Spanish, providing targeted parenting strategies that supported families throughout the year. These efforts reflect a model of shared leadership and culturally responsive engagement that strengthens trust and collaboration between home and school.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

While TEACH is fully implementing strong relationship-building practices, a key focus area is the deepening of family engagement in collaborative decision-making, especially in wellness and mental health initiatives. This year, TEACH launched a Leadership Committee that includes parents as active participants in shaping school priorities. This structure provides families with a formal avenue to contribute insights—particularly on wellness programming—and lays a foundation for growing this role in the upcoming academic year.

Additionally, TEACH aims to expand outreach to families less represented in school events through personalized engagement (e.g., home visits), and to build on existing success by enhancing leadership training and peer facilitation models for parent engagement.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

To improve engagement of underrepresented families, TEACH is taking intentional steps that include:

- Home Visits to reach families who may face barriers to attending school-based events.
- Parent-Led Workshops supported by external partners like the Los Angeles County Department of Mental Health, allowing families to receive support from peers in a culturally affirming and accessible setting.
- Ongoing Wellness Workshops delivered in English and Spanish, making mental health resources and parenting strategies more inclusive and practical.
- Growth of the TEACH Leadership Committee, ensuring underrepresented voices shape decisions—especially around school climate and student wellness.

These strategies ensure that family engagement is not only frequent but inclusive and equitable.

## Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

| Practices | Rating Scale Number |
|---|---|
| 5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families. | 3 |
| 6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home. | 3 |
| 7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. | 3 |
| 8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students. | 3 |

### Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

Based on educational partner input and local data, TEACH has made significant progress in building partnerships that support student outcomes and is currently rated at Level 3 (Initial Implementation) in this domain. Key strengths include the establishment of family-facing academic supports and the inclusion of families in grade-level planning and academic goal-setting.

One highlight this academic year is TEACH's partnership with the Los Angeles County Department of Mental Health, which, through the PALs Program, supported families not just in wellness but also in parenting strategies that positively influence student success. Additionally, workshops focused on mental health and wellness—delivered in English and Spanish—created an environment where families could better support students' emotional and academic development at home. These programs reflect TEACH's commitment to equipping families with practical tools and knowledge that influence positive student outcomes.

Moreover, TEACH has built a Leadership Committee that integrates family voice into broader conversations about student achievement and school priorities. These structures represent foundational progress in creating sustained, two-way partnerships between families and staff.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

While strong steps have been taken, TEACH recognizes the need to build educator capacity for family partnership and to further institutionalize systems that link family engagement directly to academic growth. A priority focus is to provide professional development for staff on best practices for partnering with families—especially in ways that are culturally affirming and strength-based.

TEACH also aims to strengthen family access to academic data and student performance insights, ensuring that parents and guardians can understand and act on key indicators of student success. In particular, the goal is to expand workshops and parent engagement activities beyond wellness topics to include literacy, math support, and college/career readiness, tailored to different grade spans.

Another important growth area is to embed family engagement into MTSS (Multi-Tiered Systems of Support) frameworks so that families are recognized as essential partners in both academic intervention and enrichment.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

To improve the engagement of underrepresented families specifically in support of student outcomes, TEACH will implement several strategies in 2024–2025:

- Targeted Outreach and Home Visits for families not currently participating in school-based academic events.
- Expansion of parent education workshops to include academic support topics (e.g., literacy development at home, navigating high school graduation requirements, college access).
- Continued development of the TEACH Leadership Committee to include families from underrepresented groups and ensure their input helps shape instructional and intervention strategies.
- Use of bilingual communication tools and translated materials to make academic data and guidance more accessible to families whose primary language is not English.

By integrating these strategies, TEACH aims to foster deeper partnerships that go beyond communication and extend into collaborative planning for student growth, particularly among families who have historically been less represented in academic conversations.

**Section 3: Seeking Input for Decision-Making**

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

| Practices | Rating Scale Number |
|---|---|
| 9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making. | 2 |
| 10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. | 3 |

| Practices | Rating Scale Number |
|---|---|
| 11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. | 3 |
| 12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels. | 2 |

**Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)**

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

Based on the analysis of educational partner input and local data, TEACH has demonstrated early but promising progress in seeking and integrating family input into school and district decision-making. Currently rated at Level 2 and 3 (Beginning Development) in this area, TEACH has shown strength in expanding participation in advisory structures such as ELAC (English Learner Advisory Committee) and the School Site Council (SSC). These groups have begun playing a more active role in shaping school priorities, reviewing budgets, and advising on instructional programs.

A notable step forward this year was the creation of the TEACH Leadership Committee, which has increased opportunities for families to contribute to decisions—particularly around school wellness initiatives. By creating structured spaces for dialogue, TEACH is beginning to shift from one-way communication to more collaborative planning with families.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

The primary focus area for growth lies in broadening and diversifying family participation in decision-making processes, especially for underrepresented and historically marginalized families. TEACH recognizes the need to move beyond formal advisory groups and explore less formal, more culturally responsive formats—such as community circles, focus groups, and facilitated dialogues—that allow a wider range of families to share feedback.

Another key area for improvement is to close the feedback loop. Families need to see clearly how their input has influenced policy, programming, or resource allocation. TEACH also aims to improve staff capacity to facilitate participatory processes through training in inclusive facilitation and shared leadership models.

Additionally, there is an opportunity to integrate parent input more directly into instructional decision-making and strategic planning, not just in compliance-oriented committees.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

To better engage underrepresented families in decision-making, TEACH is committed to implementing the following strategies in the upcoming academic year:

- Expanding outreach efforts (e.g., personalized invitations, language-accessible materials, and child care at meetings) to ensure broader parent representation in key decision-making bodies.
- Building out the TEACH Leadership Committee to serve as a more inclusive, representative platform for family voice, with intentional recruitment of families from underrepresented communities.
- Partnering with community-based organizations to host co-facilitated listening sessions and feedback forums in families' home languages, focusing on school climate, academic priorities, and student supports.
- Offering parent leadership development opportunities to empower underrepresented families with the tools and confidence to participate meaningfully in school governance and planning.

These approaches aim to embed equity in the decision-making process by ensuring that all families—not just the most involved—have a voice in shaping the educational experience at TEACH.

## School Climate (LCFF Priority 6)

**Introduction**

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

**Introduction**
LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and

- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

**Prompt 1 (DATA):** Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

TEACH administered its annual local climate survey in Spring 2025 to students across all grade spans (elementary, middle, and high school). The survey captured student perceptions of safety, connectedness, and support systems, with results disaggregated by student group, including English Learners (ELs).

TEACH administered its annual local climate survey in Winter of 2026 to students across all grade spans (elementary, middle, and high school). The survey captured student perceptions of safety, connectedness, and support systems, with results disaggregated by student group, including English Learners (ELs).

Key survey findings include:

- High School:
- 48% of students feel safe, 47% feel there is a positive school culture. This is down from 2025-2026 when 59% of students reported feeling safe.
- Only 50% of English Learners expressed feeling safe, indicating a safety perception gap.
- Middle School:
- Low participation overall, but among those who responded, 48% of kids felt safe, with 47 reporting a positive school climate. This is an increase over last year where only 42% reported feeling safe.
- Among English Learners, this dropped further to 36%.
- Elementary School:
- 48% of students reported feeling safe, with no significant deviations by subgroup.63% felt positive student and teacher relationships.

In addition to survey data, qualitative insights were gathered through ELAC, SSC, and Leadership Committee meetings, as well as feedback from behavioral health partners such as AADAP and the Los Angeles County Department of Mental Health.

These data points provide critical context for understanding areas of student need and identifying trends in school climate across grade levels and student groups.

In addition to survey data, qualitative insights were gathered through ELAC, SSC, and Leadership Committee meetings, as well as feedback from behavioral health partners such as AADAP and the Los Angeles County Department of Mental Health.

These data points provide critical context for understanding areas of student need and identifying trends in school climate across grade levels and student groups.

**Prompt 2 (MEANING):** Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Analysis of the 2025–2026 climate data revealed the following key takeaways:

Strengths:

- High School Progress: Student perceptions of safety at the high school level went down slightly over the prior year, and new student-led supports like Peace Circles have emerged as proactive, restorative approaches to managing bullying and social media-related conflicts.
- Elementary Stability: While overall safety perceptions were moderate, there was no significant disparity among student subgroups, suggesting a more equitable student experience in the elementary grades.

Identified Needs:

- Middle School Concerns: Middle school data shows improvement in the climate and culture at the school and the middle school had the largest number of survey respondants.
- English Learner Experiences: Across multiple grade levels, English Learners consistently reported lower perceptions of safety, indicating a need for more culturally and linguistically responsive safety supports.
- Behavioral Support Structures: Feedback from both students and staff highlighted a need for clearer behavior expectations and consistent implementation of positive behavior supports, particularly at the middle school level.

**Prompt 3 (USE):** Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

In response to these findings, TEACH has initiated and will continue to implement the following targeted improvements for the 2025–2026 academic year:

1. High School:
   - Continue practice of Peace Circles, a student-driven restorative practice aimed at addressing bullying, conflict resolution, and online/social media issues.
   - Integration of SEL (Social-Emotional Learning) tools to strengthen student-staff trust and safety perceptions.

2. Middle and Elementary Schools:
   - Counselors are participating in professional development focused on implementing positive behavior support strategies that align with trauma-informed and equity-centered approaches.
   - Assistant Principals are coaching teachers to ensure clear, consistent, and inclusive behavioral expectations and classroom routines.

3. Systemwide:
   - Increased outreach to English Learner families through translated resources and participation in site-based decision-making committees (e.g., ELAC), ensuring their voices inform school safety and climate strategies.
   - Monitoring of climate metrics disaggregated by subgroup, with biannual check-ins to track progress and adjust strategies based on student feedback.
   - Continuation and expansion of community-based partnerships (e.g., AADAP) that provide behavioral supports and wellness resources, particularly at sites with identified needs.

These coordinated actions are designed not only to address disparities in perceptions of safety, but also to build a school climate rooted in belonging, structure, and restorative culture.

## Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

TEACH uses a range of locally selected tools to monitor student access to and enrollment in a broad course of study across grade spans and subgroups. These include:

- Master schedule reviews and course enrollment data (disaggregated by subgroup, including English Learners and students with exceptional needs).
- Diagnostic and formative assessments (iReady, SmartyAnts, NWEA MAP, IAB) to identify academic gaps and ensure students are placed appropriately.
- Individualized Education Program (IEP) reviews to track course access for students with exceptional needs.
- Teacher and counselor input during grade-level team meetings.
- Tracking of A-G completion, AP course enrollment, and progress toward graduation.

These tools help ensure access is monitored not just for enrollment, but for quality and alignment with college and career readiness goals.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

TEACH provides students with access to a broad course of study across all grade spans. In elementary and middle school, core instruction is supplemented by formative assessments to guide interventions and enrichments. Use of tools like iReady and SmartyAnts supports individualized learning paths. At the elementary level, teacher “looping” provides continuity and targeted remediation, which helps address learning gaps over time.

At the high school level, AP Spanish remains a strong program, and efforts are underway to expand access to advanced math courses, including AP Statistics and AP Calculus, supported by ability-grouped math pathways.

Across sites, access to electives and enrichment is generally equitable, though smaller campuses may face more scheduling limitations. Still, TEACH’s longitudinal K–12 model—serving students continuously across grade spans (85%+ retention)—supports a long-term strategy for scaffolding students into more advanced coursework.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

Key barriers include:

- Foundational academic gaps in early and middle grades that limit student readiness for high school advanced coursework.
- Limited staff capacity at smaller campuses to offer a wide range of electives or specialty courses.

- Scheduling conflicts for students receiving ELD or SPED services, which can reduce access to enrichment and advanced options.
- Need for more targeted pathways in STEM and AP subjects, requiring long-term academic preparation beginning in lower grades.

These barriers are particularly relevant to students with exceptional needs and English Learners, who may be overrepresented in intervention courses that compete with elective time.

4. 4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

To ensure broader and more equitable access, TEACH is implementing the following actions:

- Expanding math placement pathways at the middle and high school levels to prepare more students—especially historically underserved ones—for AP coursework.
- Continuing use of diagnostic and formative assessments to identify and close learning gaps earlier in the academic pipeline.
- Scaling teacher “looping” in elementary to promote instructional continuity and student growth.
- Enhancing professional development on equitable placement and course access, particularly in STEM.
- Long-term: Strategic course alignment across K–12 to increase the number of students eligible for rigorous coursework by high school, supported by TEACH’s stable K–12 enrollment model.

These steps position TEACH to gradually but effectively expand access to advanced academic opportunities while maintaining strong support for foundational learning.

## Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

**Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.**

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

| Coordinating Instruction | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including: | [No response required] | [No response required] | [No response required] | [No response required] | [No response required] |
| a. Review of required outcome data. | | | | | |
| b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps. | | | | | |
| c. Identifying alternative | | | | | |

| Coordinating Instruction | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils. | | | | | |
| 2. Coordinating on development and implementation of triennial plan with all LEAs within the county. | | | | | |
| 3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students. | | | | | |
| 4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education. | | | | | |

## Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

**Assess the degree of implementation of coordinated service program components for foster youth in your county.**

Rating Scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

| Coordinating Services | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education). | | | | | |
| 2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth). | | | | | |
| 3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes. | | | | | |
| 4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding. | | | | | |
| 5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information. | | | | | |
| 6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers. | | | | | |

| Coordinating Services | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type. | | | | | |
| 8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth. | | | | | |

# Coversheet

## Consider and Approve Renewal of CharterSAFE Insurance Coverage and Related Membership Contributions for Fiscal Year 2026–2027

**Section:** III. Items for Potential Action
**Item:** S. Consider and Approve Renewal of CharterSAFE Insurance Coverage and Related Membership Contributions for Fiscal Year 2026–2027
**Purpose:** Vote
**Submitted by:**
**Related Material:** 2026 CharterSAFE Executive Report.pdf
Teach Inc..1141.CharterSAFEProposal2627.05-20-2026.pdf

CharterSAFE
Executive Report
May 2026

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# THE EVOLVING RISK REALITY FOR CHARTER SCHOOLS

## What every school leader needs to know and do

**Rising Claims | Increasing Complexity | Greater Accountability**



## What strengthens one school strengthens us all.

Protecting **Schools.** Promoting **Safety.** Customizing **Insurance.**

*California Charter Schools Joint Powers Authority • Not-for-Profit*

# A MESSAGE FROM OUR CEO



Thuy Wong, MPH ARM-P
*President & CEO*

The challenges facing California's charter schools are not new, but they are becoming more complex, more costly, and more difficult to navigate alone.

Across the education landscape, schools are experiencing rising claim severity, increasing litigation pressures, workforce challenges, and growing operational expectations. At the same time, school leaders continue carrying the responsibility of creating safe, supportive environments where students and staff can thrive.

In today's environment, informed leadership matters more than ever.

As a member-owned, not-for-profit JPA, CharterSAFE was built on a simple belief: what strengthens one school strengthens us all. Through collaboration, shared responsibility, and proactive risk management, our members help create a stronger and more resilient pool together.

This report is designed to provide perspective on the evolving risk environment, highlight emerging trends impacting charter schools, and reinforce the importance of prevention, preparedness, and partnership.

While the environment continues to change, CharterSAFE remains focused on long-term stability, strong member advocacy, and practical support that helps schools move from awareness to action.

Safety is not a checkbox. It is a promise to students, staff, and school communities.

We are proud to stand alongside our members in protecting what makes learning possible.




## Mission and Membership

As an insurance pooling JPA, CharterSAFE's mission is to serve as a steward-guardian of school safety by providing our charter school members with a strong understanding of school hazards and approach to risk management.

As a result, members will have a safe and secure environment that promotes a focus on teaching, learning, and student outcomes.

## Safeguarding 829 school sites.

- Rural to urban communities
- Classroom-based to Flex-based
- Start-ups to large charter management organizations (CMOs)

# What's Changed

## The Risk Environment Has Fundamentally Changed

While these trends present real challenges, they also reinforce the importance of proactive leadership, strong operational practices, and collaborative partnership. Schools that prioritize prevention, preparedness, and informed decision making are better positioned to navigate today's increasingly complex environment.

Across California and the broader education system, recent data shows:

- **Childhood sexual assault (CSA) losses or claims reaching billions statewide**
- **Nuclear verdicts increasing significantly in size and frequency**
- **Insurance markets tightening, with fewer options and higher costs**
- **Workers compensation costs are rising due to sharp increase to medical costs and increasing litigation trends**
- **Wildfires in California remain a forefront concern**

This is leading to insurance markets tightening, with fewer options and higher costs.

Even as the initial filing window for AB 218 has closed, claims continue due to extended statutes of limitations, meaning **exposure remains active for years to come**.

At the same time, broader litigation trends are accelerating costs. Increased legal advertising, third-party litigation funding, and shifting jury sentiment are driving what is often referred to as **"social inflation,"** significantly increasing the cost of claims.

# What This Means for School Leaders

- Risk is no longer isolated, it is **systemic and long-term**
- Losses are becoming **larger, more complex, and more expensive**
- Prevention and operational discipline are now **as critical as coverage itself**

> *CharterSAFE has done an incredible job at taking care of their members. We have been partnered with them many years and will continue our partnership.*
>
> —Bay Area Charter School Leader

**2025-2026 Support Services**

- **13 Webinars**
- **53 Risk Control Evaluations**
- **900+ Hours of Trainings/ Consultations/Member Visits**
- **Lightspeed Solutions/ Crisis Risk / Cyber**
- **24 Human Resource Certifications**

# Top Risks

## The Risks Leaders Should Be Focused on Right Now

### 1. Childhood Sexual Assault (CSA)

CSA remains the most significant driver of financial loss across the education system.

- Long-tail exposure claims can emerge decades later
- Legislative changes have expanded both scope and duration of liability
- Public agencies across California are facing unprecedented financial pressure tied to CSA claims

While traditional school districts have the option of receivership, charter schools only have the option to close.

**Leadership Focus:**

Strengthen prevention, reinforce reporting culture, and ensure staff understand boundaries and responsibilities.

Safety culture is strengthened when prevention becomes part of everyday operations, not just annual compliance activities.

### 2. Employment & Workforce Risk

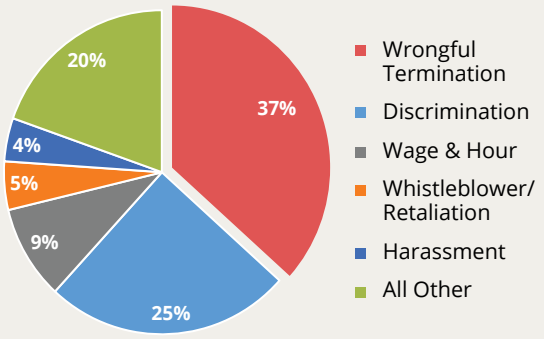
Employment-related claims are increasing in both frequency and severity.

- Wrongful termination, discrimination, and employee disputes
- Often include uninsurable costs such as penalties and back pay
- Can create both financial and reputational impact

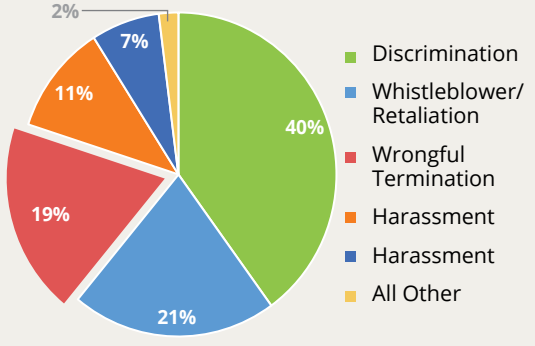
**Leadership Focus:**

Maintain consistent HR practices, documentation, and leadership training.

**Top Cause of Employment Claims- Charter Schools**




**Top Causes of Employment ClaimTraditional Public Schools**




Employment-related claims continue to rise across education, but charter schools experience a notably higher percentage of wrongful termination claims compared to traditional public schools. This reinforces the importance of consistent HR practices, documentation, leadership training, and early engagement when workplace concerns arise. In defense of the school, please remember to document everything and that even at-will employees would like to know legitimate reasons for termination. It reduces claims and claims cost.

## 3. Property & Catastrophic Risk

Property-related losses continue to rise due to environmental and operational factors.

- Wildfires, severe weather, and infrastructure-related failures
- Undervalued or poorly maintained properties can lead to significant uncovered losses

**Leadership Focus:**

Ensure accurate valuations, maintain facilities, and align operational practices with risk expectations.

Despite one of California's most challenging wildfire environments in recent years, CharterSAFE maintained stable property rates and continued broad coverage protections for members through proactive market strategy, long-term planning, and strong carrier partnerships.

## 4. The Hidden Driver: Litigation Trends

Beyond individual claims, broader legal trends are reshaping the risk environment:

- Jury outcomes increasingly favor plaintiffs
- Litigation funding as an investment class is accelerating claims activity
- Large verdicts have increased significantly over the past decade

**Executive Insight:**

This is not a temporary spike, it is a structural shift in how claims are evaluated and resolved

# Why Partnership Matters More Than Ever

### Strength in the Market. Advocacy for Members.

In a more complex insurance environment, partnership and collective strength matter more than ever.

Behind every renewal, CharterSAFE conducts due diligence by:

- Engaging with multiple insurance carriers
- Navigating a shrinking and increasingly complex market
- Working to secure sustainable, long-term coverage aligned with member needs




### What This Means for You

CharterSAFE's collaborative model allows members to benefit from shared expertise, proactive safety resources, and collective purchasing power designed to support long-term stability. Strong member practices help strengthen the pool, improve outcomes, and support continued access to quality coverage.

- Access to coverage not always available in the open market
- Stronger negotiating position through pooled membership
- A partner actively working to protect your program, not just place it

# From Awareness to Action

## What Strong Schools Are Doing Differently

The strongest schools are not simply reacting to risk, they are building resilience before challenges occur.

### Building a Culture of Prevention

- Staff training and awareness (including PREVENT training)
- Clear expectations around conduct and reporting
- Reinforcing a culture of accountability

### Strengthening Operational Discipline

- Consistent HR practices and documentation
- Regular property inspections and maintenance
- Alignment between policies and day-to-day operations

### Engaging Early and Often

- Leveraging CharterSAFE resources and expertise
- Addressing risks proactively, not after a claim occurs
- Partnering on strategy, not just compliance

> *CharterSAFE has truly been a lifesaver for our school. They provide not only the information you're looking for, but also the insights you didn't even realize you needed. The CharterSAFE team is approachable, knowledgeable, and thorough. No matter how specific or unusual my questions have been, I've always received thoughtful, well-researched answers in return.*
>
> —Northern California Charter School Leader

# Stability & Outlook

## Built to Withstand What's Ahead

Despite increasing external pressures, CharterSAFE remains focused on long-term sustainability and member protection.

- Strong liquidity and financial position
- Continued investment in risk management and member services
- Strategic approach to reinsurance and coverage stability

# Financial Snapshot

| Fiscal Year | 22/23 | 23/24 Consolidated | 24/25 Consolidated | 25/26 Consolidated Projected |
|---|---|---|---|---|
| Cash Balance | $ 19,434,465 | $ 15,081,618 | $ 21,750,516 | $ 23,273,117 |
| Investments | $ 32,183,517 | $ 41,435,595 | $ 43,304,588 | $ 49,497,465 |
| **Total Liquid Assets** | **$ 51,617,982** | **$ 56,517,213** | **$ 65,055,104** | **$ 72,770,582** |
| *Actuarial Estimated Outstanding Losses—90%* | $ 44,612,033 | $ 53,137,392 | $ 58,440,270 | $ 65,500,000 |
| **Excess of 90% Confidence Level** | $ 10,698,715 | $ 6,827,035 | $ 7,417,902 | $ 8,725,265 |



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*California Charter Schools Joint Powers Authority • Not-for-Profit*
Powered by BoardOnTrack

# Looking Ahead

The environment is becoming more complex, but schools do not have to navigate it alone.

Through informed leadership, proactive planning, and strong partnership, schools can build safer and more resilient communities prepared for the future.

**CharterSAFE will continue to:**

- Anticipate emerging risks
- Strengthen long-term insurance strategies
- Invest in proactive solutions
- Support members with practical, real-world guidance

**In a more complex risk environment, informed leadership is the difference.**

**CharterSAFE is here to support you every step of the way.**

## Stronger safety. Stronger schools. Stronger together.



*All CharterSAFE staff have been extremely knowledgeable, responsive, and genuinely helpful throughout our experience. They are not only friendly, but also deeply committed to finding the best possible solutions, even when that requires thinking outside the box rather than relying on standard, "off-the-shelf" responses. Their willingness to go the extra mile makes a real difference. Working with CharterSAFE is easy and efficient, thanks to the quality and dedication of their people.*

—Los Angeles Charter School Leader

Protecting **Schools.**

Promoting **Safety.**

Customizing **Insurance.**

888.901.0004

chartersafe.org

info @chartersafe.org

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P,WC

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# 2026-2027 Membership Renewal Proposal

*Prepared for Named Member:*
**Teach, Inc.**

*Coverage Effective:*
July 01, 2026 at 12:01 AM - July 01, 2027 at 12:00 AM

California Charter Schools Joint Powers Authority
P.O. Box 969, Weimar, CA 95736
Phone: 888.901.0004
www.chartersafe.org

Issued: May 20, 2026 at 2:05 pm

DISCLOSURE: This proposal is an outline of the coverages proposed by California Charter Schools Joint Powers Authority (CCSJPA) based on the information provided by the Named Member. It does not include all of the terms, coverages, exclusions, limitation and conditions of the actual contracts. The policies themselves must be read for those details. Policy forms for your reference will be made available upon request to CCSJPA. As set forth in this document, CCSJPA DBA CharterSAFE shall be referred to as CharterSAFE.

Dear Matt,

CharterSAFE is pleased to present your membership renewal for the 2026-2027 year. Your membership includes the following:




For a more detailed listing of our member services, please contact your primary member servicer Egan Yu at eyu@chartersafe.org.

All of CharterSAFE's coverage placements are with insurance companies that have a financial rating with A.M. Best of A- (Excellent), financial size category VII ($50M policyholder surplus minimum) or higher or are placed with a California joint powers authority in good standing.

We look forward to working with you in the 2026 -2027 year!

Thank you,

The CharterSAFE Team

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# MEMBER CONTRIBUTION SUMMARY

## Named Member:

Teach, Inc.

Coverage Effective: July 01, 2026 at 12:01 AM - July 01, 2027 at 12:00 AM

Your CharterSAFE Insurance Program includes the following coverages:

**Liability & Property Package Member Contribution** — **$281,142.00**

Core Liability Program
- Directors & Officers Liability
- Employment Practices Liability
- Fiduciary Liability
- General Liability
- Employee Benefits Liability
- Educator's Legal Liability
- Childhood Sexual Assault Liability
- Law Enforcement Liability
- Automobile Liability & Physical Damage

Crime
Property
Student & Volunteer Accident

Additional Program Coverages
- Pollution Liability and First Party Remediation
- Terrorism Liability and Property
- Cyber Liability
- Deadly Weapons Protection

**Workers' Compensation & Employer's Liability Member Contribution** — **$100,099.00**

**Total Member Contribution** — **$381,241.00**

Member can choose one of two payment options when accepting the proposal online

**Payment in Full** - Due Upon Signing - $381,241.00
**Installment Plan**
- Deposit (25%) - Due Upon Signing - $95,310.00
- 9 Monthly Installments - $31,770.00

Refer to the CharterSAFE Invoice for details and instructions on payment by ACH Debits

Invoices shall become delinquent thirty (30) calendar days from installment due date. **CharterSAFE membership, including insurance coverage, is subject to cancellation for any invoice over sixty (60) days past due.**

**Proposal Acceptance: Go to www.chartersafe.org and sign on to complete the Member Renewal acceptance.**

1. Login to the CharterSAFE website at www.CharterSAFE.org using the Policyholder Account (the same one you used to complete the renewal application)
2. Hover over the Member Portal tab at the top of the page and click on "Member Contribution Form"
3. Checkmark one payment option and electronically sign the "Member Contribution Summary"
4. Payment is due upon signing of the proposal

By signing online, I, representing the Named Member in this proposal, acknowledge that I have read the complete proposal and agree to the terms outlined within.

DISCLOSURE: This proposal is an outline of the coverages proposed by California Charter Schools Joint Powers Authority (CCSJPA) based on the information provided by the Named Member. It does not include all of the terms, coverages, exclusions, limitation and conditions of the actual contracts. The policies themselves must be read for those details. Policy forms for your reference will be made available upon request to CCSJPA. As set forth in this document, CCSJPA DBA CharterSAFE shall be referred to as CharterSAFE.

# EXPOSURES & LOCATIONS

## Mailing Address

10600 S. Western Ave.
Los Angeles, CA 90047

Member contributions are calculated based on the exposures provided in the renewal application. The below represents the total sum of all scheduled locations as well as a breakdown by location.

| | |
|---|---|
| **Student Count** | **1,045** |
| **Employee Count** | **92** |
| **Annual Estimated Payroll** | **$9,800,000.00** |
| **Total Insured Value** | **$21,212,961.00** |
| Building Value (owned or required to insure) | $17,063,961.00 |
| Tenant Improvements | $200,000.00 |
| Portable Value | $700,000.00 |
| Content Value | $855,000.00 |
| Electronic Data Processing (EDP) Value | $2,394,000.00 |
| **Number of Portables** | **7** |

## Scheduled Locations and Breakdown of Exposures

**Location ID:** 14362
**Teach Academies Modular Classrooms: 1750 W. Century**
Los Angeles, CA, 90047
Leased/Owned: **Owned**

| | |
|---|---|
| **Students:** | **0** |
| **Employees:** | **0** |
| **Payroll:** | **0.00** |
| **Total TIV:** | **500,000.00** |
| **Building Value:** | 200,000.00 |
| **Tenant Improvements:** | 0.00 |
| **Portable Value:** | 0.00 |
| **Content Value:** | 50,000.00 |
| **EDP Value:** | 250,000.00 |
| **# of Portables:** | **0** |

**Location ID:** 14361
**Teach Academy of Technologies Parking Lot: 10001 S. Western Ave.**
Los Angeles, CA, 90047
Leased/Owned: **Owned**

| | |
|---|---|
| **Students:** | **0** |
| **Employees:** | **0** |
| **Payroll:** | **0.00** |
| **Total TIV:** | **0.00** |
| **Building Value:** | 0.00 |
| **Tenant Improvements:** | 0.00 |
| **Portable Value:** | 0.00 |
| **Content Value:** | 0.00 |
| **EDP Value:** | 0.00 |
| **# of Portables:** | **0** |

**Location ID:** 14360
**Teach Academy of Technologies: 10000 S. Western Ave.**
Los Angeles, CA, 90047
Leased/Owned: **Owned**

| | |
|---|---|
| **Students:** | **225** |
| **Employees:** | **19** |
| **Payroll:** | **2,100,000.00** |
| **Total TIV:** | **7,799,000.00** |
| **Building Value:** | 7,000,000.00 |
| **Tenant Improvements:** | 0.00 |
| **Portable Value:** | 0.00 |
| **Content Value:** | 90,000.00 |
| **EDP Value:** | 709,000.00 |
| **# of Portables:** | **0** |

**Location ID:** 16334
**Teach Academy of Technologies: 10000 S. Western Ave.**
Los Angeles, CA, 90047
Leased/Owned: **Owned**

| | |
|---|---|
| **Students:** | **0** |
| **Employees:** | **0** |
| **Payroll:** | **0.00** |
| **Total TIV:** | **0.00** |
| **Building Value:** | 0.00 |
| **Tenant Improvements:** | 0.00 |
| **Portable Value:** | 0.00 |
| **Content Value:** | 0.00 |
| **EDP Value:** | 0.00 |
| **# of Portables:** | **0** |

**Location ID:** 16333
**Teach Academy of Technologies: 10045 S. Western Ave.**

Los Angeles, CA, 90047
Leased/Owned: **Owned**

| | |
|---|---|
| **Students:** | **0** |
| **Employees:** | **0** |
| **Payroll:** | **0.00** |
| **Total TIV:** | **1,550,000.00** |
| **Building Value:** | 0.00 |
| **Tenant Improvements:** | 200,000.00 |
| **Portable Value:** | 700,000.00 |
| **Content Value:** | 100,000.00 |
| **EDP Value:** | 550,000.00 |
| **# of Portables:** | **7** |

**Location ID:** 14359
**Teach Academy of Technologies: 10045 Western Ave.**

Los Angeles, CA, 90047
Leased/Owned: **Owned**

| | |
|---|---|
| **Students:** | **200** |
| **Employees:** | **16** |
| **Payroll:** | **2,000,000.00** |
| **Total TIV:** | **1,100,000.00** |
| **Building Value:** | 450,000.00 |
| **Tenant Improvements:** | 0.00 |
| **Portable Value:** | 0.00 |
| **Content Value:** | 100,000.00 |
| **EDP Value:** | 550,000.00 |
| **# of Portables:** | **0** |

**Location ID:** 14610
**Teach Incorporated, DBA Teach Academy of Technologies: 10000 S. Western Ave.**

Los Angeles, CA, 90047
Leased/Owned: **Leased**

| | |
|---|---|
| **Students:** | **0** |
| **Employees:** | **0** |
| **Payroll:** | **0.00** |
| **Total TIV:** | **0.00** |
| **Building Value:** | 0.00 |
| **Tenant Improvements:** | 0.00 |
| **Portable Value:** | 0.00 |
| **Content Value:** | 0.00 |
| **EDP Value:** | 0.00 |
| **# of Portables:** | **0** |

**Location ID:** 19145
**Teach Prep Elementary: 8505 S Western Ave.**

Los Angeles, CA, 90047
Leased/Owned: **Owned**

| | |
|---|---|
| **Students:** | **260** |
| **Employees:** | **20** |
| **Payroll:** | **2,500,000.00** |
| **Total TIV:** | **2,438,961.00** |
| **Building Value:** | 1,913,961.00 |
| **Tenant Improvements:** | 0.00 |
| **Portable Value:** | 0.00 |
| **Content Value:** | 315,000.00 |
| **EDP Value:** | 210,000.00 |
| **# of Portables:** | **0** |

**Location ID:** 18719
**Teach Tech Charter High School: 10600 S. Western Ave.**

Los Angeles, CA, 90047
Leased/Owned: **Owned**

| | |
|---|---|
| **Students:** | **0** |
| **Employees:** | **2** |
| **Payroll:** | **200,000.00** |
| **Total TIV:** | **1,075,000.00** |
| **Building Value:** | 500,000.00 |
| **Tenant Improvements:** | 0.00 |
| **Portable Value:** | 0.00 |
| **Content Value:** | 50,000.00 |
| **EDP Value:** | 25,000.00 |
| **# of Portables:** | **0** |

**Location ID:** 17860
**Teach Tech Charter High School: 10616 S. Western Ave.**

Los Angeles, CA, 90047
Leased/Owned: **Owned**

| | |
|---|---|
| **Students:** | **360** |
| **Employees:** | **35** |
| **Payroll:** | **3,000,000.00** |
| **Total TIV:** | **7,250,000.00** |
| **Building Value:** | 7,000,000.00 |
| **Tenant Improvements:** | 0.00 |
| **Portable Value:** | 0.00 |
| **Content Value:** | 150,000.00 |
| **EDP Value:** | 100,000.00 |
| **# of Portables:** | **0** |

**Location ID:** 20734
**Wooten Avila, LLC: 10600 South Western Ave.**

Los Angeles, CA, 90047
Leased/Owned: **Leased**

| | |
|---|---|
| **Students:** | **0** |
| **Employees:** | **0** |
| **Payroll:** | **0.00** |
| **Total TIV:** | **0.00** |
| **Building Value:** | 0.00 |
| **Tenant Improvements:** | 0.00 |
| **Portable Value:** | 0.00 |
| **Content Value:** | 0.00 |
| **EDP Value:** | 0.00 |
| **# of Portables:** | **0** |

**Location ID:** 20991
**Wooten Avila, LLC: 10616 S Western Ave.**

Los Angeles, CA, 90047
Leased/Owned: **Leased**

| | |
|---|---|
| **Students:** | **0** |
| **Employees:** | **0** |
| **Payroll:** | **0.00** |
| **Total TIV:** | **0.00** |
| **Building Value:** | 0.00 |
| **Tenant Improvements:** | 0.00 |
| **Portable Value:** | 0.00 |
| **Content Value:** | 0.00 |
| **EDP Value:** | 0.00 |
| **# of Portables:** | **0** |

## Vehicles

**None scheduled.**

# CORE LIABILITY PROGRAM

Core Liability Program Coverage Limits: **$55,000,000** Per Member Aggregate

## Directors & Officers, Employment Practices, and Fiduciary Liability

**Directors & Officers Liability Retroactive Date:** **07/01/2011**
**Employment Practices Liability Retroactive Date:** **07/01/2011**
**Fiduciary Liability Retroactive Date:** **07/01/2012**

| Coverages | Limits | Deductibles |
|---|---|---|
| **Directors & Officers and Company Liability** | $5,000,000 per **claim** and Named Member aggregate | $15,000.00 per **claim** |
| **Employment Practices Liability** | $5,000,000 per **claim** and Named Member aggregate | $15,000.00 per **claim** |
| **Fiduciary Liability** | $1,000,000 per **claim** and Named Member aggregate | $0 |
| **Reporting:** | Claims must be reported immediately to CharterSAFE and to not exceed sixty (60) days after policy expiration. **Coverage is provided on a claims-made basis.** | |

## General Liability

| Coverages | Limits | Deductibles |
|---|---|---|
| **Bodily Injury and Property Damage** | $5,000,000 per occurrence and Named Member aggregate | $0<br><br>$2,500 per occurrence for bodily injury arising out of participation in a school sponsored *High-Risk Activity** |
| **Premises Medical Payment** | $10,000 per person<br><br>$50,000 per occurrence | $0 |
| **Products and Completed Operations** | $5,000,000 per occurrence and Named Member aggregate | $0 |
| **Fire Legal/Damage to Premises Rented Sublimit** | $1,000,000 per occurrence | $0 |

*A list of *High-Risk Activities* is available at www.chartersafe.org or you may contact Egan Yu at eyu@chartersafe.org

## Employee Benefits Liability

| Coverages | Limits | Deductibles |
|---|---|---|
| **Employee Benefits Liability** | $5,000,000 per occurrence and Named Member aggregate | $0 |

## Educator's Legal Liability

| Coverages | Limits | Deductibles |
|---|---|---|
| **Educator's Legal Liability** | $5,000,000 per occurrence and Named Member aggregate | $2,500 per occurrence |
| **Special Education Program Legal Expense Coverage - Reimbursement Sublimit** | $50,000 per occurrence/ aggregate reimbursement sublimit<br><br>$5,000,000 CharterSAFE Members' Combined Annual Aggregate | $7,500 per occurrence |

## Childhood Sexual Assault Liability

**Childhood Sexual Assault Liability Retroactive Date:** **07/01/2021**

| Coverages | Limits | Deductibles |
|---|---|---|
| **Childhood Sexual Assault Liability** | $5,000,000 per **claim** and Named Member aggregate | $0 if training mandate* is fulfilled<br><br>$125,000 if training mandate* is not fulfilled |
| **Reporting:** | Claims must be reported immediately to CharterSAFE and to not exceed sixty (60) days after policy expiration. **Coverage is provided on a claims-made basis.** | |
| ***Training Mandate**<br>Members must complete the CharterSAFE Mandated Reporter Training in compliance with State and Federal requirements. Should a loss occur, if all employees involved, including mandated reporters, respectively completed the CharterSAFE Mandated Reporter Training, the deductible is waived. If not all employees involved completed the CharterSAFE Mandated Reporter Training, there is a $125,000 deductible. | | |
| **CLAIM** means: a CLAIM or **SUIT** arising out of **CHILDHOOD SEXUAL ASSAULT, CHILD ABUSE** or **NEGLECT** will be deemed first made against a **COVERED PARTY** during the **PERIOD OF COVERAGE** and reported to **CCS JPA** as required by the reporting condition shown in SECTION IV CONDITIONS. | | |

## Investigation Coverage (NEW)

| Coverages | Limits | Deductibles |
|---|---|---|
| **Childhood Sexual Assault, Abuse or Neglect Investigation** | $25,000 per Incident and $50,000 Named Member aggregate | $0 if training mandate* is fulfilled |
| **Coverage**: To pay the expense of an investigation of facts or circumstances of a reported incident that may give rise to a **CLAIM** or **SUIT** involving any actual or alleged **CHILDHOOD SEXUAL ASSAULT, CHILD ABUSE** or **NEGLECT** against **NAMED MEMBER**. | | |

## Law Enforcement Activities Liability

| Coverages | Limits | Deductibles |
|---|---|---|
| **Law Enforcement Activities Liability** | $5,000,000 per occurrence and Named Member aggregate | $0 |

## Automobile

| Coverages | Limits | Deductibles |
|---|---|---|
| **Auto Liability, including autos scheduled with CharterSAFE, non-owned autos, and hired autos** | $5,000,000 per occurrence and Named Member aggregate | $0 |
| **Auto Physical Damage*** | $2,000,000 per occurrence and Named Member aggregate | $0<br><br>$1,000 per occurrence for Hired Auto Physical Damage |
| *Auto Physical Damage described herein for hired automobiles is secondary to any/all rental coverage offered by the rental company(ies). CharterSAFE strongly advises our members to purchase auto physical damage when renting vehicles. | | |

## Excess Liability - SELF

| | |
|---|---|
| **Coverage Provided by:** | Schools Excess Liability Fund (SELF) |
| **Coverage:** | Excess Liability with separate Memorandum of Coverage with separate terms, conditions, and exclusions. |
| **Limits:** | $50,000,000 per occurrence/ **claim** and member aggregate as outlined by the SELF Memorandum of Coverage. This coverage is excess of the $5M limits above to total a limit of $55M. |

CharterSAFE is a single member of SELF, a not-for-profit scholastic JPA in California, for excess liability coverage. Please note that SELF is a separate entity from CharterSAFE and carries a separate Memorandum of Coverage with different terms, conditions, and exclusions. You can access SELF JPA's information at www.selfjpa.org.

**Employment Practices Liability coverage within the SELF layer includes ONLY these three types: wrongful termination, discrimination, and/or sexual harassment.**

## CRIME

| Coverages | Limits | Deductibles |
|---|---|---|
| **Money and Securities** | $1,000,000 per occurrence and Named Member aggregate | $2,500 per occurrence |
| **Forgery or Alteration** | | $2,500 per occurrence |
| **Employee Dishonesty** | | $5,000 per occurrence |
| **Computer and Funds Transfer Fraud** | | $2,500 per occurrence |

# PROPERTY

**Perils Include:** Direct Physical Loss subject to all the terms, conditions, and exclusions established in the applicable policy(ies)

**Valuation:** Replacement Cost as scheduled with CharterSAFE, see "Exposures & Locations" section

| Coverages | Limits | Deductibles |
|---|---|---|
| **Property** | As scheduled with CharterSAFE subject to the maximum limit of $100,000,000 per occurrence and CharterSAFE Members' Combined Annual Aggregate.<br><br>See "Exposures & Locations" section for scheduled limits.<br>Coverage will be provided to locations scheduled and appropriately valued with CharterSAFE. | $1,000 per occurrence for all other covered perils<br><br>**Causes of Loss:**<br>1. Water Damage: $2,500 per occurrence<br>2. Wildfire: $10,000 per occurrence |
| **Boiler & Machinery / Equipment Breakdown** | As scheduled with CharterSAFE subject to the maximum limit of $100,000,000 per occurrence and CharterSAFE Members' Combined Annual Aggregate.<br><br>See "Exposures & Locations" section for scheduled limits.<br><br>Coverage will be provided to locations scheduled and appropriately valued with CharterSAFE. | $1,000 per occurrence |
| **Business Interruption** | $10,000,000 per occurrence | $1,000 per occurrence |
| **Extra Expense** | $5,000,000 per occurrence and $10,000,000 CharterSAFE Members' Combined Annual Aggregate | $1,000 per occurrence |

PLEASE NOTE:

Renovation and construction projects valued over $200,000 in hard and soft costs are not covered unless specifically endorsed onto the policy. If you have a renovation/construction project valued over $200,000 in hard and soft costs, please contact your CharterSAFE Representative: Egan Yu at eyu@chartersafe.org. CharterSAFE is able to endorse builder's risk coverage for renovation projects up to $10,000,000 onto your policy. Additional member contribution would apply.

**Optional Flood and/or Earthquake Coverage:** If interested in obtaining a separate policy for flood and/or earthquake coverage, please contact:

**Gallagher**
2050 Main Street, Suite 1250
Irvine, CA 92612

**Kiki Goldsmith**
Client Service Executive
kiki_goldsmith@ajg.com
949-349-9842

# STUDENT AND VOLUNTEER ACCIDENT

| Coverages | Limits | Deductibles |
|---|---|---|
| **Student Accident** | $50,000 per injury/accident<br>104 Week benefit period | $2,500 per injury/accident for *High-Risk Activities** |
| **Volunteer Accident** | $25,000 per injury/accident<br>104 Week benefit period | $2,500 per injury/accident for *High-Risk Activities** |
| *A list of *High-Risk Activities* is available at www.chartersafe.org or you may contact Egan Yu at eyu@chartersafe.org | | |

**Terms & Conditions:**

- Coverage is provided on an excess basis but would become primary should the student or volunteer not have health insurance.
- Claim submission deadline: Ninety (90) days after the date of incident.

**Optional Catastrophic Student Accident Coverage:**

If interested in obtaining higher limits with or without sports included, please contact:

**Gallagher**
2050 Main Street, Suite 1250
Irvine, CA 92612

**Kiki Goldsmith**
Client Service Executive
kiki_goldsmith@ajg.com
949-349-9842

# ADDITIONAL PROGRAM COVERAGES

## Pollution Liability and First Party Remediation

| Coverages | Limits | Deductibles |
|---|---|---|
| **Pollution Liability and First Party Remediation** | $1,000,000 per pollution condition or indoor environmental condition and aggregate<br><br>$5,000,000 CharterSAFE Members' Combined Annual Aggregate<br><br>Coverage will be provided to locations scheduled and appropriately valued with CharterSAFE. | $10,000 per pollution condition |
| **Reporting:** | Claim must be reported to CharterSAFE within sixty (60) days after policy expiration.<br><br>**Coverage is provided on a claims-made basis.** | |

## Terrorism Liability

| Coverages | Limits | Deductibles |
|---|---|---|
| **Terrorism Liability** | $5,000,000 per occurrence and CharterSAFE Members' Combined Annual Aggregate | $0 |
| **Reporting:** | Claim must be reported to CharterSAFE within sixty (60) days after policy expiration.<br><br>**Coverage is provided on a claims-made basis.** | |

## Terrorism Property

| Coverages | Limits | Deductibles |
|---|---|---|
| **Terrorism Property** | As scheduled with CharterSAFE subject to the maximum limit of $20,000,000 per occurrence and CharterSAFE Members' Combined Annual Aggregate<br><br>See "Exposures & Locations" section for schedule limits<br><br>Coverage will be provided to locations scheduled and appropriately valued with CharterSAFE. | $1,000 per occurrence |

## Cyber Liability

| Coverages | Limits | Deductibles |
|---|---|---|
| **Cyber Liability** | $1,000,000 per **claim**<br><br>$10,000,000 CharterSAFE Members' Combined Annual Aggregate | *Varies Based on Levels Noted Below |
| **Ransomware Sublimits (inclusive with Cyber Liability Coverages)** | Qualification Level 1<br>$1,000,000 ransom payment sublimit*<br>$1,000,000 ransomware limit<br><br>Qualification Level 2<br>$500,000 ransom payment sublimit*<br>$1,000,000 ransomware limit<br><br>Qualification Level 3<br>$50,000 ransom payment sublimit*<br>$750,000 ransomware limit | Level 1<br>$10,000 per **claim**<br><br>Level 2<br>$25,000 per **claim**<br><br>Level 3<br>$75,000 per **claim** |
| **Reporting:** | Claim must be reported to CharterSAFE within sixty (60) days after policy expiration.<br><br>**Coverage is provided on a claims-made basis.** | |

***Requirement for Coverage to be in effect:**

**Qualification Level 1** - submitted cyber application and have implemented (1) MFA for all remote systems access by faculty, staff, and contractors; (2) backup data is stored in a cloud or offline using separate credentials; (3) implemented an EDR tool or MDR service.
**Qualification Level 2** - submitted cyber application and have implemented (1) MFA for all remote systems access by faculty, staff, and contractors; (2) backup data is stored in a cloud of offline using separate credentials.
**Qualification Level 3** - Members who did not submit a cyber application, do not meet the security requirements, and/or net income of budget is less than or equal to $0.

If a Named Member is controlled or managed by a single entity, group or board of directors, or governed under the terms of a common charter or set of bylaws, or has data under its care, custody and control in a shared network environment with any other Named Member they will share a single limit.

## Deadly Weapons Protection

| Coverages | Limits | Deductibles |
|---|---|---|
| **Deadly Weapons Protection** | $500,000 per occurrence of a Deadly Weapon Event<br><br>$2,500,000 CharterSAFE Members' Combined Annual Aggregate<br><br>Coverage will be provided to locations scheduled and appropriately valued with CharterSAFE. | $0 |

# WORKERS' COMPENSATION & EMPLOYER'S LIABILITY

| Coverages | Limits | Deductibles |
|---|---|---|
| **Workers' Compensation** | Statutory | $0 |
| **Employer's Liability** | $5,000,000 per Accident<br><br>$5,000,000 by Disease per Employee<br><br>$5,000,000 by Disease Policy Limit | $0 |

**Auditable:**

The estimated payroll figure will be audited at the end of each coverage period. CharterSAFE will request copies of the 941 Federal Quarterly Reporting Forms on a quarterly basis to verify the payroll figure. If the estimated payroll figure has been overestimated, a refund will be issued. If the estimated payroll figure has been underestimated, an invoice for the additional amount due will be issued.

CharterSAFE

BE SAFE • FEEL SAFE

## WHAT STRENGTHENS ONE SCHOOL STRENGTHENS US ALL

**THANK YOU**
**FOR BEING A**
**CharterSAFE MEMBER**

**Protecting Schools. Promoting Safety. Customizing Insurance.**

# Coversheet

## Consider and Approve the Food Service Management Company (FSMC) Contract with Revolution Foods.

**Section:** III. Items for Potential Action
**Item:** T. Consider and Approve the Food Service Management Company (FSMC) Contract with Revolution Foods.
**Purpose:** Vote
**Submitted by:**
**Related Material:** Revolution Foods_TEACH_FSMC_Bid_SY2627 FINAL.pdf
Letters Tasting Final Result 26-27.pdf
TEACH Governing Board RFP Score Presentation.pdf

# TEACH PUBLIC SCHOOLS

# FSMC PROPOSAL

# 2026 - 2027

Master Copy



10 APRIL 2026

RFP 2627-001

ATTENTION TO

**ENRIQUE ROBLES,**

**PROGRAM OFFICER**

**10600 S. WESTERN AVE.**

**LOS ANGELES, CA 90047**

REVOLUTIONFOODS

healthy meals for all

**BREAKFAST | LUNCH | SNACK | SUPPER**

# PROPOSAL

This proposal includes trade secret, confidential and proprietary information of Revolution Foods that is being submitted voluntarily and would not be provided to the school district or any Government body were it subject to disclosure. This information shall not be disclosed outside the school district and shall not be duplicated, used or disclosed in whole or in part for any purpose other than to evaluate this proposal. If, however, a contract is awarded to Revolution Foods as a result of this proposal, the school district shall have the right to duplicate, use or disclose the information to the extent required by law. This restriction does not limit the Government's right to use information contained in this proposal if it is obtained from another source without restriction. The information subject to this restriction is contained in the sheets marked "Confidential". Such information shall not be released under any applicable state or local freedom of information or public records act without notice to Revolution Foods, and Revolution Foods being given the opportunity to object to such disclosure

# Cover Letter

Greetings TEACH Public Schools,

Thank you for the opportunity to submit our proposal for the 2026–2027 school year. Revolution Foods is prepared to partner with TEACH Public Schools as a fully accountable Food Service Management Company, delivering a compliant, efficient, and student-centered nutrition program aligned to your operational and participation goals.

We understand that TEACH is seeking more than a vendor. You are seeking a partner who can take full ownership of meal service while maintaining consistency, reliability, and strong program oversight across all sites. Our approach is built around exactly that—end-to-end accountability, from menu planning and procurement through delivery, service, and daily execution.

Our menus are chef-crafted, student-informed, and designed to drive participation. Across our California and Nevada partners, we have increased meal participation by up to 7% through a combination of menu variety, culturally relevant offerings, and consistent student feedback loops. We incorporate fresh, locally sourced ingredients and seasonal produce while ensuring all meals meet USDA requirements and support Offer vs. Serve and Serve All models seamlessly.

Operationally, we prioritize what matters most to your program:

- On-time, in-full delivery that protects instructional minutes
- Accurate point-of-service meal counts and clean documentation
- Fully staffed, trained teams that manage setup, service, and cleanup
- Flexibility to scale across multiple sites and adapt to changing participation

We recognize that TEACH expects the FSMC to own the daily execution of service, including staffing, equipment, food safety, and overall site performance. Our teams are structured to do exactly that, functioning as an extension of your organization while maintaining clear accountability for results.

Compliance and fiscal responsibility are foundational to our model. We operate with audit-ready systems, strong administrative review support, and disciplined cost management to ensure your program remains both compliant and financially sustainable. We also maximize USDA Foods utilization and integrate commodities directly into menu planning to support overall program economics.

As a Certified B Corporation, we also bring a long-term commitment to responsible sourcing and sustainability. We are currently piloting compostable packaging solutions and continuously evaluating ways to reduce environmental impact while maintaining food quality and operational efficiency.

Ultimately, our goal is simple: deliver a program that students participate in, staff can rely on, and leadership can trust. We bring over 20 years of experience supporting school nutrition programs and are confident in our ability to meet TEACH Public Schools' expectations while building a strong, accountable partnership.

We appreciate your consideration and welcome the opportunity to further discuss our proposal.

With deep appreciation,

Drew Helmey; SVP, Sales, Marketing & Customer Experience
Authorized Corporate Officer for Binding Contract
Dhelmey@revolutionfoods.com

*By signing this cover letter, I (we) certify that the information contained in this proposal is accurate, and that all attachments required to be submitted as part of the proposal are certified to be true and binding upon our company.*

| | |
|---|---|
| **Legal Name** | **Revolution Foods, PBC** |
| **Federal Tax ID:** | 14-1955846 |
| **SFA Liaison:** | Drew Helmey; dhelmey@revolutionfoods.com |
| **Mailing Address:** | 5743 Smithway Street Ste 103, Commerce, CA 90040 |
| **Contact Numbers:** | Office (323) 838-5555 |

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# Vendor Contact Information


**Legal Name & Mailing Address of Organization**
Revolution Foods, PBC
5743 Smithway St, Ste 103
Commerce, CA 90040
(323) 838-5555
www.revolutionfoods.com

**Federal Tax ID #**
14-1955846

**Primary Proposal Contact**
Drew Helmey
SVP, Sales, Marketing & Customer Experience
(832) 524-3026
dhelmey@revolutionfoods.com

**Principal of the Organization**
George Blanco
Chief Executive Officer
gblanco@revolutionfoods.com

**Additional Company Contacts**
Jonathan Diaz
Senior Director of Business Development
(925)325-8747
jdiaz@revolutionfoods.com

## Evaluation of Proposal

| CRITERIA | MAXIMUM POINTS |
|---|---|
| Cost | 10 |
| Administrative Requirements: Did the Respondent include all required information in accordance with the General Instructions and Proposal Requirements? | 5 |
| Experience with School Breakfast and National School Lunch Programs. | 5 |
| Based on the Proposal Questionnaire responses and the Cover Letter, the Respondent demonstrates a complete understanding of the SFA's food service program and its service requirements, as described in the RFP and the Scope of Work, and can perform those services to the SFA's satisfaction. | 5 |
| The financial stability of the Respondent. | 5 |
| Corporate capability and experience as measured by performance record, years in the industry, relevant experience, number of SFAs served, client retention and satisfaction, and references. | 5 |
| TOTAL POINTS | 35 |

# Attachment A: Attachments Checklist

Respondent Company Name: Revolution Foods

| Attachment | Check | Attachment name |
|---|---|---|
| A | ☒ | Attachments Checklist |
| B | ☒ | Minimum Qualifications |
| C | ☒ | FSMC Professional Standards |
| D | ☒ | Proposal Questionnaire |
| E | ☒ | Respondents References |
| F | ☒ | Authorization Agreement |
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| H | ☒ | Certifications Regarding Lobbying Activities, Debarment, Suspension and Other Responsibility Matters |
| I | ☒ | Certificate of Independent Price Determination |
| J | ☒ | 21–Day Cycle Menu (Include) |

## Attachment B: Minimum Qualifications

A Respondent must meet all of the following minimum qualifications to the SFA's satisfaction to be given further consideration. Failure to satisfy any of the minimum qualifications may result in the immediate rejection of the proposal.

As of February 1, 2026, both the Respondent's company and its key personnel meet all of the following minimum qualifications:

1. The Respondent has at least between one and five years of experience with food service programs.
   ☒Yes
   ☐No

2. The Respondent has the resources and ability to provide 200,000 of meals per fiscal year.
   ☒Yes
   ☐No

3. The Respondent has knowledge and experience with the National School Lunch, School Breakfast Programs, CACFP Supper Program and Seamless Summer Option Program.
   ☒Yes
   ☐No

4. The Respondent has professional references that demonstrate and evidence the ability to perform the required services.
   ☒Yes
   ☐No

5. The Respondent is licensed to do business in the state of California.
   ☒Yes
   ☐No

6. The Respondent agrees to adhere to the Department of Justice (DOJ) fingerprint and criminal background investigation and Tuberculosis (TB) requirements of Education Code Section 45125.1 et seq., and 49406 and provide an affidavit that certifies that all of the Respondent's employees that work at TEACH Public Schools campuses and come in contact with students have appropriate DOJ and TB clearances. Clearances must not be obtained at the expense of the SFA and the SFA shall not reimburse for these expenses. The affidavit must list the following:
   a. Employee name and SFA location(s) he or she services
   b. Date of criminal background check clearance
   c. TB expiration date
   d. Name of DOJ custodian of records

   The Respondent's affidavit must be submitted with high authority per the Respondents Organizational Chart (i.e. Management Team, C-level executive, etc.). The affidavit must be provided to the SFA prior to the first day of meal service. Failure to provide this documentation shall be considered a material breach and can be used as grounds to suspend the start of the contract until

the affidavit be furnished or to terminate the contract immediately. SFA may request updated documentation as needed. Respondent must take appropriate action to remove any employee whose arrest notification poses a threat to the school population in order to ensure the safety of all students.

☒Yes
☐No

7. Respondent will ensure that any and all employees handling food in any way keep current and appropriate ServSafe certification.

   ☒Yes
   ☐No

8. The Respondent agrees to comply with all current federal, state, and local health and safety requirements applicable to school food service operations. Respondent shall ensure that all employees assigned to TEACH Public Schools meet all legally required health clearances.

   ☒Yes
   ☐No

9. Respondent will submit a proposed contingency plan to account for supply-chain issues or staffing shortages due to force majeure. Provide examples of items provided when the primary supply item has not been available.

   ☒Yes
   ☐No

10. Respondent will provide a description of the FSMC supports offered to the SFA in the event of a CDE Administrative Review or other compliance audit. Include notification timeline and estimated turnaround time for documentation requests.

    ☒Yes
    ☐No

# Attachment C: FSMC Professional Standards

**FSMC Employees Professional Standards**

Federal Register Vol. 80, No. 40, dated March 2, 2015, referred to as the "Final Rule," establishes minimum professional standards for school nutrition personnel who manage and operate the National School Lunch and School Breakfast Programs. In the Final Rule, the following definitions are established:

1. **School Nutrition Program Director**. The school nutrition program director is any individual directly responsible for the management of the day-to-day operation of school food service for all participating schools under the jurisdiction of the school food authority.
2. **School Nutrition Program Manager**. The school nutrition manager is any individual directly responsible for the management of the day-to-day operation of school food service for a participating school(s).
3. **School Nutrition Program Staff**. School nutrition program staff are those individuals, without managerial responsibilities, involved in day-to-day operations of school food service for a participating school(s).

The Final Rule establishes that these definitions apply to the function/role rather than the specific title within the school food service structure, and that the definitions apply whether or not the school food service is operated by an FSMC. Therefore, as of the effective date of this contract, the minimum professional standards established by the Final Rule, and described therein, shall apply to FSMC staff performing any of the duties described above.

The FSMC shall only place staff for work in the school district that meet the minimum professional standards outlined in 7 *CFR,* Section 210.30, which can be viewed at the following web page: http://www.fns.usda.gov/sites/default/files/cn/profstandards_flyer.pdf.

☒ The SFA shall ensure that all staff the FSMC proposes for placement meet the minimum professional standards.

☒ The FSMC shall ensure their employees take the required annual training as outlined in the professional standards and provide certification of such training to the SFA. The FSMC shall remove from the SFA premises any staff who fail to take the required annual training.

☒ The FSMC shall provide the SFA with a list of proposed employees and evidence that they meet the professional standards.

**Respondent Acknowledgement:**

Drew Helmey
Certified by: (type or print)

SVP, Sales, Customer Experience & Marketing
Title

Signature

4/10/2026
Date

# Attachment D: Proposal Questionnaire #1:

Provide a general description of your company's qualifications and experience relevant to the minimum qualifications in Attachment B, along with any necessary substantiating information. Limit your responses to information about your company's capabilities.

## SCOPE OF SERVICES

| Programs Supported | Service Models: |
|---|---|
| • National School Lunch Program (NSLP)<br>• School Breakfast Program (SBP)<br>• Seamless Summer Option (SSO)<br>• Child and Adult Care Food Program (CACFP)<br>• Afterschool Snack Program<br>• California state nutrition initiatives | • Family-style meal service<br>• Ready-to-heat pre-packed meals<br>• Ready-to-serve hot meals<br>**Comprehensive Services:** Menu planning, procurement, production, delivery, compliance management, marketing & program promotion, and nutritional analysis |

## OPERATIONAL EXCELLENCE

**99% On-Time Delivery:** GPS-enabled tracking, temperature-controlled production and transport

**Scratch Preparation Expansion:** In-house production of high-volume meal components for SY 26-27 backed by rigorous food safety standards

**Food Safety**: Comprehensive Hazard Analysis and Critical Control Points across all facilities

**Quality Assurance Processes:**

- Dedicated FSQA team oversight
- Daily meal checks and corrective action protocols
- Annual system reviews and regulatory updates (FDA)

**Consistent Compliance:** USDA, California Department of Education (CDE), and federal program standards

**Food Safety & Quality Assurance:** Our safety program exceeds regulatory standards through a multi-layered approach:

- **HACCP & GMPs:** We operate under a rigorous HACCP-based system and strict Good Manufacturing Practices (21 CFR Part 110) to control biological, chemical, and physical hazards from receiving through distribution.
- **Written Food Safety Program:** Our system integrates HACCP principles with detailed SOPs for temperature monitoring, allergen control, and traceability.
- **Certifications:** We are federally recognized and fully compliant with CDPH, FDA, and USDA standards; we are also currently working toward formal SQF (Safe Quality Food) certification.

**Documentation Management:**

- Complete meal pattern documentation for all programs
- Nutritional analysis for every menu item
- Production records and temperature logs
- Delivery verification and student participation tracking

**Audit Excellence:** Proven track record of successful Administrative Reviews with comprehensive documentation and proactive compliance management

🌱 **Compostable Packaging:** A compostable tray pilot was launched across all SFUSD schools served by Revolution Foods in the Fall of 2025. This pilot is being worked to become the standard for all main meal trays

## SENIOR LEADERSHIP

**Chief Executive Officer:** CEO, George Blanco brings over 35 years of leadership in the food industry to Rev. From farms to factories, he's led teams across every corner of food manufacturing, distribution, and strategy. George is committed to expanding access to fresh, healthy meals, and developing new kid-approved products

## CULINARY DEVELOPMENT

**Student-Centered Approach:** Culturally responsive menus balancing nutrition requirements with student appeal

**Key Features:**

- 💡 Clean-label ingredients prioritized
- 🍎 Seasonal and locally sourced produce
- 📒 Continuous evaluation of participation data and student feedback
- 📟 Menu modernization aligned with evolving district needs

## PARTNERSHIP & SITE SUPPORT

**Customer Experience Account Managers:** Dedicated support reviewing ordering patterns, observing service flow, identifying waste reduction opportunities, and improving participation

**Collaborative Model:** Proactive problem-solving and shared accountability ensuring responsive, district-focused service

**Revolution Foods is ready to serve you and your students with the reliability, quality, and partnership you deserve.**

— Dependable Daily Service | Proven Excellence | Collaborative Partnership —

# Attachment D: Proposal Questionnaire #2

Provide a statement indicating the year your company was founded; what the primary business(es) of the company is(are); the length of time the company has been providing food service management services (consulting, food purchase, etc.) and related services as described in this RFP. In addition, provide the duration and extent of experience the company has with similar SFA food management services.

**COMPANY OVERVIEW**

**Founded 2006** by two mothers | **880+ million meals served** | **1 Mission:** *Making Healthy Irresistible*

**Certified B Corp & Public Benefit Corporation:** legally committed to balancing financial sustainability with social and environmental responsibility

Today, 95% of our work is tied to federally funded nutrition programs. We have administered the following programs since our earliest years, giving us deep experience with compliance, reimbursement, and school nutrition operations.

**Initial Years of Administering Food Service Programs**

- School Breakfast Program – August 2006
- National School Lunch Program – August 2006
- Afterschool Meal Supplement (Snack) – August 2006
- Child and Adult Care Food Program – August 2006
- Seamless Summer Feeding Option – June 2007

## WHY SHOULD YOU CHOOSE REVOLUTION?

**PROVEN SCALE & CAPACITY**

**Current Operations:** 850+ sites | 145 School Food Authorities | 175,000+ meals daily

**Infrastructure:** Sufficient staffing, facility capacity, and transportation resources to support without service disruption

**Track Record:** Nearly 20 years successfully serving large, complex urban districts across California

## STABILITY WITHOUT STAGNATION

**Infrastructure** to reliably serve large, complex districts

**Flexibility** to evolve alongside district priorities

**Embedded local leadership** ensuring responsive service

**Strengthened operational systems** from continuous improvement

**Continued investments** in production, sustainability, menu development

## OUR COMMITMENT TO YOU

We recognize the responsibility of serving you and your students and remain committed to delivering consistent, high-quality meals through:

**Transparency —** Open communication, clear data, honest reporting
**Accountability —** Meeting commitments, solving problems proactively, owning outcomes
**Collaborative Partnership —** Working alongside SFA staff as true partners in student success

## ADVANCING YOUR PRIORITIES

Our operational model supports your goals around:

**Student nutrition and participation** — High-quality meals students choose with clean label ingredients

**Operational efficiency** — 99% on-time delivery, above standard food and safety standards

**Sustainability** — Local sourcing, food waste reduction, compostable packaging

**Community engagement** — Taste testing and nutrition programs

# Attachment D: Proposal Questionnaire #3

Provide a general description of how your company will be able to provide the experience, ability, and financial standing necessary to meet the requirements set forth in this RFP.

Revolution Foods has spent over 20 years building the infrastructure, partnerships, and operational discipline to serve communities at scale — and this contract represents exactly the type of mission-aligned work we were built for. Our facilities, team, and daily production capacity are purpose-built to deliver without disruption, and our standing as the only Certified B Corporation in vended meals means that quality and accountability are baked into every decision we make. The numbers and partnerships below speak to that track record.

| | | | |
|---|---|---|---|
| **850+** Sites Served | **145** School Food Authorities | **20** Years Experience | **700+** Team Members |

| | | | |
|---|---|---|---|
| **52K** Breakfasts Daily | **88K** Lunches Daily | **14K** Suppers Daily | **21K** Snacks Daily |

## INFRASTRUCTURE & CAPACITY

**4 Production Facilities:** Los Angeles (Southern CA), San Lorenzo (Northern CA), Las Vegas (NV), San Diego (CA)
**Service Capacity:** 175,000+ meals daily across California and Nevada with sufficient staffing, facility capacity, and transportation to support without disruption

## REPRESENTATIVE PARTNERSHIPS

| Districts & Community | Charter Networks |
|---|---|
| • San Francisco USD<br>• Long Beach USD<br>• Westminster USD<br>• YMCA Silicon Valley<br>• Archdiocese of LA<br>• Mark West Union School District<br>• Reed Union School District<br>• Roseland School District<br>...and more statewide | • Aspire Public Schools<br>• Summit Public Schools<br>• Alliance College-Ready<br>• Education for Change<br>• Citizens of the World<br>• ICEF Public Schools<br>• Equitas Academy<br>• LA Leadership Academies<br>...and more statewide |

## CERTIFIED B CORPORATION & PUBLIC BENEFIT CORPORATION

**Legal Commitment to Social Responsibility**

As the only certified B Corporation and Public Benefit Corporation in K12 Vended Meals, Revolution Foods is legally required to balance financial sustainability with social and environmental responsibility.

**What This Means:** Student health, compliance, and operational integrity remain central to every business decision — not just profit maximization. We're held accountable to the highest standards of social and environmental performance through independent third-party verification.

**Letter of Financial Standing**

Dear Members of the Evaluation Committee ,

Revolution Foods is the largest K12 meal supplier across California, with a singular focus on providing the highest quality meals for kids. Our ability to adapt and provide schools with personalized levels of meal service and related services is unmatched in California.

Our two production facilities in Northern and Southern California produce over 25 million meals per school year and serve almost 100K scholars. We are continuing to build our Hub and Spoke operations to ensure the highest quality delivery as we enhance and expand support for our customers – for accurate and on time delivery and to serve meals at the right temperature under the strictest FDA and USDA standards. Our 700 plus employees work hard every day to meet our customers' evolving needs and expectations for freshly prepared, home style scratch cooking, local sourcing, and to match regional tastes.

Financial strength and sustainability are critical to meeting the evolving needs of our customers. So, with support from our institutional grade investors, we continue to invest in state-of-the-art equipment to expand our meal options and scratch cooking capabilities for the current and next school year.



George Blanco
Chief Executive Officer
gblanco@revolutionfoods.com

## Attachment D: Proposal Questionnaire #4

Provide a complete list of SFAs that have non-renewed, discontinued or terminated your company's services in the last five years and the reason(s) why.

June 2025

- Soar Academy - SFA went to bid and chose to go with lower priced vendor
- Kairos Public Schools – The SFA returned to its district due to financial losses from its hybrid model

June 2024

- El Sol Science & Arts Academy – The school discontinued contract as they opted to resume services with their private caterer, who could more readily accommodate their requirements for vegan meals.
- ISANA Academies - SFA went to bid and chose to go with lower priced vendor

June 2023

- NEW Academy of Science & Arts - SFA went to bid and chose to go with lower priced vendor
- TEACH LA Public Schools - SFA went to bid and chose to go with lower priced vendor
- YPI Charter Schools - SFA went to bid and chose to go with lower priced vendor
- Alliance College-Ready Public Schools - SFA went to bid and chose to go with lower priced vendor

June 2022

- PUC Schools – The school district typically follows a bidding cycle every three years and ultimately selected a provider offering a lower price.
- ICEF Public Schools - SFA went to bid and chose to go with another vendor but returned in 2023
- Soleil Academy - Due to their standard two-year bidding cycle, the school district solicited new proposals and awarded the contract based on lower pricing.

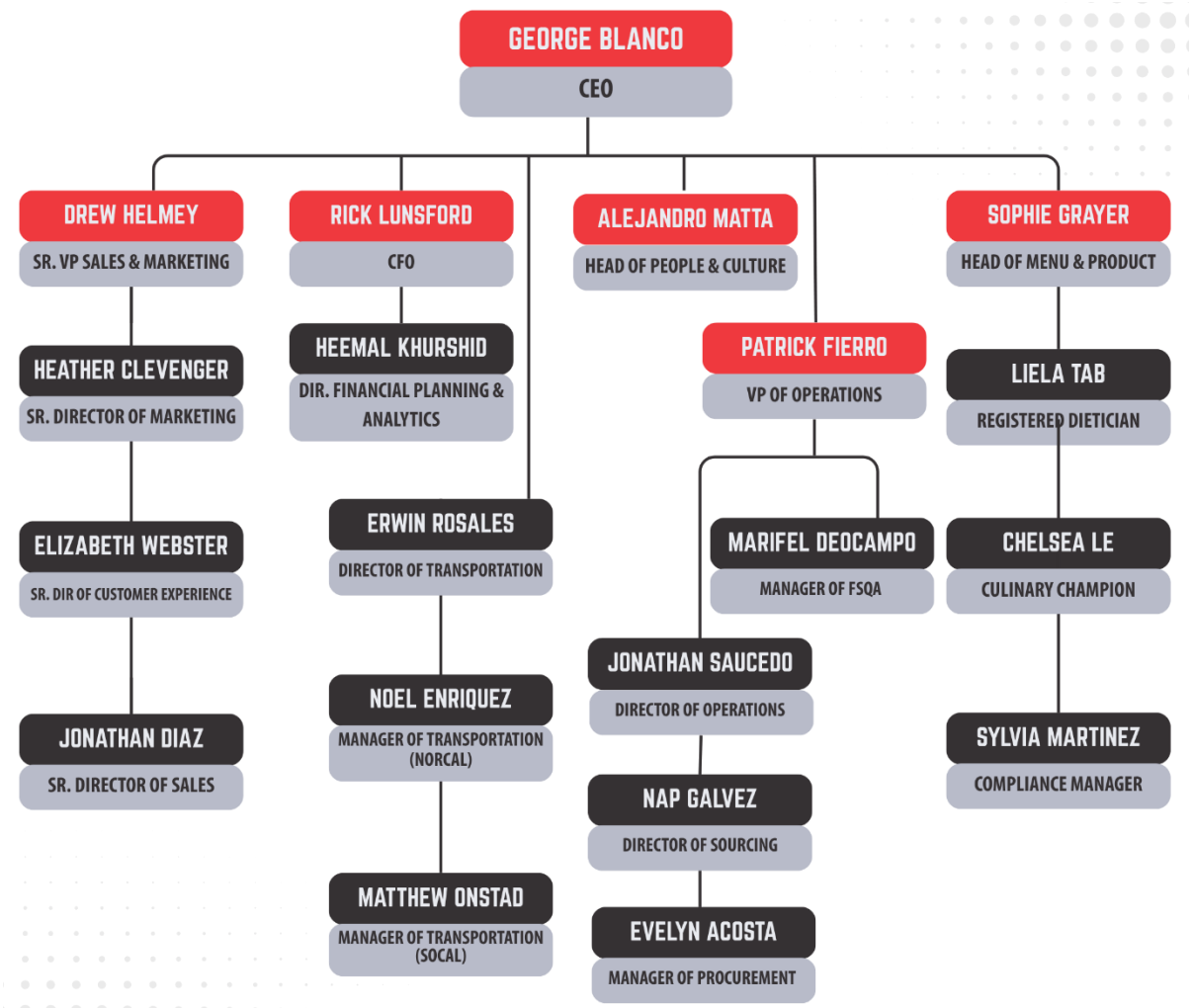
June 2021

- Global Education Academy – SFA went to bid and chose to go with another vendor

Proprietary

# Attachment F: Proposal Questionnaire #5 Pt. I

Provide an organization chart for your company, a description of the lines of communication, and the responsibilities at each corporate level.




**Responsibilities at Each Corporate Level:**

- Executive (C-suite/Top-level Leadership)
  a. Develop and implement the overall strategy and vision.
  b. High-level decision-making regarding direction, growth, and operations.
  c. Manage financial health and budgeting.
- Director (Mid-level Leadership)
  a. Ensure alignment of departmental goals with the company's overall objectives.
  b. Lead and mentor managers and ensure their teams are operating effectively.
  c. Drive initiatives that improve efficiency, innovation, and performance within the department.
- Manager (Operational/Team Leadership)
  a. Manage day-to-day operations and oversee team members' work.
  b. Handle team scheduling, workload distribution, and resource allocation.
  c. Resolve conflicts, performance issues, and ensure team cohesion.
- Associate (Entry/Support-level)
  a. Perform specific tasks or projects within their area of expertise.
  b. Follow guidelines and procedures provided by management and leadership.

**Communication Overview:**

Our standard practices involve clear, concise, and timely exchanges of information between all levels of our organization. Regular updates are shared through emails, meetings, and reports to ensure alignment of goals, performance, and key initiatives. Transparency, feedback loops, and open channels, such as instant messaging or daily standups, foster collaboration and ensure smooth operations across teams.



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## Attachment F: Proposal Questionnaire #6

**Proprietary**

Provide a complete balance sheet or annual report (verified by a certified public accountant) for the last three years of operation. In addition, describe how the FSMC managed fiscal challenges impacted by the COVID-19, if any; if so, please provide details.

| | FY23 | FY24 | FY25 |
|---|---|---|---|
| Cash | 11,542,761 | 6,566,475 | 6,264,462 |
| ST Investments | 100,063 | 0 | 0 |
| Accounts Receivable | 14,042,011 | 15,551,513 | 12,297,159 |
| Inventory | 2,426,775 | 2,778,284 | 2,227,256 |
| Prepaid Expenses & Other Receivables | 805,433 | 830,082 | 918,604 |
| **Fixed Assets (Net)** | 9,189,972 | 7,616,506 | 3,071,490 |
| LT Assets | 13,303,072 | 11,135,592 | 14,254,007 |
| Intangible Assets | 34,839,648 | 32,089,086 | 25,120,146 |
| Security Deposits | 1,807,006 | 1,634,660 | 1,338,484 |
| **Total Assets** | **88,056,741** | **78,202,198** | **65,491,608** |
| **Accounts Payable** | 4,971,732 | 3,880,850 | 2,953,810 |
| **Accrued Liabilities** | 10,414,724 | 7,292,674 | 6,080,822 |
| Other Current Liabilities | 0 | 0 | 100,000 |
| **Current Liabilities (excludes debt)** | **15,386,456** | **11,173,524** | **9,134,632** |
| Capital Leases | 15,202,783 | 12,943,374 | 8,726,921 |
| Notes Payable | 31,092,617 | 37,970,302 | 46,019,836 |
| Other Long Term Liabilities | 15,577,605 | 11,053,225 | 7,424,854 |
| **Long Term Liabilities** | **61,873,004** | **61,966,901** | **62,171,611** |
| **Total Liabilities** | **77,259,460** | **73,140,425** | **71,306,243** |
| Stock + APIC | 262,875,615 | 263,175,615 | 263,528,170 |
| Accumulated Deficit + Current Year Gain/Loss | -252,078,335 | -258,113,842 | -258,077,550 |
| **Equity** | **10,797,280** | **5,061,773** | **5,450,620** |
| **Total Equity+Liabilities** | 88,056,741 | 78,202,198 | 76,756,863 |

In accordance with the RFP's 2-page maximum, certified balance sheets have been provided via this link for your reference. All documents linked are **confidential** and **proprietary**.

## Operational Resilience & Contingency Planning

During the COVID-19 pandemic, Revolution Foods moved quickly to stabilize service and reconfigure operations in real time. While school closures significantly reduced traditional delivery locations, overall meal volume increased. We responded by consolidating and redesigning our distribution model—shifting from decentralized daily deliveries to centralized community pickup sites—driving greater efficiency while expanding access.

We developed meal kits and introduced frozen meal options to support at-home consumption, all while maintaining full USDA compliance. Importantly, we did not step back from service—we leaned in. Our team deployed temperature-controlled vehicles and trained staff to directly support site-based distribution, ensuring food safety, consistency, and a reliable experience for families.

From a fiscal standpoint, we managed through volatility with discipline and scale. Higher volumes allowed us to operate more efficiently, and we leveraged our purchasing power to maintain consistent access to product despite widespread supply chain disruptions. At the same time, we remained flexible with menus and offerings to adapt to availability without compromising quality or compliance.

This combination of operational agility and financial stewardship allowed us to remain a stable partner when consistency mattered most.

We have since built on these learnings. Today, our contingency planning includes flexible menu frameworks, diversified sourcing, and scalable production and distribution models that can quickly adjust to disruptions—whether supply chain-related, operational, or external events such as labor actions. We have successfully applied this approach during school strikes, modifying menus, delivery styles, and communication plans in real time to meet partner needs.

No two disruptions are the same. Our approach is rooted in partnership—working closely with each school community to align on priorities and implement practical, responsive solutions. This is where we perform best: solving problems, maintaining continuity, and delivering for students regardless of the challenge.




*Revolution Foods: Addressing Food Insecurity During the Pandemic video linked in Image above!*

# Attachment F: Proposal Questionnaire #7

Provide a description of promotional and marketing materials you will use to attract students to the program.

**OUR COMMITMENT: We don't just serve meals—we build thriving nutrition programs through strategic marketing, continuous engagement, and data-driven optimization that drives measurable results for your school communities.**

## Why Our Approach Matters

School meal programs succeed when students choose to participate, families understand the value, and schools feel supported. Our approach turns your meal program into a trusted, visible, and celebrated part of the school community.

## Our Marketing & Engagement Framework

Our approach is built on four strategic pillars that work together to drive participation, satisfaction, and program success:

| Strategic Pillar | Key Activities | Measurable Outcomes |
|---|---|---|
| **1. CONTINUOUS FEEDBACK & LISTENING** | • 3 structured feedback programs<br>• Real-time student sentiment tracking<br>• Bi-annual stakeholder surveys | • 50%+ response rates<br>• 10 improvement initiatives per survey cycle |
| **2. COMMUNICATION ASSETS & AWARENESS** | • Comprehensive Resource Center<br>• Multi-lingual materials<br>• Digital & print promotional tools | • 20+ ready-to-use materials<br>• Reduced staff workload |
| **3. PARTICIPATION-DRIVING PROGRAMS** | • Breakfast in the Classroom<br>• RevUp Rewards<br>• New menu samplings | • 40%+ participation increases<br>• Higher student satisfaction |
| **4. EDUCATION & COMMUNITY BUILDING** | • Social posts for sharing<br>• Culinary center tours<br>• Grill days & family events | • Enhanced nutrition knowledge<br>• Stronger family connections<br>• Community advocacy |

## PILLAR 1: CONTINUOUS FEEDBACK & LISTENING

We actively listen so programs improve in real time.




### 1. Happy or Not Student Feedback Kiosks

Kiosk-based, one-tap feedback collected in rotating school cycles, with reports shared directly with school leadership.

### 2. Menu Committee: Collaborative Planning

Regional meetings that bring together program operators, nutrition staff, and district stakeholders for collaborative menu development.

### 3. School Satisfaction Survey (Net Promoter Score)

Comprehensive twice-annual surveys of all school contacts supporting meal programs, providing systematic feedback from administrators, nutrition staff, teachers, and support personnel.

## PILLAR 2: STRATEGIC COMMUNICATIONS & AWARENESS

We make promotion easy and effective.

### Comprehensive Resource Center

Our robust, centralized Resource Center hosts 20+ professionally designed materials that help you promote your nutrition program without spending time or money on custom development.

### Available Resources Include:

| | |
|---|---|
| **Parent Letters & Communications** | Customizable templates in multiple languages |
| **Meal Cards with Photos** | Visual menu guides with multi-lingual meal names |
| **Promotional Posters & Flyers** | Eye-catching designs for cafeterias and hallways |
| **Social Media Content** | Ready-to-post graphics and messaging |
| **Newsletter Content** | Articles and blurbs for school/district newsletters |
| **Nutrition Education Materials** | Age-appropriate content for students and families |
| **Event Promotional Materials** | Support for back-to-school nights, open houses, etc. |

**Key Features & Benefits:**

All materials professionally designed and brand-consistent

Multi-lingual support & customizable with your district branding and specific information

Updated regularly with seasonal themes and current menu item

Reduces workload on district staff—ready to use immediately

https://www.revolutionfoods.com/resources/




## PILLAR 3: PARTICIPATION-DRIVING PROGRAMS

### 1. Breakfast in the Classroom: Game-Changing Results

A proven model that improves attendance, behavior, and academic performance while increasing participation.

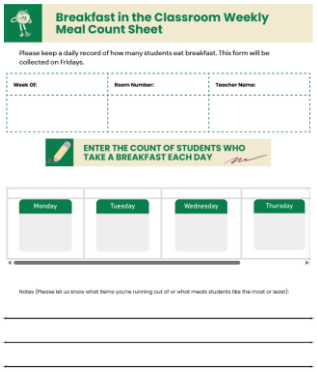
Improved attendance and reduced tardiness

Better classroom behavior and engagement

Enhanced academic outcomes and test scores

Increased focus and concentration

Reduced hunger-related behavioral issues







**Evidence of Effectiveness:**

56% → 96% participation increase in pilot program

Zero food waste

Fewer hunger-related office visits

### 2. On-Site Student Samplings

Schools can request interactive tasting events that collect real-time feedback and build excitement around new menu items.

***Sampling Visit Benefits:***

Gather real-time reactions and preferences

Build excitement and anticipation for upcoming menu changes

Create fun, engaging experience that builds program enthusiasm.




### 3. RevUp Rewards: Family Engagement Program

A unique program that promotes meaningful conversations between students and caregivers about nutrition, food preferences, and healthy choices.

***Program Features:***

Daily engagement opportunity—students can enter once per day

Encourages dinner table conversations: "What did you eat today?" "How did you like it?" "What would you try?"

Strengthens family connection to school meal program

2 winners are chosen each month creating a fun, gamified format that students enjoy with prizes that strengthen the mind or promote activity.

***Impact:*** RevUp Rewards transforms passive meal consumption into active family engagement, building program awareness and student enthusiasm while giving families insight into school nutrition offerings.

## PILLAR 4: EDUCATION & COMMUNITY BUILDING

A strong nutrition program goes beyond meals by building trust, connection, and community support.

1. **Culinary Center Field Trips:** Guided tours that showcase food safety, quality processes, and meal preparation.
2. **Family Engagement Events:** Support for back-to-school nights, open houses, nutrition workshops, and parent-focused engagement.

**The Bottom Line:** Marketing and engagement aren't "nice to have" extras—they're essential to program success. With Revolution Foods, you get a true partner who brings strategic thinking, proven tools, and dedicated support that drives measurable results.

# Attachment F: Proposal Questionnaire #8

Provide a recommended transition plan that describes the steps the Respondent will take to begin providing the services described in this RFP.

**Transition Plan for New School Onboarding**




Revolution Foods has developed a proven, structured transition process designed to ensure seamless onboarding for every new school site while honoring the unique character of each location. Our approach is rooted in partnership, proactive communication, and a commitment to service excellence from day one.

**Site Assessment & Discovery**

As early as possible following notification of a new school award, Revolution Foods leadership will schedule an on-site visit with school staff. During this visit, our team will conduct a thorough walkthrough of the facility to assess the current meal service setup, including drop-off areas, serving areas, line flow, and point-of-sale infrastructure. We engage in open dialogue with school staff to understand which current operational functions are working well and where challenges exist. Our goal is to preserve the best of what is already in place while offering targeted solutions to address any gaps. Revolution Foods does not operate on a one-size-fits-all model, as every school is treated as unique and our service plan reflects that.

**Staffing Structure & Scalability**

When new schools are added to our portfolio, staffing is scaled in direct proportion to meal volume, service model (Offer Versus Serve or Serve Only), and the overall complexity of the site. All delivery drivers and service staff assigned to new sites are identified, screened, hired, and trained prior to the first day of service. Training encompasses daily site-specific needs, industry best practices, and protocols for working safely in proximity to students and school staff. All on-site personnel will comply with Department of Justice fingerprinting and criminal background check requirements, as well as Tuberculosis screening. Revolution Foods will coordinate with the School Food Authority to ensure all documentation is current and readily accessible. Staff receive ongoing retraining and regular performance evaluations to maintain the highest standards.

**Equipment Needs & Planning**

Following the initial site walkthrough, Revolution Foods will provide the SFA and site staff with a written recommended plan addressing delivery logistics, serving area configuration, line flow, and equipment requirements. Where additional equipment is needed, we will supply a specific list of items available for loan or purchase through Revolution Foods, ensuring sites are fully equipped without placing unnecessary burden on school budgets or staff.

**Roles & Responsibilities**

Clear delineation of daily responsibilities is essential to smooth operations. Following the walkthrough and equipment planning process, the Revolution Foods Customer Service Manager will meet with site staff to establish expectations for daily setup and breakdown. Generally speaking, school site staff handle the setup and movement of heavier equipment such as tables and tents, which helps minimize injury risk for our service team. Revolution Foods staff take ownership of all food-related setup, meal staging, disbursement configuration, and the cleaning and organization of all serving and delivery equipment at the close of each service period. This division of responsibilities is discussed and confirmed with each site individually to ensure alignment and mutual understanding before service begins.

**New Year Rollout & Ongoing Quality Assurance**

As service commences at each new school site, members of Revolution Foods' leadership team will be present on-site to observe quality, staff-student interactions, operational processes, and line flow. Management will remain available to school staff in real time to make any necessary adjustments and ensure the highest quality service from the very first meal. Site staff will also be provided with a comprehensive list of Revolution Foods contact numbers and email addresses to facilitate prompt communication for any suggestions or concerns that arise.

**A first impression matters for students, families, and school administrators alike. Our goal is to be a true and lasting partner to every school we serve, keeping students engaged and ensuring that every meal service reflects the care and quality that Revolution Foods delivers across all of our programs.**



# Attachment E: Respondent References

| **Reference 1** | | |
|---|---|---|
| Name of Reference: Green Dot Public Schools | | |
| Street Address: 1149 South Hill Street, Suite 600 | | |
| City, State: Los Angeles, CA | Zip Code: 90015 | Contact Email: darren.alexander@greendot.org |
| Contact Person: Darren Alexander | Contact Title: Operations Manager | Contact Phone Number: 213-703-9179 |
| Brief Description of Services Provided: CACFP, SSO, SBP, NSLP | | |
| Dates of Service: 2020 – Current | | |

| **Reference 2** | | |
|---|---|---|
| Name of Reference: Camino Nuevo Charter Academy | | |
| Street Address: 3435 W Temple St | | |
| City, State: Los Angeles, CA | Zip Code: 90026 | Contact Email: rodolfo.andalon@pueblonuevo.org |
| Contact Person: Rodolfo Andalon | Contact Title: Director Of Operations | Contact Phone Number: 213-417-3400 |
| Brief Description of Services Provided: SBP, NSLP | | |
| Dates of Service: 2022 – Current | | |

| **Reference 3** | | |
|---|---|---|
| Name of Reference: Ednovate Schools | | |
| Street Address: 533 Glendale Blvd | | |
| City, State: Los Angeles, CA | Zip Code 90026 | Contact Email: mgarciakarsli@ednovate.org |
| Contact Person: Marce Garcia-Karsli | Contact Title: Senior Manager of Operations | Contact Phone Number: 562-569-4283 |
| Brief Description of Services Provided: SSO, SBP, NSLP | | |
| Dates of Service: 2024 – Current | | |

# Attachment F: Authorization Agreement

Request for Proposal for Food Service Management Company

RFP Number: 2627-001

We, Revolution Foods, by our signature on this document certify the following:

1. That we will operate in accordance with all applicable California state and federal laws, regulations, and statutes.

2. That the terms, conditions, warranties, and representations made within this RFP and our proposal shall be binding upon us and shall be considered a part of the contract as if incorporated therein.

3. That the proposal submitted is a firm and irrevocable offer good for one year.

4. That we have carefully examined all terms and conditions set forth in the Model Fixed-price Contract issued by TEACH Public Schools.

5. That we have made examinations and verifications, and are fully conversant with all conditions under which services are to be performed for TEACH Public Schools.

6. That negligence in the preparation or presentation of, errors in, or omissions from proposals shall not relieve us from fulfillment of any and all obligations and requirements in the resulting contract.

FSMC Name: Revolution Foods, PBC

Address: 5743 Smithway St. Suite 103

City: Commerce State: CA Zip: 90040

Email Address: info@revolutionfoods.com

Web Site Address: www.revolutionfoods.com

Name of Authorized Representative: Drew Helmey

Title of Authorized Representative: SVP, Sales, Marketing & Customer Experience

Signature of Authorized Representative:

Date Signed: 4/10/2026

# Attachment I: Fee Proposal

All costs are based on average daily participation of **1000** number of meals served on **180** number of school days.

| COST BREAKDOWN | | | |
|---|---|---|---|
| Respondent Instructions<br>**Provide a breakdown of all costs included in the fixed price, including personnel costs.**<br>**Provide the cost per meal; base all food costs** on the attached 21–day cycle menu**.**<br>Clearly identify all costs | | | |
| Item # | **Description**<br>*(Include All Goods and Services included in the Fixed Price)* | | Annual Cost |
| **1.** | Breakfast | | **$357,750.00** |
| **2.** | Lunch | | **$702,000.00** |
| **3.** | Snack | | **$93,150.00** |
| **4.** | Supper | | **$315,900.00** |
| **5.** | SSO Breakfast & Lunch (Based on 20 Days of Summer Service) | | **$ 66,150.00.00** |
| | Sub Total | | **$1,534,960** |
| | **Personnel Costs** | | Annual Cost |
| **5.** | Server Rate (8 servers, approx. 44 hrs total/day, 180 DOS) | $30.68/hr | $242,985.60 |
| **6.** | Management Fee Per Meal | NA | - |
| **7.** | Consultant Fee Per Meal | NA | - |
| | **Sub Total** | $ | $242,985.60 |
| | **GRAND TOTAL** | | $**1,777,945.60** |

| COST PER MEAL | | | |
|---|---|---|---|
| Respondent Instructions:<br>**Provide the cost per meal; base all food costs** on the attached 21–day cycle menu**.**<br>**Prices must not include values for donated foods and must include all meal programs applicable.** | | | |
| **1. LINE ITEM** | 2. Daily UNITS | 3. RATE | 4. Daily TOTAL |
| Breakfast | 750 | $2.65 | $1,987.50 |
| Lunch | 1000 | $3.90 | $3,900.00 |
| Snacks | 450 | $1.15 | $517.50 |
| Supper | 450 | $3.90 | $1,755.00 |
| SSO Breakfast | 450 | $3.05 | $1,372.50 |
| SSO Lunch | 450 | $4.30 | $1,935.00 |
| **TOTAL** | | | **$11,467.50** |

*Revolution Foods is excited to share that we anticipate rolling out compostable trays across all school sites in the near future. This initiative reflects our ongoing commitment to sustainability and responsible stewardship of the communities we serve. As with all of our service enhancements, this transition will come at no additional cost to your program.*

*All meal prices outlined in this proposal are fixed and will remain consistent across all school sites, regardless of whether TPES is renewed.*

**Meal Service Details:**

- Rates are based on daily hot and ready-to-eat delivery
  - Meals will be delivered in appropriate equipment (Cambros) to temperature is maintained upon delivery
- Meal Service Type:
  - TPES: Serve All
  - TAT: Serve All
  - TTCHS: Offer Versus Serve (OVS)

**Pricing Disclosures for Additional or Upgrade Options**

1. Special Therapeutic Meals – 9 major food allergens covered -milk, eggs, fish, shellfish, tree nuts, peanuts, wheat, sesame, and soybeans[1]
   Breakfast: $ 3.50 Lunch: $ 5.00
2. Soy Milk – non medically needed: $ 0.80 ea
3. 3rd Party Pizza Meal Options: additional $0.56 per lunch
4. Onsite BBQs for Lunch: additional $0.64 per lunch (when available)
5. Salad Bar as Vegetable Side (price per meal): $ .50 per meal, sold in kits of 50 count
6. National Commodity Processor Fee: 10% of creditable commodity usage

**Service Description**

All meals are available as pre-pack or family style, based on school request. All meals are served complete and fully reimbursable by state and federal student nutritional guidelines.

- Full serving of vegetable
- Full serving of fruit or fruit juice
- Sporks & Napkin kit for each lunch and breakfast when appropriate
- Trays for lunch (breakfast trays may be purchased al a carte)
- Milk – 1%, Fat Free, & Chocolate options
- Meal appropriate condiments
- Family Style (Buffet) is priced at the same rate as unitized meals

[1] *Special meals needed outside of the 9 major food allergens may result in a higher price, based on medical need.*

# Attachment H: Certification Regarding Lobbying

**The undersigned certifies, to the best of his or her knowledge and belief, that:**

1. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment or modification of any Federal contract, grant, loan, or cooperative agreement.

2. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

3. The undersigned shall require that the language of this certification be included in the award documents of all sub-awards at all tiers (including subcontracts, sub-grants, and contracts under grants, loans, and cooperative agreements) and that all sub- recipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, United States Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Revolution Foods, PBC
Organization:

5743 Smithway Street Suite 103
Street address:

Commerce CA, 90040
City, State, Zip:

Drew Helmey
Certified by: (type or print)

SVP, Sales, Marketing & Customer Experience
Title


Signature

4/10/2026
Date

# Disclosure of Lobbying Activities

| 1. Type of Federal Action:<br>I. Contract<br>II. Grant<br>III. Cooperative agreement<br>V. Loan<br>V. Loan guarantee<br>VI. Loan insurance N/A | 2. Status of Federal Action:<br>a. Bid/Offer/Application<br>b. Initial Award<br>c. Post-Award<br>N/A | 3. Report Type<br>A. Initial filing<br>B. Material change<br>For Material Change Only: Year___<br>Quarter _____<br>Date of last report _____<br>N/A |
|---|---|---|

| 4. Name and Address of Reporting Entity<br>☐ Prime ☐ Subawardee<br>☐ Tier, if known<br><br>Congressional District, if known: | 5. 5. If Reporting Entity in No. 4 is Subawardee, Enter Name and Address of Prime:<br><br>Congressional District, if known: |
|---|---|
| 6. Federal Department Agency | 7. 7. Federal Program Name/Description:<br><br>CFDA Number, if applicable: |
| 8. 8. Federal Action Number, if known: | 9. Award Amount, if known |
| 10. A. Name and Address of Lobbying Registrant (if individual, last name, first name, MI): | c. Individuals Performing Services (including address if different from 10A (last name, first name, MI |
| 11. Information requested through this form is authorized by Title 31 U.S.C. Section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure. | **Signature:**<br>  <br>**Print Name:** Drew Helmey<br>**Title**: SVP, Sales, Marketing & Customer Experience<br>**Telephone Number:** (323) 838-5555<br>**Date:** 4/10/2026 |
| FEDERAL USE ONLY | *Authorized for Local Reproduction*<br>*Standard Form LLL*<br>*(Rev. 7-97)* |

## Debarment, Suspension, and Other Responsibility Matters

As required by Executive Order 12549, Debarment and Suspension, and implemented per Title 2, *Code of Federal Regulations*, Part 180, for participants or respondents in primary covered transactions:

A. The Program Operator certifies that it and its principals:

a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any federal department or agency;
b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction; violation of federal or state antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (federal, state, or local) with commission of any of the offenses enumerated in paragraph (A)(2) of this certification; and
d) Have not within a three-year period preceding this application had one or more public transactions (federal, state, or local) terminated for cause or default.

B. Where the Respondent is unable to certify to any of the statements in this certification, they shall attach an explanation to this application.

Revolution Foods, PBC

Contractor/Company Name

RFP 2627-001

Award Number, Contract Number, or Project Name

Drew Helmey, SVP, Sales, Marketing & Customer Experience

Name(s) and Title(s) of Authorized Representatives

Signature(s)

4/10/2026

Date

# Attachment I: Certificate of Independent Price Determination

The Respondent(s) shall execute this Certificate of Independent Price Determination.

| Revolution Foods |
|---|
| Name of Respondent |

A. By submission of this offer, the offeror (Respondent/FSMC) certifies and, in the case of a joint offer, each party thereto certifies as to its own organization that in connection with this procurement:

1. The prices in this offer have been arrived at independently without, for the purposes of restricting competition, any consultation, communication, with any other offeror or competitor relating to (i) those prices, (ii) the intention to submit an offer, or (iii) the methods or factors used to calculate the prices offered;
2. The prices in this offer have not been and will not be knowingly disclosed by the offeror, directly or indirectly, to any other offeror or competitor, before a bid opening (in the case of a sealed bid solicitation) or contract award (in the case of a negotiated solicitation) unless otherwise required by law; and
3. No attempt has been made or will be made by the offeror to induce any person or firm to submit, or not to submit, an offer for the purpose of restricting competition.

B. Each signature on the offer is considered to be a certification by the signatory that the signatory:

1. Is the person in the offeror's organization responsible for determining the prices being offered in this bid or proposal, and that they have not participated, and will not participate, in any action contrary to paragraphs (A)(1) through (A)(3) above; or
2. (i) Has been authorized, in writing, to act as agent for the following principals in offering that those principals have not participated in, and will not participate in any action contrary to paragraphs (A)(1) through (A)(3) above.

- Insert full names of person(s) in the offeror's organization responsible for determining the prices offered in this bid or proposal, and the title of their position in the offeror's organization.

(ii) As an authorized agent, does certify that the principals named in subdivision (B)(2)(i) above have not participated, and will not participate, in any action contrary to paragraphs (A)(1) through (A)(3) above; and

(iii) As an agent, has not personally participated, and will not participate, in any action contrary to paragraphs (A)(1) through (A)(3) above, and

(iv) If the offeror deletes or modifies subparagraph (A)(2) above, the offeror must furnish with its offer a signed statement setting forth in detail the circumstances of the disclosure.

| | Drew Helmey, SVP, Sales, Marketing & Customer Experience | 4/10/2026 |
|---|---|---|
| Signature of FSMC's Authorized Representative | Title | Date |

*In accepting this offer, the SFA certifies that no representative of the SFA has taken any action that may have jeopardized the independence of the offer referred to above.*

# SAMPLE WEEK ONE

WHICH DAYS Will YOU LOCK IN?

REVFOODS

Attachment J: 21–Day Cycle Menu

## BREAKFAST

| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---|---|---|---|---|
| French Toast Sticks | English Muffin Sausage & Cheese Sandwich | Strawberry Whole Grain Mini Pancakes | Egg Scramble With Biscuit | Croissant Turkey Sausage Sandwich |
| Cheerios Cereal | Whole Grain Cinnamon Swirl With Seasonal Fruit | Honey Bunches of Oats Cereal | Matecada Muffin with Apple Sauce | Strawberry parfait with granola |

All breakfasts served with choice of 1% or fat free milk and fruit of the day. All grains are whole grain rich.

## LUNCH

| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---|---|---|---|---|
| Chicken Bites with Mashed Potatoes | Pizza Bite Dippers with Marinara Sauce | BBQ Chicken with Baked Beans | Turkey Nachos with Tortilla Chips | Ceese Pizza with Side Salad |
| Build Your Own "P"B & J Kit | Chicken Duplings with Mixed Veg | Cheese Tamale with Black Beans | Cheese Lasanga with Baby Carrots | Turkey & Cheese Sub with Side Salad |

All lunches served with choice of 1% or fat free milk, fruit and vegetable of the day. May include extra ½ cup of veg for compliance. All grains are whole grain rich.

REVOLUTION FOODS healthy meals for all

Powered by BoardOnTrack



# SAMPLE WEEK TWO

WHICH DAYS Will YOU LOCK IN?*

REVFOODS

## BREAKFAST

### MONDAY


Bagel with Cream Cheese Spread


Cheerios Cereal

### TUESDAY


Turkey Sausage & Potato Breakfast Bowl


Vanilla Concha with Seasonal Fruit

### WEDNESDAY


Overnight Oats with Blueberries


Honey Bunches of Oats Cereal

### THURSDAY


Chicken & Waffles


Blueberry Muffin Top with Seasonal Fruit

### FRIDAY


Maple Mini Pancakes


Strawberry parfait with granola

All breakfasts served with choice of 1% or fat free milk and fruit of the day. All grains are whole grain rich.

## LUNCH

### MONDAY


Cheeseburger with Baked Fries


Build Your Own "P"B & J Kit

### TUESDAY


Pupusa with Baked Beans


Italian Trio Turkey Sandwich with Baked Beans

### WEDNESDAY


Orange Chicken with Seasoned Carrots


Bean & Cheese Burrito

### THURSDAY


Cheese Lasanga


Chicken Duplings with Mixed Vegetables

### FRIDAY


Ceese Pizza with Side Salad


Turkey & Cheese Sub with Side Salad

All lunches served with choice of 1% or fat free milk, fruit and vegetable of the day. May include extra ½ cup of veg for compliance. All grains are whole grain rich.

REVOLUTION FOODS healthy meals for all

# SAMPLE WEEK THREE

WHICH DAYS Will YOU LOCK IN?

REVFOODS

## BREAKFAST

| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---|---|---|---|---|
|  Breakfast Apple Hand Pie |  Chicken and Waffles |  Breakfast Empanada |  Croissant Turkey Sausage Sandwich |  Strawberry Whole Grain Mini Pancakes |
|  Cheerios Cereal |  Mini Conchita with String Cheese |  Honey Bunches of Oats Cereal |  Matecada Muffin with Apple Sauce |  Strawberry parfait with granola |

All breakfasts served with choice of 1% or fat free milk and fruit of the day. All grains are whole grain rich.

## LUNCH

| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---|---|---|---|---|
|  Baked Crispy Chicken Sandwich with Fries |  Chicken Terriyaki with Not So Fried Rice & Carrots |  Chicken Tamale with Pinto Beans |  Beef Birria Tacos with Mixed Vegetables |  Turkey Pepperoni Pizza |
|  Veggie Burger with Baked Fries |  Cheese Mac & Cheese with Seasoned Carrots |  Cheese Tamale with Black Beans |  Veggie Chef Salad with Roll |  Build Your Own "P"B & J Kit |

All lunches served with choice of 1% or fat free milk, fruit and vegetable of the day. May include extra ½ cup of veg for compliance. All grains are whole grain rich.

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Powered by BoardOnTrack



# SAMPLE WEEK FOUR

WHICH DAYS Will YOU LOCK IN?

REVFOODS

## BREAKFAST

| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---|---|---|---|---|
|  Egg & Cheese Breakfast Burrito |  English Muffin Sausage Sandwich |  Chicken Sausage & Cheese Stuffed Maple Waffle |  Croissant Turkey Sausage Sandwich |  French Toast Sticks |
|  Cheerios Cereal |  Banana Bread with Seasonal Fruit |  Honey Bunches of Oats Cereal |  Cinnamon Crumble Loaf with Seasonal Fruit |  Strawberry parfait with granola |

All breakfasts served with choice of 1% or fat free milk and fruit of the day. All grains are whole grain rich.

## LUNCH

| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---|---|---|---|---|
|  Hot Dog with Baked Fries |  Bean & Cheese Pupusa with Curtido |  Chicken Alfredo with Seasoned Peas |  Penne Pasta with Meat Sauce & Seasoned Carrots |  Turkey Pepperoni Pizza |
|  Build Your Own "P"B & J Kit |  Beef Bulgogi with Rice & Broccoli |  Bean & Cheese Burrito |  Veggie Chef Salad with Roll |  Build Your Own Cheese Pizza Kit |

All lunches served with choice of 1% or fat free milk, fruit and vegetable of the day. May include extra ½ cup of veg for compliance. All grains are whole grain rich.

# SAMPLE SNACK MENU

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|
| 30 | 31 | 1 | 2 | 3 |
| Cinnamon Grahams & Fruit | Ranch Crackers & Fruit | Educational Snacks & Juice | Wheat Crackers & Fruit | Poptillas & Juice |
| 6 | 7 | 8 | 9 | 10 |
| Honey Grahams & Fruit | Pizza Crackers & Fruit | Goldfish Pretzels & Juice | Poptillas & Fruit | Goldfish Cheddars & Juice |
| 13 | 14 | 15 | 16 | 17 |
| Goldfish & Fruit | Ranch Crackers & Fruit | Educational Snacks & Juice | Wheat Crackers & Fruit | Cheese Puffs & Juice |
| 20 | 21 | 22 | 23 | 24 |
| Goldfish Cheddars & Fruit | Poptillas & Fruit | Cinnamon Grahams & Juice | Ranch Crackers & Fruit | Goldfish Cheddars & Juice |
| 27 | 28 | 29 | 30 | 1 |
| Cinnamon Grahams & Fruit | Pizza Crackers & Fruit | Goldfish Pretzels & Juice | Cheese Puffs & Fruit | Poptillas & Juice |

***Snack Includes:***

All snacks meet 1oz eq Whole Grain, 1 oz eq M/MA, 3/4 C Fruit, and/or 3/4 C Vegetable
Fruit Rotation: Apples, Oranges, Pears, 100% Fruit Juice
*All fruits meet 3/4 cup equivalent
***All grains are wholegrain rich***
**Monday**: Apple **Tuesday**: Orange **Wednesday**: Juice **Thursday**: Pear **Friday**: Juice

***RevUp Rewards:***

Scan Our QR Code Daily
Rate the Meal You Ate
**You're Entered to Win!**
Drawings Monthly
Learn More and See Prizes:
www.revolutionfoods.com/revuprewards

This institution is an equal opportunity provider. Menus are subject to change without notice.

*Snack - NSLP

## Administrative Review Support, Every Step of the Way

When one of our school partners is undergoing an Administrative Review from the California Department of Education, we provide comprehensive documentation support to help ensure a smooth and successful review. Our team prepares and supplies the Offsite Assessment Tool (OAT), covering items #600–602, as well as all required materials across every section of the School Nutrition Program Administrative Review Checklist. This includes full support for Meal Components and Quantities during the week of review — including Breakfast and Lunch Menus, completed USDA Menu Worksheets or equivalent documentation, and all supporting menu documentation. We also cover the National School Lunch Program Afterschool Snack Program, ensuring all supporting menu documentation is prepared and in order. And for the Day of Review Meal Observation, we handle everything from menus and supporting menu documentation to Buy American information for reviewer selection.

Because Administrative Reviews are predominantly scheduled at the beginning of the school year, there are no surprises — we plan ahead alongside our partners from the start. Once we are notified of the review, we will already know your onsite day and your review period, giving us everything we need to prepare. From there, our partners can expect all required documentation to be delivered within a two-week timeframe once the review period has concluded, ensuring a timely and organized submission process.

From the first document to the final observation, our partners never have to navigate the process alone — we are with them every step of the way.

## Contingency Planning for Supply Chain and Staffing Disruptions

At Revolution Foods, we understand that consistency matters. Our contingency planning is built to ensure your students continue receiving meals without disruption, even during supply chain challenges, staffing shortages, or other unforeseen events.

**Supply Chain Approach**

We maintain a diversified vendor network and closely monitor inventory and market conditions so we can act early, not react late. Every menu item has pre-approved, USDA-compliant substitutions, allowing us to pivot quickly while maintaining nutrition standards and student acceptance.

**Examples of Substitutions**

When primary items are unavailable, we implement like-for-like replacements, such as:

- Fresh fruit replaced with seasonal alternatives, applesauce cups, or frozen fruit
- Chicken replaced with turkey, beef, or plant-based proteins
- Brown rice replaced with other whole grain-rich items like whole grain pasta or quinoa blends
- Milk sourced from alternate approved dairies or adjusted by flavor availability

These adjustments are seamless and communicated in advance whenever possible.

**Operational Flexibility**

Our teams are cross-trained across production and delivery, and our regional kitchen model allows us to shift production as needed. This built-in flexibility ensures continuity even during staffing shortages or localized disruptions.

**Partnership First**

No two challenges are the same. We work closely with each school to adjust in real time, whether that means menu changes, delivery shifts, or service adjustments.

Our commitment is to deliver compliant, student-approved meals on time and in full whenever conditions allow. In true force majeure situations, such as natural disasters or events outside of operational control, we prioritize clear communication and work collaboratively with our partners to implement the best possible solution under the circumstances.

# SoCal Health Inspection Report

## WHOLESALE FOOD OFFICIAL INSPECTION REPORT

COUNTY OF LOS ANGELES ◆ DEPARTMENT OF PUBLIC HEALTH
OFFICE: WHOLESALE FOOD ◆ CHIEF: VIVIAN TAN
1435 WEST COVINA PKWY ROOM WEST COVINA, CA 91790 - Phone: (626) 813-3477

WWW.PUBLICHEALTH.LACOUNTY.GOV/EH

| | | | |
|---|---|---|---|
| **Facility Name:** | REVOLUTION FOODS PBC | **Inspection Date:** | 8/21/2025 |
| **Owner/Permittee:** | REVOLUTION FOODS PBC | **Re-inspection Date:** | N/A |
| **Facility Address:** | 5743 SMITHWAY ST #103 | **City/State/Zip:** | COMMERCE, CA 90040 |
| **Program Identifier:** | REVOLUTION FOODS PBC | **Time In:** 01:15 PM | **Service:** ROUTINE INSPECTION |
| **FA:** FA0320545 | **PR:** PR0280134 **PE:** 1821 | **Time Out:** 02:30 PM | **Result:** CORRECTIVE ACTION / NO FOLLOW UP REQUIRED<br>**Action:** NO FURTHER ACTION REQUIRED |

**3 violation(s) observed at the time of the inspection**

The checked items represent Health Code violations and must be corrected by the compliance date(s) given above, unless otherwise stated in the body of the report.

**VIOLATION CATEGORY**

| FOOD / EMPLOYEE PRACTICES / VERMIN / WATER/ SEWAGE | OUT |
|---|---|
| 1. Holding Temperatures of Potentially Hazardous Food (PHF) | |
| 2. Cooling | |
| 3. Adulterated / Pure Food | |
| 4. Diligent Preparation | |
| 5. Thawing - Proper Method | |
| 6. Risk for Contamination - Approved Area / Vestibule | |
| 7. Food Storage -Properly Covered / Elevated / Proper Area | |
| 8. Finished Food - Possible Contamination | |
| 9. Approved Source | |
| 10. Refrozen Foods | |
| 11. Proper Inspection at Delivery / Transportation | |
| 12. Acidification / Labeling | |
| 13. Disease Transmission - Carrier / Lesion / Rash | |
| 14. Hand Washing | |
| 15. Tobacco / Eating / Drinking / Habits / Behaviors | |
| 16. Hair Restraints / Outer Garments / Nails / Rings | |
| 17. Personal Items | |
| 18. Person Hygiene | |
| 19. Vermin | ✓ |
| 20. Open Door / Window / Air Curtain | |
| 21. Facility Fully Enclosed | |
| 22. Water Available | |
| 23. Sanitizing Method / Procedures | |
| 24. Sanitizer - Proper Concentration | |
| 25. Sewage Disposal System | |
| 26. Toilets - Repair / Clean / Toilet Tissue / Self-Closing Door | |
| 27. Toilet Facilities - Available / Adequate | |
| 28. Backflow / Back Siphonage | |
| 29. Sinks / Fixtures / Supply Line - Clean / Repair / Use | |

| | |
|---|---|
| 30. Floor Drains / Floor Sinks - Available / Clean / Repair | |
| 31. Drain Line / Liquid Waste - Available / Approved / Installed | |
| 32. Critical Sink / Fixture - Hand Wash / Food Prep / Mop | |
| **OPERATIONS / UTENSILS / EQUIPMENT / FACILITY** | **OUT** |
| 33. Soap / Drying Device - Filled / Repaired / Approved / Clean | |
| 34. Hazardous Materials / Chemicals / Janitorial - Storage / Use | |
| 35. Shellfish Tags / Records | |
| 36. Interior Premises - Castoff / Tools / Linens / Uniforms | |
| 37. Living / Sleeping Quarters | |
| 38. Animal / Bird / Fowl | |
| 39. Refuse / Containers / Food Waste Storage | |
| 40. Exterior Premises | |
| 41. Dressing Room / Lockers / Adequate Number | |
| 42. Deterioration / Approved Materials | |
| 43. Floors / Walls / Ceilings - Maintained Clean | |
| 44. Utensils / Equipment / Shelving / Cabinets - Maintained Clean | |
| 45. Approved Equipment / Proper Use / Proper Installation | |
| 46. Approved Utensils / Proper Use | |
| 47. Utensils / Equipment / Shelving / Cabinets - Repair | ✓ |
| 48. Utensils / Equipment - Storage | |
| 49. Hood - Clean / Repair / Equipment Under Hood | |
| 50. Ventilation - General | |
| 51. Lighting / Light Shields / Electrical | |
| 52. Wiping Cloths - Clean / Adequate Sanitizer / Turbid / Storage | |
| 53. Thermometer - Refrigeration / Probe | |
| **LICENSE / SIGNS / FACILITY STATUS** | **OUT** |
| 54. Public Health Permit / License | ✓ |
| 55. Certified Food Handler Certificate | |
| **CLOSURE / ADMINISTRATIVE ACTION** | **OUT** |
| 56. License Suspension | |

Email

**PIC/Owner Signature**

MICHAEL MUOKWE

**EHS Signature**

Help us serve you better by completing a short survey. Visit our website at http://publichealth.lacounty.gov/eh/about/customer-service.htm.

Page 1 of 2

## SoCal Public Health License



COUNTY OF LOS ANGELES
Public Health

PUBLIC HEALTH LICENSE
FY 2025/2026
Valid Until 6/30/2026

THIS PERMIT MUST BE CONSPICUOUSLY DISPLAYED ON THE PREMISES

PR Number: PR0280134
Program ID: REVOLUTION FOODS PBC
Description: FOOD PROCESSING WHOLESALE (2,000-5,999 SF)

**Facility Owner - Mail Address**
REVOLUTION FOODS PBC
c/o JACQUELINE DUVIVIER-CASTILLO
5743 SMITHWAY ST #103
COMMERCE, CA 90040

WFF

**Facility Location**
REVOLUTION FOODS PBC
5743 SMITHWAY ST #103
COMMERCE, CA 90040

# Coverage of Liability

## CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY): 8/1/2025

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER: Lockton Companies, LLC
DBA Lockton Insurance Brokers, LLC in CA
CA license #0F15767
444 W. 47th St., Ste. 900
Kansas City MO 64112-1906
(816) 960-9000 kcasu@lockton.com

CONTACT NAME:
PHONE (A/C, No, Ext):
FAX (A/C, No):
E-MAIL ADDRESS:

INSURED 1527948: REVOLUTION FOODS, PBC
5743 SMITHWAY ST #103
COMMERCE CA 90040

| INSURER(S) AFFORDING COVERAGE | NAIC # |
|---|---|
| INSURER A : Zurich American Insurance Company | 16535 |
| INSURER B : The Travelers Indemnity Company of Connecticut | 25682 |
| INSURER C : American Guarantee and Liab. Ins. Co. | 26247 |
| INSURER D : American Zurich Insurance Company | 40142 |
| INSURER E : | |
| INSURER F : | |

**COVERAGES** **CERTIFICATE NUMBER:** 21650708 **REVISION NUMBER:** XXXXXXX

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

| INSR LTR | TYPE OF INSURANCE | ADDL INSD | SUBR WVD | POLICY NUMBER | POLICY EFF (MM/DD/YYYY) | POLICY EXP (MM/DD/YYYY) | LIMITS | |
|---|---|---|---|---|---|---|---|---|
| A | X COMMERCIAL GENERAL LIABILITY<br>CLAIMS-MADE [X] OCCUR<br>GEN'L AGGREGATE LIMIT APPLIES PER:<br>X POLICY [ ] PRO-JECT [ ] LOC<br>OTHER: | N | N | GLO 5701995-02 | 8/1/2025 | 8/1/2026 | EACH OCCURRENCE<br>DAMAGE TO RENTED PREMISES (Ea occurrence)<br>MED EXP (Any one person)<br>PERSONAL & ADV INJURY<br>GENERAL AGGREGATE<br>PRODUCTS - COMP/OP AGG<br> | $ 2,000,000<br>$ 300,000<br>$ 5,000<br>$ 2,000,000<br>$ 4,000,000<br>$ 10,000,000<br>$ |
| B | AUTOMOBILE LIABILITY<br>X ANY AUTO<br>OWNED AUTOS ONLY<br>HIRED AUTOS ONLY<br>SCHEDULED AUTOS<br>NON-OWNED AUTOS ONLY | N | N | 810-0X09018A | 8/1/2025 | 8/1/2026 | COMBINED SINGLE LIMIT (Ea accident)<br>BODILY INJURY (Per person)<br>BODILY INJURY (Per accident)<br>PROPERTY DAMAGE (Per accident)<br> | $ 1,000,000<br>$ XXXXXXX<br>$ XXXXXXX<br>$ XXXXXXX<br>$ XXXXXXX |
| C | X UMBRELLA LIAB [X] OCCUR<br>EXCESS LIAB [ ] CLAIMS-MADE<br>DED [ ] RETENTION $ | N | N | AUC 5583088-02 | 8/1/2025 | 8/1/2026 | EACH OCCURRENCE<br>AGGREGATE<br> | $ 10,000,000<br>$ 10,000,000<br>$ XXXXXXX |
| D | WORKERS COMPENSATION AND EMPLOYERS' LIABILITY<br>ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) Y/N [N]<br>If yes, describe under DESCRIPTION OF OPERATIONS below | N/A | N | WC 0919800-02 (AOS) | 8/1/2025 | 8/1/2026 | X PER STATUTE [ ] OTH-ER<br>E.L. EACH ACCIDENT<br>E.L. DISEASE - EA EMPLOYEE<br>E.L. DISEASE - POLICY LIMIT | <br>$ 1,000,000<br>$ 1,000,000<br>$ 1,000,000 |
| A | WORK COMP (MA ONLY) | N | N | WC 0919801-02 | 8/1/2025 | 8/1/2026 | $1M/$1M/$1M | |

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
WORK COMP DEDUCTIBLE: $250,000.

**CERTIFICATE HOLDER**

21650708
PROOF OF COVERAGE

**CANCELLATION** See Attachment

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE: Joseph M Agnello

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# Commitment to Healthy & Fresh Foods

**Below are a few helpful resources for parents and students to learn more about how our meal program works:**

1. The meals served are compliant with the USDA's Child Nutrition Program standards. It is important to understand what those strict standards entail as they limit sodium, saturated fats and dictate fruit and vegetable variety throughout the week's serving rotation.
2. Breakfast, lunch, snack, and/or supper must be purchased, produced, packaged, AND offerED all meal components which include grain, protein, vegetable, fruit, and milk with lunch for under the state reimbursement rate. Schools retain 15% or more of that reimbursement to cover costs of heating equipment and servers onsite.
3. Take a look at our full menu variety or view what each meal looks like here. **Menu options vary per school and are based on individual school administrator selection.*
4. Fruit and vegetable sourcing is in accordance with USDA's Buy American Provision. Our fruit comes from California farms when cost and availability align. Our produce experts seek opportunities to further enhance our fruit rotation with fresh cut fruit and organic if quality can be maintained during the long journey from field to student and options are affordable.

You can view the allergen and nutrition report each month to monitor sugar, fat, sodium, calories, and more here.

At the heart of our mission is a steadfast commitment to providing schools with meals that are both healthy and fresh, supporting the nutritional well-being of students while meeting their diverse preferences. Our focus on fresh, high-quality ingredients ensures that every meal we serve contributes to the health and happiness of your students.

**Fresh Ingredients**

We take pride in offering a vibrant variety of fresh fruits and vegetables daily, providing students with nutrient-packed options that are as delicious as they are wholesome. This year, we've introduced a unique selection of fresh fruits, including blood oranges, cantaloupe, grapes, mandarins, nectarines, peaches, persimmons, and watermelon, among others. Each fruit serving is carefully portioned to meet USDA standards, delivering both flavor and nutritional value. Additionally, students will enjoy fresh vegetable options and rotating entrée salads, bringing variety and excitement to every meal.

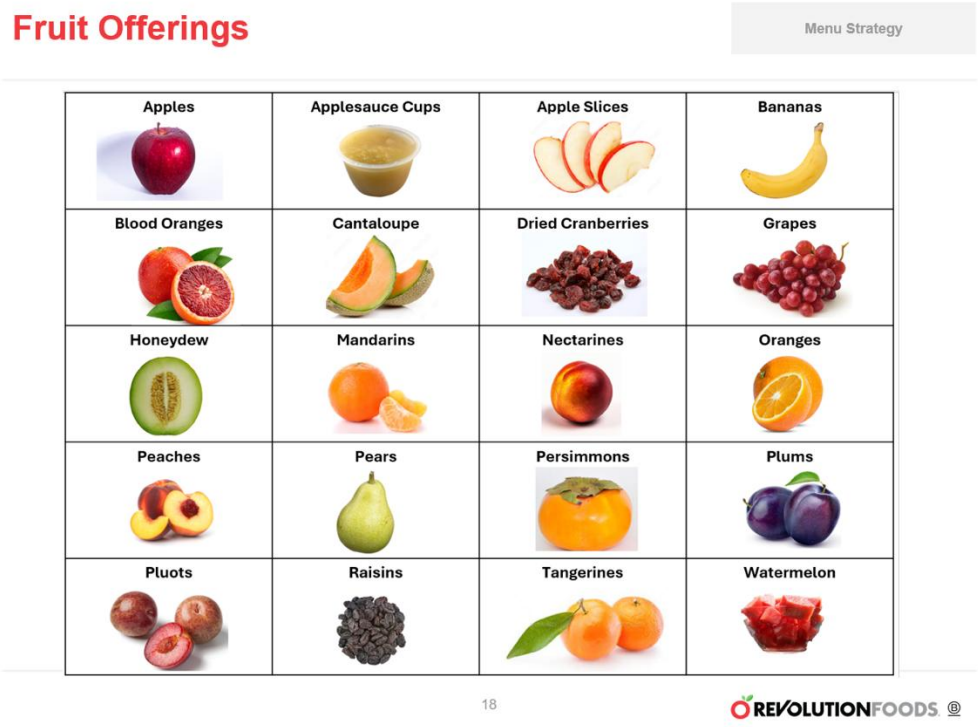
**Prioritizing Health**

Our menus are thoughtfully designed to meet or exceed the USDA's Child Nutrition Program standards, aligning with the Dietary Guidelines for Americans. By emphasizing fruits, vegetables, lean proteins, and whole grains, we ensure that students receive balanced, nutrient-dense meals. We also take great care to limit added sodium, fat, and sugar, while targeting age-appropriate calorie ranges as outlined by the National School Lunch Program. These efforts ensure that every meal supports students' physical and cognitive development, laying a foundation for lifelong healthy eating habits.

**Diverse Meal Options**

Variety is key to encouraging participation in school meal programs, and we offer a wide range of options to keep students engaged and satisfied. For breakfast, we provide 35 menu items across six categories, including bakery goods, cereals, dairy proteins, and both hot savory and sweet options. For lunch, students have over 35 options spanning eight distinct categories, such as American, Asian, Latin, Italian, salads, sandwiches, and more. This diverse menu ensures that students can always find meals that cater to their tastes while exploring new cuisines and flavors.

Our dedication to healthy and fresh foods reflects our commitment to nourishing students and supporting their success, both in and out of the classroom. By partnering with us, your students will benefit from an innovative meal program that prioritizes quality, variety, and wellness.




Alongside our regular rotation of Apples, Bananas, Pears, Juice, and Oranges, we also incorporate seasonal fruits. These are the fruits served during the 2025-26 school year and we plan to further EXPAND each year.

Sneak peak on a new and upcoming fruit: Pomegranate Arils!



# Local Farm Partnerships & Fresh Produce Sourcing



We believe that the quality of school meals begins long before food reaches the cafeteria — it starts at the source. Our approach to fresh produce is rooted in building and sustaining meaningful, long-term partnerships with local farms and regional growers, ensuring that the ingredients we serve students are as fresh, nutritious, and responsibly grown as possible.

**Established Relationships with Regional Farms**
Over the years, we have cultivated direct relationships with farms and growers throughout California, many of which span a decade or more. These are not transactional vendor arrangements — they are genuine partnerships built on shared values of quality, transparency, and a commitment to feeding students well.

Our current farm and supplier relationships include:

| | | |
|---|---|---|
| Grimmway Farms | Wonderful Citrus | Kings River |
| Kern Ridge Farms | Dole | HMC Farms |
| Bolthouse Fresh | Taylor Farms | Primavera |
| Golden Farms | Muzzi | Kingsburg Orchards |
| Huebert Farms | Rivermaid Farms | Peterson Farms |
| Peters Fruit Farm | Scully Farms | Hererra Farms |
| Miranda Farms | Bar 2 Ranch | |

Rather than rigid, restrictive contracts, we deliberately structure our purchasing arrangements with these farms to allow flexibility — giving us the agility to respond to seasonality, crop availability, and market conditions to always secure the freshest, highest-quality produce for students.

**Proactive Local Sourcing Strategy**
Our procurement philosophy is not simply about meeting a minimum threshold — it is about actively prioritizing regional producers at every stage of the purchasing process. Specifically:

- During the bidding process, we give preferential consideration to Northern California producers, consistent with the spirit of California AB 778.
- Our team regularly reviews and refreshes menus to identify seasonal substitution opportunities, replacing out-of-region items with locally grown alternatives whenever availability and quality allow.
- We maintain a **Master Item Sheet** that tracks the origin and location of every product in our inventory. To further strengthen local accountability, we have expanded this into a dedicated **Master Bid Sheet** that includes a vendor address column, enabling instant verification of which suppliers fall within the local sourcing radius.

**Real-Time Tracking & Accountability**
We back our local sourcing commitments with data. Our procurement team leverages **Power BI** to maintain a live dashboard providing real-time visibility into year-to-date local spending. This allows our buyers to proactively course-correct — if spending trends toward falling below our local sourcing target at any point in the year, the system flags our team to adjust upcoming orders, swapping non-local staples for regional alternatives before any gaps occur.
This combination of established farm relationships, a California-first procurement philosophy, and a data-driven tracking infrastructure ensures that our commitment to fresh, locally sourced produce is measurable, accountable, and consistently delivered to every student we serve.

# Menu Development & Methodology

Revolution Foods creates its menus using a mix of federal nutrition rules, feedback from key partners, and what works best in real school settings. Below is a simple breakdown of the main things we consider when making menu decisions:

1. Federal Nutritional Standards
   The U.S. Department of Agriculture (USDA) sets specific nutritional guidelines that school meals must meet to ensure that students receive balanced, healthy meals. These standards are based on the Dietary Guidelines for Americans and are designed to promote health and reduce the risk of chronic diseases. Key aspects include:
   - Caloric Requirements: Meals are required to meet specific calorie ranges based on age and grade levels (e.g., 550-650 calories for younger students, and 750-850 calories for older students).
   - Macronutrient Distribution: Meals must contain appropriate amounts of protein, fat, and carbohydrates, with specific limits on total fat, saturated fat, and trans-fat.
   - Fruits and Vegetables: Each meal must include a serving of fruit and/or vegetable, with an emphasis on variety and meeting specific vegetable subgroups (dark green, red/orange, legumes, starchy, and other vegetables).
   - Whole Grains: At least half of all grains offered must be whole grains.
   - Dairy: Schools are required to offer low-fat and/or fat-free milk (or non-dairy milk alternatives that meet nutritional standards).
   - Sodium and Sugar Limits: There are strict limits on the amount of sodium and added sugars in meals to encourage healthier choices.
2. Food Variety and Cultural Preferences
   To ensure that school meals are appealing and diverse, our menu planners take into account the following considerations:
   - Cultural and Regional Preferences: Rev Foods incorporates locally popular foods and flavors that reflect the diverse student population, making meals more culturally relevant and enjoyable (i.e. dumplings, tacos).
   - Food Preferences and Acceptability: Taste tests, surveys, and feedback from students and staff help guide menu choices. Engaging students in menu planning supports greater acceptance of healthier meal options.
3. Cost and Procurement
   Menu decisions must also account for school budget constraints. Rev Foods plans menus that meet nutritional requirements while staying below the per-student meal reimbursement rate provided by federal child nutrition programs. This involves:
   - Bulk Purchasing:
   - Local and Seasonal Foods
   - Food Waste Considerations: Rev Foods aims to reduce food waste by offering portion sizes that align with student appetite and reducing overproduction of unpopular items.
4. Food Safety and Preparation Constraints
   Rev Foods adheres to food safety regulations and ensures that meals are prepared and stored properly. This involves:
   - Handling and Storage: Ensuring that perishable items are stored at appropriate temperatures and that food handling practices meet safety guidelines.
   - Preparation Techniques: Menus are designed around typical vended meal kitchen equipment and staff hours.
5. Student Participation and Feedback
   Student feedback plays a critical role in menu decision-making:
   - Taste Testing and Surveys: Rev Foods conducts taste tests and surveys to gauge student preferences and make adjustments based on feedback. This helps ensure that meals are not only nutritious but also enjoyable.
   - School Meal Committees: Some schools have student councils or advisory groups that work with our food service staff to develop and refine menus.
6. Compliance with State and Local Regulations

In addition to federal guidelines, state and local regulations may impose additional requirements, such as specific menu labeling, allergen management, or sustainability goals. These regulations can influence menu decisions and must be considered during planning.

7. Nutritional Education and Promotion
   Menu decisions may also be influenced by educational initiatives aimed at promoting healthy eating habits. This could include:
   - Incorporating educational elements into the meal program, such as featuring "nutrition facts" or providing lessons on the benefits of certain food groups.
   - Celebrating National Nutrition Month or other food-related observances with themed menu items.

**Example Breakfast and Lunch Menu Items below – all student approved!**




All meal photos featured in this proposal reflect exactly what students will receive on their tray. No styling, no substitutions, no exceptions!

## Leadership Highlights:




George brings over 35 years of leadership in the food industry to Rev. From farms to factories to Fortune 500 boardrooms, he's led teams across every corner of food manufacturing, distribution, and strategy. George is committed to expanding access to fresh, healthy meals, developing new kid-approved products, and strengthening Revolution Foods' mission as a certified B Corporation.




As Chief Financial Officer, Rick brings deep experience in the food industry, serving in finance and accounting leadership roles. He's also worked extensively with cross-functional teams to drive improvements across the spectrum, with significant depth in operations and performance analysis. Rick is driven by a relentless continuous improvement focus to help teams add value and improve performance.




Sophie is Head of Product, Strategy, and Innovation at Revolution Foods, where she previously served as Chief of Staff. With a background in Education Technology building math curriculum, she balances innovation with practical functionality that meets customer needs. In this new role, she aims to serve as the strategic quarterback for the company's design, build, and innovation efforts. She holds a Master's in Nonprofit Management from Columbia University.




As Senior Vice President of Sales, Marketing, and Customer Experience, Drew leads the commercial team at Revolution Foods, driving growth strategy and championing customer satisfaction. Previously, he spent 16 years at General Mills in the foodservice segment, where he held leadership roles in marketing, business development, and M&A integration. He holds an MBA from Rice University and a BA from Southern Methodist University.




Jonathan brings over 10 years of experience in the School Meal sector and serves as the Senior Director of Business Development for K-12 Vended Meals at Revolution Foods, leading strategic growth initiatives across California and Nevada. With a focus on expanding access to nutritious, high-quality meals, he partners with schools and districts to design sustainable meal programs that build lifelong healthy eaters.




Alejandro Mata is a process-centered, results-driven HR leader and MIT-trained industrial engineer with global, multi-industry experience at Fortune 50 companies including Amazon and J.P. Morgan Chase. He's passionate about scaling organizations and driving operational excellence through simple, effective people practices — leading with both heart and mind.




Elizabeth is a seasoned Customer Experience professional with over 24 years of success in building and leading customer-centric initiatives. She possesses a rich history in the Food & Beverage industry, combining her operational expertise with a passion for B Corp values and sustainability. Elizabeth is focused on crafting exceptional customer journeys that simultaneously deliver high-quality, healthy, and sustainable meals for all.




With 25+ years in food manufacturing, Patrick has led product development, opened new facilities, and ensured food safety across 28 North American sites. A former VP of Corporate Quality, he brings deep expertise in Food Science and Organic Chemistry. Passionate about food safety, he looks forward to advancing Revolution Foods with his industry knowledge and certifications.

# Our Promise: Exceptional Customer Service

## Revolution Foods Customer Service Commitment and Escalation Process

Revolution Foods is deeply committed to service quality and prioritizing the needs of our schools. Across our diverse services, we maintain consistent expectations for all team members: professionalism, productivity, respect, and responsiveness to the unique needs of each school. Regardless of the meals we serve, our top priority is delivering meals and services that meet or exceed our schools' expectations.

If school staff, parents, or students ever feel that our service requires additional attention, it is essential that they know the appropriate channels to share their feedback or concerns.

Revolution Foods has established a Customer Centered approach designed to resolve any issues that arise and build upon what works best for each school. Below is an overview of the process:

### 1. Frontline Resolution – Customer Experience Coordinator (CXC)

- **Primary Role:** CXCs serve as the first point of contact for day-to-day questions and concerns.
- 
- **Responsibilities:** CXCs are trained to handle common complaints and are familiar with each school's needs, allowing them to resolve issues promptly whenever possible.

### 2. First-Level Escalation – Customer Experience Account Manager (CXAM)

- **Escalation Protocol:** If an issue cannot be resolved at the frontline level, it is escalated to the assigned CXAM.
- **Role of the CXAM:** Each school has a dedicated CXAM who acts as the Program Planning Partner with expertise in problem resolution.
- **Support Teams:** For specific concerns, CXAMs may engage internal specialized teams such as Technical Support, Nutrition, or Quality Assurance to troubleshoot and resolve more complex issues.

### 3. Assistant Director Escalation

- **Critical Issues:** For unresolved or critical matters, the Assistant Director of Customer Experience becomes involved to troubleshoot and take direct action.
- **Final Escalation:** If further intervention is required, issues are escalated to the Sr. Director of Customer Experience for final resolution.



*SFUSD focus group for student approved menu their dedicated CXAM*

### Customer Service Team Structure

- Customer Experience Coordinator (CXC)
- Customer Experience Account Manager (CXAM)
- Assistant Director of Customer Experience
- Sr. Director of Customer Experience

### Service Standards: Response Times, Follow-Through, and Follow-Up

- **Response Times:** We adhere to Service Level Agreements (SLAs) based on issue type:
  - Urgent issues, like delivery delays, receive immediate attention.
  - Non-urgent requests, such as order adjustments, are addressed within three hours during standard operating hours (Monday–Friday, 7:00 AM to 4:00 PM PST/PDT).
- **Follow-Through:** Customer experience personnel are responsible for resolving cases fully and providing regular updates to the school.
- **Follow-Up:** Post-resolution, we conduct follow-up to ensure satisfaction and gather feedback for continuous growth opportunities.

### Non-Adherence to Procedures

- Internal personnel who fail to follow procedures will undergo retraining and corrective action.
- Feedback from customer complaints and compliments is used to refine our processes and implement best practices tailored to customer needs.

*Please note: Specific details of this process may vary based on individual customer agreements and unique requirements.*

# Delivery Plan

We will deliver daily based on a schedule that works for your location and staff, whether that is every day or multiple times a week. The final delivery window will be agreed upon before meal service starts. If meals need to be delivered during off hours, we will require the appropriate entrance keys and codes. Training, guidance, or signage will need to be provided by kitchen/ cafeteria staff so our drivers will know where to place each item.

## Routing + Managing the Fleet

Maintaining our fleet of delivery trucks is essential to our performance and mission. Our Dispatch Manager tracks mileage, schedules service regularly, and ensures all refrigerated vehicles are operating correctly. The Director of Operations also reviews to streamline operations as needed.

To create efficient routes, we take the following steps:

- Develop delivery plans for sites based on program and mealtimes
- Perform route and delivery dry-runs two weeks prior to service start
- Re-evaluate routes and adjust as needed
- Finalize routes and perform final dry run(s) immediately prior to start

## Commitment to Safety

Each culinary center adheres to HACCP, ensuring meal preparation and delivery processes are in accordance with state and local health codes.

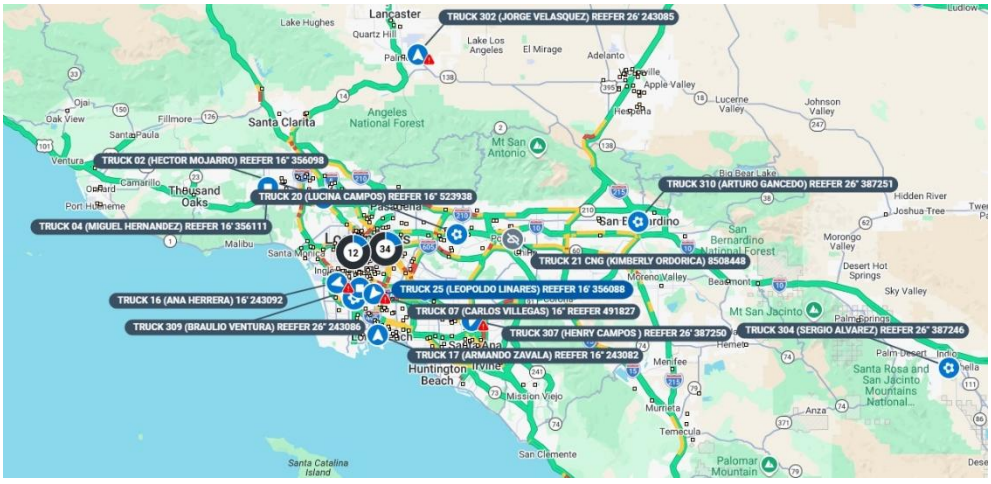
Our drivers receive thorough training in food safety, delivery route management, and additional topics such as managing parking lots, driving around buses, and handling school and holiday traffic.

Upon delivery, drivers unload and place meals in the designated locations, then measure and record meal temperatures again. Finally, we confirm the order with the SFA on-site point of contact. The SFA is responsible for all food components and food safety concerns once meals are delivered.

## Web-based Transportation Monitoring

We have equipped all trucks with Geotab technology, providing a web-based monitoring system to track delivery vehicles. This GPS tracker allows us to monitor vehicles in real-time, which enhances communication with drivers and enables us to report and analyze data to better serve our partners.

Vehicles are also equipped with a cold chain monitoring system, allowing for remote monitoring of the cooler/cold storage temperature in real-time and storing historical temperature information in a centralized log online.




**Last but not least**, our drivers are a key part of what sets Revolution Foods apart. They do more than deliver meals. They build strong, trusted relationships with each school they serve and work closely with onsite staff, servers, and students. Our drivers take pride in being familiar, reliable faces on campus and regularly go above and beyond to support meal service, whether that means assisting school staff during delivery, helping resolve issues on the spot, or ensuring meals arrive smoothly and on time. This level of care and connection helps create a more seamless and supportive experience for every school we serve.

## Verification of participation in the USDA or DOD Foods Cooperative.

**CALIFORNIA DEPARTMENT OF EDUCATION**

**TONY THURMOND**
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

1430 N STREET, SACRAMENTO, CA 95814-5901 • 916-319-0800 • WWW.CDE.CA.GOV

August 12, 2025

Revolution Foods PBC
5743 Smithway Street, Unit 103
Commerce, CA 90040

This letter is to notify you that the U.S. Department of Agriculture (USDA) Foods State Participation Agreement renewal for **Revolution Foods PBC., Agreement # M10-224**, has been approved effective July 1, 2025.

As a reminder, processors must monitor inventory to ensure that the **quantity of USDA Foods on hand does not exceed a six-month supply** based on the processor's average monthly usage. A written request to allow an inventory level of higher than six months shall be submitted prior to or in anticipation of surpassing the six-month limit.

Additionally, processors shall submit monthly performance reports under this agreement to the California Department of Education Food Distribution Program **no later than 30 days** after the close of each reporting period.

If you have any questions regarding your USDA Foods Processing Agreement, please contact Jessica Dunajski, Processing Consultant, Distribution and Processing Unit, by phone at 916-323-2591 or by email at jdunajski@cde.ca.gov.

Sincerely,

Carrie Robinson, Manager
Food Distribution Program

CR:jd

Attachments

# Utilization of USDA Food Entitlement and Credit Process

We take a comprehensive and collaborative approach to managing USDA Foods entitlement, supporting schools in maximizing their allocation dollars through effective use of both brown box USDA Foods and the Department of Defense (DOD) Fresh Fruit and Vegetable Program (FFAVORS). Our goal is to fully integrate these resources into the meal program in a way that is cost-effective, nutritionally balanced, and operationally seamless.

### Strategic Planning and Collaboration

Prior to the school year, we partner with the SFA to review their total entitlement allocation and develop a usage strategy that aligns with their goals, menus, and participation projections. Together, we identify USDA brown box items and DOD Fresh produce that support planned menu cycles and nutrition standards. By securing commodity items early and coordinating orders in advance, we help SFAs make the most of their entitlement funds.

### Brown Box USDA Foods

We maximize the use of brown box USDA Foods—such as frozen vegetables, legumes, tomato products, pasta, cheese, and lean proteins—by incorporating them into our core recipes and daily menus. These items help reduce reliance on commercial ingredients, driving down food costs while maintaining high-quality, compliant meals. We manage all USDA Foods with care, following strict food safety protocols, including:

- **Inspection & Documentation:** Verifying quality and USDA compliance at the time of delivery
- **Proper Storage:** Following temperature and food safety standards
- **Inventory Management:** Tracking usage to ensure efficient rotation and minimal waste

### DOD Fresh (FFAVORS) Program

We also work closely with the SFA to manage their DOD Fresh allocation through a detailed nine-month spending plan that reflects seasonal availability and menu needs. Our dedicated Produce Manager coordinates FFAVORS orders on a monthly basis, ensuring timely ordering (typically by the 25th of the prior month) and optimal use of fresh produce dollars.
We incorporate a wide variety of fruits and vegetables—such as apples, oranges, broccoli, baby carrots, celery, and strawberries—into menus to meet NSLP requirements and enhance student appeal.

### Transparency and Credit Management

Our billing team reviews FFAVORS invoices weekly and applies corresponding credits directly to the SFA's monthly invoice. This process ensures full transparency and allows the SFA to track how entitlement funds are being applied throughout the year.

### In Summary

Our program is designed to help schools make the most of their USDA entitlement by thoughtfully leveraging both brown box and DOD Fresh options. We provide the planning, tracking, and support needed to ensure these resources are fully utilized and seamlessly integrated into the school's meal program.

### How DOD Works

Upon receiving the DOD allocation from the SFA, we develop a comprehensive nine-month spending plan that aligns with projected needs and budget considerations. This proactive approach ensures strategic planning for the entire school year while allowing flexibility to accommodate seasonal availability within the FFAVORS system.

Our dedicated Produce Manager reviews and submits orders each month, ensuring that SFA receives the upcoming month's DOD Fresh quantities no later than the 25th of the prior month (e.g., August 25 for September menus).

We collaborate with the SFA at designated times before the school year begins to determine USDA Foods orders, ensuring products are secured in advance and aligned with menu planning requirements.

### How will USDA Foods/DOD Fresh be incorporated into the SFA's meals?

USDA Foods and DOD Fresh items are seamlessly integrated into the SFA's meal program to meet National School Lunch Program (NSLP) fruit and vegetable requirements.

We incorporate a variety of fresh produce, including apples, oranges, pears, strawberries, broccoli, cauliflower, celery sticks, and baby carrots, into weekly menus to provide nutritious and balanced meals.

All USDA Foods are received, stored, and managed following food safety regulations and best practices to ensure quality and compliance.

Our data and billing team closely monitors FFAVORS invoices, processes them weekly, and applies a credit memo to the SFA's monthly invoice at the end of each month, ensuring full transparency in cost adjustments. A sample invoice demonstrating this crediting process is below for reference.

### How will the Revolution properly receive and store USDA Foods?

We follow strict protocols to properly receive and store USDA Foods:

- Inspection & Documentation: All USDA Foods are inspected upon arrival to ensure quality and compliance with USDA standards.
- Proper Storage: Items are stored according to temperature and food safety requirements to maintain freshness and prevent contamination.
- Inventory Management: We implement regular tracking and monitoring processes to ensure USDA Foods are utilized efficiently while minimizing waste.

# Online Meal & Drink Ordering

With Revolution Foods, you have tremendous control over the meals and drinks you receive. Revolution Foods is not the type of vendor to impose any predetermined values or food views on your stakeholders. We believe that you know your students best and you know what their needs, goals, and likes are. It's that reason that Revolution Foods provides you with control over several of your ordering processes and will always work with you to assure that your sites order at the optimal levels to ensure student satisfaction and maximum participation.

## Online Meal Ordering

*How frequently are orders submitted?*

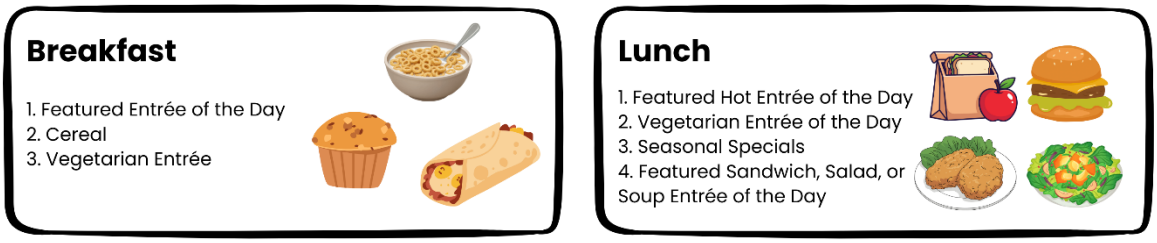
Menus for the subsequent month are released by the 5th of each month. The SFA's assigned Customer Experience Account Manager would collaborate with school site staff to go over the menu and use the feedback along with hard POS data to drive the monthly order. Orders should be fully submitted by the 10th of each month and SFA staff can download a copy of the meals ordered along with exact numbers for each item ordered.

*How can schools modify their orders? How close to the service date can the school modify their orders?*
School site staff can collaborate with their Customer Experience Account Manager and modify the orders up to Tuesday at 5pm for the following school week. Pending availability, options to modify include changing the item ordered, increasing or decreasing orders, adding sack lunches, and more. Each Tuesday at 5pm, the system locks the order in for the subsequent week. In cases of emergency, we are occasionally able to increase or decrease orders with 24–48 hour of delivery date notice by calling your Customer Experience Account Manager.

We recognize that unforeseen circumstances can arise, making modifications or cancellations a necessary part of any program. In those moments, your dedicated Customer Experience Account Manager will work closely with you to assess all available options and identify the best path forward. Our commitment goes beyond meal service, and we are invested in the long-term success of your program, always striving to find solutions that keep your operations running smoothly. Because your success is our success.

## Meal Ordering

Every day, Revolution Foods provides you with the option to order from at least two (2) breakfast meals and from at least three (3) lunch meals. Schools are encouraged to mix up their orders to provide their students with the greatest amount of variety possible. Your daily options include:




## Milk Ordering

Revolution Foods provides you with full control within our ordering system to create the exact milk type ratio that works for your school. Want only white milk, no chocolate? No problem! Want chocolate milk only on Fridays? Easy!

As you can see in the images below, you can pick the exact percentages of your order for each type of milk. Once you preset your ratios, your milk orders will auto populate into the ordering system without you having to tally them up each time.

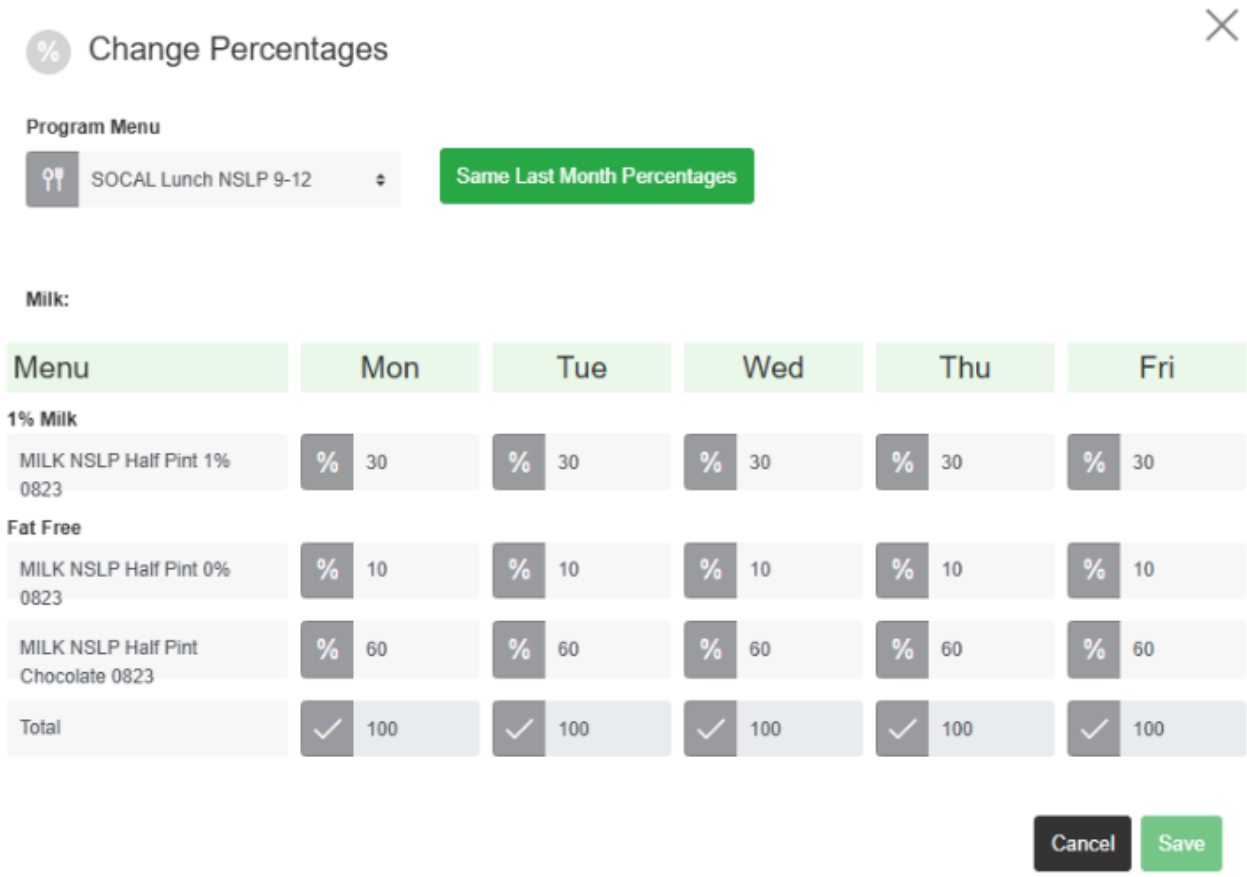
## Juice Options

Some schools elect not to use 100% fruit juice as a fruit option within the meal pattern. This is yet another area where Revolution Foods provides you with full control. You can have your site set as a "No Juice" or "Juice only 1x per week" school. In that way, Revolution Foods will provide your students with an extra serving of fresh fruit instead of juice. This set

up isn't preset in the ordering system, but rather it's a special set up that can be arranged in collaboration with your Customer Experience Account Manager.

## Field Trip and Special Activity Meals

Revolution Foods has a simple online request process for field trip sack lunches. Field trip requests generally require 1-2 weeks' notice and special services such as separating the meals by bus count or site can be provided at no additional charge. Sack lunches are then delivered to the school at the requested time. Sack lunches for those students that receive special meals must be identified on the Field Trip request form.



## Prioritizing Safety, Delivering Excellence

**Proprietary**

Revolution Foods prioritizes food safety and quality to surpass customers' expectations by integrating a strong food safety culture guided by risk-based preventive controls. Our HACCP plan is based on a thorough hazard analysis of all food-processing procedures and implements a system to monitor the effectiveness of the control points. Revolution Foods employs highly trained and experienced professionals in food safety management, quality control, regulation enforcement and code compliance. Members of our team are comprised of HACCP certified individuals, Preventive Controls Qualified Individuals, CA Food Manager certified and a CA Registered Environmental Health Specialist with 27+ years of experience with Los Angeles County Health Department.

All members of our team ensure food safety and quality standards are supported at every step - from the supplier to delivery of every meal. We are integrating robust supplier and product evaluations and only utilize products that meet or exceed our quality specifications. Our ingredient suppliers and produce vendors must maintain a HACCP-based food-safety program to help ensure the safety of ingredients supplied to us.

We have a comprehensive Allergen Preventive Program that involves mandatory training for food handlers, accurate allergen disclosure, and dedicated food-processing and testing procedures for allergen-free meals. Microbiological testing and performance review, such as ATP and listeria testing, are performed regularly to ensure a safe food processing environment.

**Our HACCP Overview includes:**

- Comprehensive Hazard Analysis: Identifying biological, chemical, and physical hazards at every stage of food preparation and transportation
- Critical Control Points (CCPs) Monitoring: Ensuring that identified CCPs—such as cooking temperatures, food protection, and correctly holding food temperatures to maintain safe levels
- Preventive Controls and Corrective Actions: Establishing strict protocols for immediate corrective actions if a deviation from food safety standards occurs
- Verification Procedures and Record-Keeping: Conducting internal audits ensuring full traceability and compliance with food safety regulations
- 24 Hours Monitoring of all refrigeration and freezer units: Installed a cloud sensor management system to monitor temperatures and alert managers on any temperature deviations 7 days a week
- Sanitation Master Cleaning Schedule: Sanitation is checked daily by our operation teams to uphold the highest cleanliness standards

**Quality Control Process for Delivering Meals to SFA:**

Revolution Foods employs a robust Quality Control process to ensure that meals reach schools in optimal condition. Key measures include:

- Transportation in Fully Enclosed, Odor-Free Delivery Vehicles: Our fleet is meticulously cleaned and maintained under a Preventative Maintenance Program to prevent cross-contamination
- Pest Control Management: Professional pest control services specializing in food production are employed to ensure a sanitary environment
- Temperature-Controlled Equipment: Meals are transported using Cambro hot boxes, Cam Chillers, Ice Blankets, industrial transport tubs, and beverage caddies to maintain safe temperatures
- Multi-Layered Inspection Protocols: Trained personnel conduct visual inspections, verifying packaging integrity and meal temperatures before dispatching
- Secure Transport and Handling: Use of cam-dollies, load-bearing bracers, safety lift-gates, and hand trucks ensures safe and efficient meal handling.

**Temperature Monitoring and Documentation Protocols:**

To maintain food safety, Revolution Foods follows strict temperature monitoring and documentation protocols:

- Pre-Transport Temperature Checks: Meals are temperature-checked before being loaded into transport containers
- Arrival Temperature Verification: Upon delivery, temperatures are recorded on a Transportation Record to ensure compliance with USDA standards
- Ongoing Monitoring Until Service: Food temperatures are checked every two hours to confirm that hot foods remain above 135°F and cold foods stay below 41°F. Whole fruits and shelf-stable items are exempt from temperature control requirements due to being shelf stable
- Proper Storage Practices: Cambros and coolers are placed at least six inches off the ground on tables, hand trucks, or Cambro dollies to maintain hygiene and accessibility

**Ensuring Daily Temperature Logs for Menu Items:**

Revolution Foods ensures that all temperature logs are meticulously maintained and readily available for review:

- Digital and Manual Logging: Staff document meal temperatures at multiple checkpoints, including pre-transport, arrival at schools, and periodic intervals during service.

To further demonstrate our team's expertise and commitment to food safety and regulatory compliance, we have included links to three relevant professional certifications held by a key member of our staff for your reference.

## Staff Training for Operational Excellence & Org Capacity

***Proprietary***

**Production & Warehouse:** Revolution Foods maintains a comprehensive annual training program for its staff, emphasizing both safety/compliance and company-specific operational knowledge. Key components of the safety and compliance training include Good Manufacturing Practices (GMPs), which cover personal hygiene, sanitation, pest control, and proper food storage, as well as Food Defense training focused on preventing intentional food contamination. Employees also receive training on Loose Clothing, Long Hair, and Jewelry Safety to mitigate hazards around machinery and utility knife safety, detailing safe handling and potential hazards. Furthermore, Revolution Foods provides specific training for servers, which includes chain of command, UKG (timekeeping and HR information), schedules and coverage, uniform and hygiene protocols, server policies, production records, temperature taking, and school meal program overviews.

Revolution Foods has **over 700 employees across operations, culinary, transportation, quality assurance, and support functions**, enabling reliable service, built-in coverage, and sustained operational excellence for long-term district partnerships.

# Contract Summary

| FOOD SERVICES CONTRACT | CONTRACT NUMBER |
|---|---|
| | |
| | REGISTRATION NUMBER |
| | |

| | | |
|---|---|---|
| 1 | This contract is entered into between the school food authority and the food service management company named below: | |
| | **SCHOOL FOOD AUTHORITY NAME**<br>TEACH Public Schools | |
| | **FOOD SERVICE MANAGEMENT COMPANY NAME AND FEDERAL TAX IDENTIFICATION NUMBER**<br>Revolution Foods, PBC; 14-1955846 | |
| 2 | **The term of this Contract is for one year, commencing on** | **07/01/2026 and ending on 06/30/2027** |
| 3 | The maximum dollar amount of this Contract is equal to the fixed price per meal multiplied by the number of meals served | **$** |
| 4 | The parties herein agree to comply with the terms and conditions of the following exhibits, which are by this reference made a part of the Contract. | |
| | Request for Proposal Released | *Enter* page(s) |
| | Contractor Proposal Received | *Enter* page(s) |
| | Attached Terms and Conditions | *Enter* page(s) |
| | Exhibit A: Scope of Work | *Enter* page(s) |
| | Exhibit B: Schedule of Fees | *Enter* page(s) |
| | | |

IN WITNESS WHEREOF, the parties hereto have executed this Contract.

| **FOOD SERVICE MANAGEMENT COMPANY** | | *California Department of Education Use Only* |
|---|---|---|
| NAME of FSMC *(if other than an individual, state whether a corporation, partnership, etc.)*<br>Revolution Foods | | |
| **BY *(Authorized Signature)***<br>✍ | **DATE SIGNED** *(do not type)* | |
| **PRINTED NAME AND TITLE OF PERSON SIGNING**<br>Drew Helmey, SVP, Sales, Marketing & Customer Experience | | |
| **ADDRESS**<br>5743 Smithway Street Suit 103, Commerce CA, 90040 | | |
| **SCHOOL FOOD AUTHORITY** | | |
| **NAME of SFA**<br>TEACH Public Schools | | |
| **BY *(Authorized Signature)***<br>✍ | **DATE SIGNED** *(do not type)* | |
| **PRINTED NAME AND TITLE OF PERSON SIGNING**<br>Matt Brown, Chief Executive Officer | | ☐ Exempt per: |

# Model Fixed-Price Contract

## I. Introduction

**TEACH Public Schools**, hereinafter referred to as the school food authority (SFA), enters into this Contract with [food service management company name], hereinafter referred to as the FSMC to provide food service management assistance for the SFA's food service program, hereinafter referred to as "Services." **During the term of this Contract, the FSMC will provide services to the SFA as described in the Scope of Work (Exhibit A) of this Contract.**

## II. General Terms and Conditions

### A. Term

The term of this contract is one year. The FSMC shall commence providing Services under the Contract on **July 1, 2026**, and continue through **June 30, 2027**. After careful consideration, the SFA may annually renew this Contract for four additional one-year periods upon agreement between both parties. Execution of all contracts and amendments is contingent on approval by the California Department of Education (CDE). The SFA may cancel this Contract upon notification from the CDE that it or any part of the bidding process has been determined noncompliant with state and federal laws and regulations (Title 7. Code of Federal Regulations (*7 CFR*), Section 210.16[d]).

**Designated Contract Liaisons**

| **SFA Liaison for Services** | | **FSMC Liaison for Services** | |
|---|---|---|---|
| **Name:**<br>**Enrique Robles** | | **Name:** | |
| **Title:** **Director of Operations/Program Officer** | | **Title:** | |
| **Phone: 323-872-0808** | **Cell Phone: 323-500-3536** | **Phone:** | **Cell Phone:** |
| **Fax:** | **E-mail: erobles@teachps.org** | **Fax:** | **E-mail:** |

Respondents shall serve or deliver by postal mail all legal notices to:

| **SFA** | **FSMC** |
|---|---|
| **Name: Matt Brown** | **Name:** |
| **Title: CEO** | **Title:** |
| **Address: 10600 S. Western Ave. Los Angeles, CA 90047** | **Address:** |

**Fees**

1. Fixed-price Contracts

The SFA will compensate the FSMC using a fixed price per meal, as listed in the Schedule of Fees (Exhibit B). The fixed price shall include all costs, fees, and charges associated with

producing and delivering meals under this contract.

The SFA is responsible for determining the full value of USDA Foods received, and the FSMC shall credit the SFA for the total USDA Foods entitlement value, including bonus and processed items. The FSMC's invoices must fully comply with procurement requirements for the National School Lunch Program, School Breakfast Program, and Special Milk Program, as set forth in 7 CFR Parts 210, 215, and 220, and the USDA Food and Nutrition Service (FNS) Final Rule dated Wednesday, October 31, 2007.
The FSMC has already taken discounts, rebates, and other applicable credits into account when formulating prices for this fixed-price contract, and all such cost reductions shall be credited to the SFA in accordance with applicable federal regulations, including 2 CFR 200.406(a).

The FSMC must incorporate all applicable discounts, rebates, credits, and other cost reductions into its fixed-price meal rate, in accordance with 2 CFR 200.406(a). All such benefits must be returned to the SFA and may not be retained by the FSMC.

2. Payment Terms

The FSMC shall submit all invoices **by the 5th day of the following month** to **AccountsPayable@teachps.org**, reflecting all activity for the preceding calendar month. **No invoice may be issued or dated earlier than the first calendar day of the new month**, and the **invoice date must match the date the invoice is submitted via email** to ensure accuracy and integrity in the SFA's validation and audit process.

Each invoice must be accompanied by **detailed monthly cost documentation** supporting all charges billed to the SFA. All costs, charges, and expenses must align with the Schedule of Fees (Exhibit B), be mutually agreed upon by the SFA and the FSMC, and qualify as **allowable costs** consistent with the cost principles in **2 CFR Part 200 or Part 400**, as applicable, and in accordance with **7 CFR sections 210.19(a)(1)** and **210.14(a)**.

Invoice documentation must clearly reflect charges in the following three formats:

1. **By individual school location**, itemizing all applicable costs and meal counts for each site;
2. **By total school aggregation**, specifically providing a consolidated total for **TEACH Academy of Technology (TAT)**; and
3. **As a consolidated SFA-wide summary**, reflecting total program costs and activity across all SFA sites.

The SFA will pay properly submitted and approved invoices **within 30 calendar days** of the invoice date. Invoices received by the SFA's accounting department on or before the **last business day of the month** will be processed for payment during that same month, provided they pass the SFA's internal audit. The SFA will notify the

FSMC of any invoice that does not pass internal audit review; such invoices will not be paid until corrected and resubmitted, **with no penalty or interest accruing to the SFA.**

If the FSMC requests **expedited or rush payment**, the SFA will assess a **$200 rush-processing fee**, in accordance with TEACH Public Schools' Fiscal Policy, to cover the cost of expedited administrative and processing services.

3. Interest, Fines, Penalties, Finance Charges, Income, and Expenses

Interest, fines, penalties, finance charges, income, and expenses that may accrue under this contract are not allowable expenses to the nonprofit school food service (cafeteria fund) (2 *CFR*, Section 200.441). The SFA is prohibited from paying unallowable expenses from the SFA's cafeteria fund.

4. Spoiled or Unwholesome Food, Food Not Meeting Detailed Food Component Specifications or Contract Requirements.

The SFA shall make no payment to the FSMC for any food items or complete meals that, in the SFA's determination, are spoiled or unwholesome at the time of delivery, do not meet detailed food component specifications as developed by the SFA for the meal pattern, or do not otherwise meet the requirements of this Contract (7 CFR 210.16(c)(3)).

**Contract Cost Adjustment**

The contract price (which may include General and Administrative (G&A) expenses and/or management fees, if applicable) may be adjusted once annually based on the Yearly Percentage Change in the Consumer Price Index for All Urban Consumers (CPI-U), as published by the U.S. Department of Labor, Bureau of Labor Statistics, using the Food Away From Home CPI regional index for Los Angeles. The CPI adjustment shall be calculated using the most recently published CPI for the month of March, compared to the March CPI from the prior year. Any approved CPI adjustment shall be applied prospectively only, effective on the contract anniversary date.

All CPI-based adjustments are subject to prior written approval by the SFA and are not automatic. The FSMC must submit a written request for the upcoming contract year's CPI adjustment, including CPI source data and calculations, no later than thirty (30) calendar days prior to the applicable contract anniversary date. CPI adjustments will only be considered during an approved renewal period and do not apply retroactively.

The renegotiation of price terms under this Contract is permitted only upon the occurrence of unpredictable, unexpected conditions beyond the control of both parties. If those conditions create a significant and material change in the financial assumptions upon which the price terms of this contract were based, then those price terms so affected may be renegotiated by both parties. Renegotiation of price terms under such conditions must be mutual and both parties must agree on any changes in price terms. Any adjustments so negotiated and agreed upon must accurately reflect the change in conditions. The occurrence of contingencies that are foreseeable and predictable, but not certain, should be calculated into the defined price terms, to the extent possible, with the goal of minimizing the need for

renegotiation of price terms during the term of the Contract. Substantive changes of the Contract will require the SFA to rebid the Contract.

**Availability of Funds**

Every payment obligation of the SFA under this Contract is conditioned upon the availability of funds appropriated or allocated for the payment of such obligation. The SFA may terminate this Contract at the end of the period for which funds are available if funds are not allocated and available for the continuance of this Contract. In the event the SFA exercises this provision, no liability shall accrue to the SFA and the SFA shall not be obligated or liable for any future payments or for any damages resulting from termination under this provision.

**Timeliness**

Time is of the essence in this Contract.

**Approval**

This Contract has no force or effect until it is signed by both parties and is approved by the CDE (*7 CFR*, Section 210.19[a][5]).

**Amendment**

No amendment or variation of the terms of this Contract shall be valid unless made in writing, signed by both parties, and approved by the CDE. Any oral understanding or agreement not incorporated into the Contract in writing and approved by the CDE is not binding on either party (*7 CFR*, Section 210.19[a][5]).

**Substantive Changes to Contract**

Any change to this Contract that results in a material change or any proposed renewals of this Contract may, at the determination of the CDE, either void this Contract or require the SFA to rebid the Contract. Following are examples of substantive changes that could require the SFA to rebid the Contract:

- The addition of a program
- A major shift in responsibilities for FSMC or SFA staff

**Subcontract/Assignment**

No provision of this Contract shall be assigned or subcontracted without prior written approval of the SFA. If subcontracts are let, the FSMC should have taken steps to contract with small and minority businesses, women's business enterprises, and labor surplus area firms when possible.

**Written Commitments**

Any written commitment by the FSMC relative to the services herein shall be binding upon the FSMC. Failure of the FSMC to fulfill any such commitment shall render the FSMC liable for damages due to the SFA. Such written commitments include, but are not limited to:

- Any warranty or representation made by the FSMC in any publication, drawing, or specifications accompanying or referred to in the proposal pertaining to the responsiveness of the proposal

- Any written notifications, affirmations, or representations made by the FSMC in, or during the course of, negotiations that are incorporated into a formal amendment to the proposal

**Trade Secrets/Copyrights**

The FSMC and SFA shall designate any information they consider confidential or proprietary—including recipes, surveys and studies, management guidelines, operational manuals, and similar documents—that the SFA and FSMC regularly use in the operation of their business or that they develop independently during the course of this Contract.

Information so designated and identified shall be treated as confidential by the FSMC and the SFA, and the FSMC and the SFA shall exercise the same level of care in maintaining the confidences of the other party as they would employ in maintaining their own confidences, unless disclosure is otherwise required under the law. All such materials shall remain the exclusive property of the party that developed them and shall be returned to that party immediately upon termination of this Contract. Notwithstanding, the federal awarding agency reserves a royalty-free, nonexclusive, and irrevocable license to reproduce, publish, or otherwise use, and authorize others to use the work for federal purposes (*7 CFR*, Section 200.315[b]).

**Severability**

Should any provision(s) of this Contract be declared or found to be illegal, unenforceable, ineffective, and/or void, then each party shall be relieved of any obligations arising from such provision(s). The balance of this Contract, if capable of performance, shall remain and continue in full force and effect.

**Counterparts**

This Contract may be executed in counterparts, each of which shall be deemed an original, but all of which together will constitute one and the same instrument.

**Silence/Absence/Omission**

Any silence, absence, or omission from the Contract specifications concerning any point shall mean that only the best commercial practices are to prevail. Only those materials (e.g., food, supplies, etc.) and workmanship of a quality that would normally be specified by the SFA are to be used.

**Indemnification**

The FSMC shall indemnify and hold harmless the SFA, or any employee, director, agent, or Board Member of the SFA, from and against all claims, damages, losses, and expenses (including attorney's fees and court costs incurred to defend litigation), and decrees or judgments whatsoever arising from any and all injuries, including death or damages to or destruction of property resulting from the FSMC's acts or omissions, willful misconduct, negligence, or breach of the FSMC's obligations under this Contract by the FSMC, its agents, employees, or other persons under its supervision and direction.

The FSMC shall not be required to indemnify or hold harmless the SFA from any liability or damages arising from the SFA's sole acts or omissions.

**Sanctions**

If the FSMC fails to perform in accordance with the terms of this contract, the SFA may impose one or more of the following penalties:

- The FSMC shall submit a written corrective action plan detailing the steps it will take to immediately correct the deficiency and prevent future noncompliance.
- If nonperformance or contract violations continue, the SFA may terminate the contract for cause in accordance with federal, state, and local procurement regulations.
- The FSMC may be barred or deemed non-responsive for future contract solicitations issued by the SFA.
- If the FSMC is responsible for the breach, the FSMC shall be fully liable for all damages incurred by the SFA, including but not limited to excess costs associated with securing comparable services, as well as any administrative, contractual, or legal remedies available to the SFA.

**Breach of Contract**

For the breach of the Contract and associated benefits:

If the FSMC causes the breach, the FSMC assumes liability for any and all damages, including excess cost to the SFA in procuring similar services, and is liable for administrative, contractual, and legal remedies, as applicable.

**Penalties**

Cost resulting from the SFA's violations, alleged violations of, or failure to comply with federal,

state, tribal, local, or foreign laws and regulations are unallowable, except when incurred as a result of compliance with specific provisions of the federal award, or with prior written approval of the federal awarding agency (2 *CFR*, Section 200.441).

**Force Majeure**

5. Neither party shall be liable to the other for delay in, or failure of, performance nor shall any such delay in, or failure of, performance constitute default if such delay or failure is caused by force majeure. Force majeure means an occurrence that is beyond the control of the party affected and occurs without its fault or negligence. Force majeure may include, but is not restricted to, acts of God, the public enemy, acts of the state in its sovereign capacity, fires, floods, power

failure, disabling strikes, epidemics, quarantine restrictions, and freight embargoes.

6. Force majeure does not include any of the following occurrences:
   - Late delivery of equipment or materials caused by congestion at a manufacturer's plant or elsewhere, or an oversold condition of the market
   - Late performance by a subcontractor, unless the delay arises out of a force majeure occurrence
   - Inability of either the FSMC or any of its subcontractors to acquire or maintain any required insurance, bonds, licenses, or permits
7. If either party is delayed at any time in the progress of work by force majeure, the delayed party shall notify the other party in writing of such delay, as soon as practicable and no later than the following work day or the commencement thereof, and shall specify the causes of such delay. Such notice shall be delivered by hand or sent by postal mail with a certified return receipt requested and shall make a specific reference to this article, thereby invoking its provisions. The delayed party shall cause such delay to cease as soon as practicable and shall notify the other party in writing when it has done so. The time for completion shall be extended by contract amendment, as long as the amended period does not violate *7 CFR*, Section 210.16(d).

8. Any delay or failure in performance by either party caused by force majeure shall not constitute default, nor give rise to any claim for damages or loss of anticipated profits.

**Nondiscrimination**

Both the SFA and FSMC agree that no child who participates in the National School Lunch Program (NSLP), School Breakfast Program (SBP) will be discriminated against on the basis of race, color, national origin, age, sex, or disability. State agencies and SFAs shall comply with the requirements of Title VI of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; the Age Discrimination Act of 1975; Department of Agriculture regulations on nondiscrimination (*7 CFR*, parts 15, 15a, and 15b); and FNS Instruction 113-1 (*7 CFR,* Section 210.23[b]).

**Compliance with the Law**

The FSMC shall comply with all laws, ordinances, rules, and regulations of all applicable federal, state, county, and city governments, bureaus, and agencies regarding purchasing, sanitation, health, and safety for the food service operations and shall procure and maintain all necessary licenses and permits. The SFA shall cooperate, as necessary, in the FSMC's compliance efforts.

The FSMC shall comply with all applicable federal regulations in 2 *CFR,* parts 200 and 400 and *7 CFR,* parts 210 (NSLP), 220 (SBP), 245 (Determining Eligibility for Free and Reduced Price Meals and Free Milk in Schools) as applicable, 250 (Donation of Foods for Use in the United States, its Territories and Possessions and Areas Under its Jurisdiction), USDA FNS Instructions and policy, federal laws and regulations, California *Education Code* (*EC*), and California laws and regulations, where applicable.

**Choice of Law**

This Contract shall be construed under the laws of the state of California, where applicable, without giving effect to the principles of conflict of laws. Any action or proceeding arising out of this Contract shall be heard in the appropriate courts in California.

**Advice of Counsel**

Each party acknowledges that, in executing this Contract, such party has had the opportunity to seek the advice of independent legal counsel and has read and understood all of the terms and provisions of this Contract.

**Relationship of the Parties**

**A.** The FSMC's relationship with the SFA will be that of an independent contractor and not that of an employee of or supervisor for the SFA. The FSMC will not be eligible for any employee benefits, nor will the SFA make deductions from payments made to the FSMC for taxes, all of which will be the FSMC's responsibility. The FSMC agrees to indemnify and hold the SFA harmless from any liability for, or assessment of, any such taxes imposed on the SFA by relevant taxing authorities. The FSMC will have no authority to enter into contracts that bind the SFA or create obligations on the part of the SFA.

**B.** When the SFA is a public school district or program operated by the county Office of Education, the FSMC, as an independent contractor, shall have no authority to supervise food service classified personnel operating the NSLP, SBP, or Afterschool Meal Supplements (AMS) under the NSLP (*EC* Section 45103.5).

**C.** All services to be performed by the FSMC will be as agreed between the FSMC and the SFA. The FSMC will be required to report to the SFA concerning the services performed under this Contract. The SFA shall determine the nature and frequency of these reports.

**D.** The SFA is the responsible authority, without recourse to USDA or CDE, for the settlement and satisfaction of all contractual and administrative issues arising in any way from this Contract. Such authority includes, but is not limited to, source evaluation, protests, disputes, claims, or other matters of a contractual nature.

**Food Service Program**

**A. Food Service Management Company Responsibilities**

1. The FSMC will not directly or indirectly restrict the sale or marketing of fluid milk at any time or in any place on school premises or at any school-sponsored event (*7 CFR*, Section 210.21[e]).

2. The FSMC shall have state or local health certification for any facility outside the school in which it proposes to prepare meals and the FSMC shall maintain this health certification for the duration of the contract (*7 CFR*, Section 210.16[c][2]).

**School Food Authority Responsibilities**

3. The SFA shall ensure that the food service operation is in conformance with the SFA's Permanent Single Agreement with the CDE and will monitor the food service operation through periodic on-site visits (*7 CFR*, sections 210.16[a][2] and 210.16[a][3]).

4. The SFA retains control of the quality, extent, and the general nature of its food service; the prices children are charged for meals (*7 CFR*, Section 210.16[a][4]), and a la carte prices. The SFA may not contract with the FSMC to provide only nonprogram food (e.g., a la carte and adult meals) unless the FSMC offers free, reduced-price, and paid reimbursable lunches to all eligible children (*7 CFR*, Section 210.16[a]).

5. SFAs with more than one school shall perform no less than one on-site review of the lunch counting and claiming system employed by each school under its jurisdiction. The on-site review shall take place prior to February 1 of each school year. Further, if the review discloses problems with a school's meal counting or claiming procedures, the SFA shall ensure that the school implements corrective action and, within 45 days of the review, conduct a follow-up on-site review to determine that the corrective action resolved the problem. Each on-site review shall ensure that the school's claim is based on the counting system authorized by the CDE under *7 CFR,* Section 210.7(c) and that the counting system, as implemented, yields the actual number of reimbursable free, reduced-price, and paid lunches respectively, served for each day of operation (*7 CFR,* Section 210.8[a][1]).

6. The SFA shall retain responsibility for developing the meal pattern for students with disabilities, when their disability restricts their diet, and for those students without disabilities who are unable to consume the regular lunch because of medical or other special dietary needs (*7 CFR*, Section 210.10[m]).

7. The SFA shall retain signature authority for the food services application, agreements, Free and Reduced-Price Policy Statement, monthly Claim for Reimbursement, reports, program renewal, the verification of applications, letters to households, and all

correspondence to the CDE relating to the food service program (*7 CFR*, Section 210.16[a][5]).

8. The SFA shall retain signature authority and be responsible for all contractual agreements entered into in connection with the food service program (*7 CFR*, Section 210.21).

9. The SFA shall be responsible for the establishment and maintenance of the free and reduced-price meals eligibility roster (*EC* Section 49558).

10. The SFA shall be responsible for the development, distribution, and collection of the letter to households and Application for Free and Reduced-Price Meals and/or Free Milk (*7 CFR*, Section 245.6).

11. If the SFA uses Direct Certification to determine student meal eligibility, the SFA shall be responsible for obtaining and processing the Direct Certification eligibility list at least three (3) times annually to ensure timely and accurate certification of eligible students, in accordance with applicable USDA and CDE requirements and California Education Code Section 49558.

12. The SFA shall be responsible for the determination of eligibility for free and reduced-price meals and shall disclose the eligibility status of individual students or confidential information provided on the application for free or reduced-price meals to the FSMC, to the extent that such information is necessary for the FSMC to fulfill its obligations under this Contract. The FSMC will not disclose the eligibility status of individual students or confidential information provided (*EC* Section 49558).

13. The SFA shall be responsible for conducting any hearings related to determinations regarding free and reduced-price meal eligibility (*7 CFR*, Section 245.7).

14. The SFA shall be responsible for verifying applications for free and reduced-price meals as required by federal regulations (*7 CFR*, sections 245.6 and 245.6[a]).

15. The SFA shall establish and maintain an advisory board composed of parents, teachers, and students to assist with menu planning (*7 CFR*, Section 210.16[a][8]).

16. The SFA shall maintain applicable health certification and ensure that all state and local regulations are being met by the FSMC preparing and serving meals on-site at an SFA facility (*7* CFR 210.16(a)(7)).

17. The SFA does not use meal equivalents in this Contract. Reimbursement and payments will be based solely on the number of USDA-reimbursable meals served.

## V. Buy American Requirements (*7* CFR 210.21(d) and 220.16[d]))

1. **Requirement:** The FSMC shall comply with the Buy American Provision as provided in 7 CFR 210.21(d) and 7 CFR 220.16(d), and in accordance with USDA Policy Memo SP 38-2017. The FSMC shall purchase, to the maximum extent practicable, domestic commodities and products for use in meals served under this contract.
    - **Domestic commodity or product** is defined as an agricultural commodity that is produced in the United States, and a food product that is processed in the United States substantially using agricultural commodities that are produced in the United States.
    - **Substantially** means that more than 51 percent of the final processed product, by weight or volume (excluding packaging), consists of agricultural commodities that were grown domestically.
2. FSMC Certification Requirements (Processed Products): The FSMC must submit statements for all processed agricultural products to the SFA at the time of delivery, certifying that the food product was processed 100 percent domestically and that the percentage of domestic content in the food component of the processed food product is over 51 percent, by weight or volume.

    - The Respondent must also provide certification of domestic origin for products that do not contain required country of origin labeling.
3. **Exceptions:** The SFA may allow an exception to the Buy American Provision only when one of the allowable exceptions applies. The FSMC must notify the SFA in writing at least ten

(10) days prior to delivering a nondomestic agricultural commodity or product and request prior written approval for delivery.

- This written notification must include a list of alternative domestic substitutes for the SFA to consider and provide an explanation. Allowable exceptions include, but are not limited to:
    - The product is listed on the Federal Acquisition Regulations Nonavailable Articles List found at 48 CFR 25.104, and/or
    - The product is not produced or manufactured in the United States in sufficient and reasonably available quantities of a satisfactory quality, consistent with Final Rule (FR) 31962.

4. **Procedure for Exceptions:** The FSMC must submit a written request for an exception to the SFA for approval prior to the proposed purchase. This request must include:
    - The specific product(s) for which an exception is requested.
    - A detailed justification, including:
        - The price of the domestic food alternative and the non-domestic food alternative;
        - The availability of the domestic alternative in sufficient and reasonable quantities and satisfactory quality;
        - A comparison of the domestic and non-domestic food items; and
        - Documentation demonstrating the efforts made to find a domestic product.
5. **Cap on Nondomestic Food Purchases:** The FSMC must adhere to the cap on nondomestic food purchases, as applicable:
    - Beginning in **SY 2025–26**, the nondomestic food purchase cap will be **10 percent**
    - Beginning in **SY 2028–29**, the nondomestic food purchase cap will be **8 percent**

- Beginning in **SY 2031–32,** the nondomestic food purchase cap will be **5 percent**

6. California-Grown Preference (FAC Section 58595(c)): In accordance with **FAC Section 58595(c),** the FSMC will accept agricultural food products grown in **California** before accepting domestic agricultural food products grown outside the state when both of the following conditions are met:
   - The bid or price of the California-grown agricultural food product does not exceed the lowest bid or price for a domestic agricultural food product produced outside the state; and
   - The quality of the California-grown agricultural food product is comparable to the domestic agricultural food product produced outside the state.

## VI. U.S. Department of Agriculture Foods

### B. Food Service Management Company Responsibilities

1. The FSMC shall fully use, to the maximum extent possible, donated foods made available by the SFA solely for the purpose of providing benefits for the SFA's nonprofit school food program (*7 CFR,* Section 210.16[a][6]).

2. In accordance with 7 CFR, Section 250.53, the FSMC shall comply with the following provisions relating to the use of donated foods, as applicable:

   a) The FSMC must credit the SFA for the value of all donated foods (including entitlement and bonus foods) received for use in the SFA's meal service in the school or fiscal year. The credit must include the value of donated foods contained in processed end products if the FSMC procures processed end products on behalf of the SFA, or acts as an intermediary in passing on the donated foods value of processed end products to the SFA (*7 CFR,* Section 250.51[a]).

   b) The FSMC shall account for the full value of donated foods (*7 CFR,* Section 250.51) by:

      i) Subtracting the value of all donated foods received for use in the SFA's food service from the SFA's (monthly/quarterly) invoice, and

      ii) Using the Average Price File for the school year in which the donated foods are received by the SFA. This listing is available from the USDA Food Distribution web page at http://www.fns.usda.gov/fdd/processor-pricing-reports.

3. The FSMC shall be responsible for all activities related to **USDA Foods (Donated Foods)** in accordance with ***7* CFR 250.50(d)(2), (3), and (4),** as applicable, and shall ensure that all such activities are performed in full compliance with the applicable requirements of ***7* CFR Part 250**.

4. The FSMC shall accept liability for any negligence on its part that results in any loss of, improper use of, or damage to donated foods.

5. The FSMC must use all donated beef, pork, and all processed end products, in the recipient agency's food service, and must use all other donated foods, or commercially purchased foods of the same generic identity, of U.S. origin, and of equal or better quality than the donated foods, in the recipient agency's food service (unless the contract specifically stipulates that the donated food, and not such commercial substitutes, be used) (*7 CFR*, Section 250.51[d]).

6. The FSMC shall ensure that the processing agreement's value will be used in crediting the SFA for the value of donated foods contained in end products (*7 CFR*, Section 250.53[a][7]).

7. The method and frequency of crediting donated foods will be in accordance with *7 CFR*, Section 250.51(b). The FSMC must ensure that it follows the negotiated method and frequency of crediting agreed upon by the parties.

8. The FSMC will provide assurance that it will not itself enter into the processing agreement with the processor required in subpart C of *7 CFR*, Part 250 (*7 CFR*, Section 250.53[a][8]).

9. The FSMC will provide assurance that it will comply with the storage and inventory requirements for donated foods (*7 CFR*, Section 250.53[a][9]).

10. The FSMC will maintain records to document its compliance with requirements relating to donated foods, in accordance with *7 CFR,* Section 250.54(b).

**School Food Authority Responsibilities**

11. The SFA shall retain title to all donated foods and ensure that all donated foods received by the SFA and made available to the FSMC accrue only for the benefit of the SFA's nonprofit school food service and are fully used therein (*7 CFR*, Section 210.16[a][6]).

12. The SFA shall accept and use, in as large quantities as may be efficiently used in its nonprofit food service program, such foods as may be offered as a donation by USDA (*7 CFR*, Section 210.9[b][15]).

13. The SFA will maintain records to document its compliance with requirements relating to donated foods and conduct reconciliation (at least annually and upon termination of the Contract) to ensure that the FSMC has credited the value of all donated foods in accordance with *7 CFR*, sections 250.54(a) and (c).

14. The SFA will not extend or renew any Contract if the FSMC did not fulfill all Contract provisions relating to donated foods (*7 CFR*, Section 250.53[a][12]). Meal Responsibilities

## VII. Meal Responsibilities

### A. The FSMC shall:

1. Serve meals on such days and at such times as requested by the SFA.

2. Offer free, reduced-price, and paid reimbursable meals to all eligible children through the SFA's food service program.

3. Provide meals through the SFA's food service program that meet the requirements as established in *7 CFR*, parts 210 and 220, as applicable.

### Food Service Management Company Employees

**A.** The FSMC shall only place employees for work at the SFA that meet the minimum professional standards outlined in *7 CFR*, Section 210.30, which can be viewed on the following web page: School Nutrition Program Professional Standards.

The SFA shall ensure that all employees the FSMC proposes for placement meet the minimum professional standards. The FSMC shall ensure their employees take the required annual training as outlined in the professional standards. The FSMC shall track the training completed by each employee and maintain documentation to validate that training was completed. The FSMC shall remove from the SFA premises any employee who fails to take the required training.

The FSMC shall provide the SFA with a list of employees and evidence that they meet the professional standards.

**B.** The SFA reserves the right to interview and approve the on-site food service consultant(s)/employee(s).

**C.** The FSMC shall provide the SFA with a schedule of employees, positions, assigned locations, salaries, and work hours. The FSMC will provide specific locations and assignments to the SFA 2 calendar weeks prior to the commencement of operation.

**D.** The FSMC shall comply with all wage and hours of employment requirements of federal and state laws. The FSMC will be responsible for supervising and training their personnel.

**E.** The FSMC agrees to assume full responsibility for the payment of all contributions and assessments, both state and federal, for all of its employees engaged in the performance of this Contract.

**F.** The FSMC agrees to furnish the SFA, upon request, a certificate or

other evidence of compliance with state and federal laws regarding contributions, taxes, and assessments on payroll.

**G.** The FSMC will be solely responsible for all personnel actions regarding employees on its respective payroll. The FSMC shall withhold and/or pay all applicable federal, state, and local employment taxes and payroll insurance with respect to its employees, insurance premiums, contributions to benefit and deferred compensation plans, licensing fees, and workers' compensation costs, and shall file all required documents and forms. The FSMC shall indemnify, defend, and hold the SFA harmless from and against any and all claims, liabilities, and expenses related to, or arising out of, the indemnifying party's responsibilities set forth herein.

**Books and Records**

**H.** The SFA and the FSMC must provide all documents as necessary for an independent auditor to conduct the SFA's single audit. The FSMC shall maintain such records as the SFA will need to support its Claims for Reimbursement. Such records shall be made available to the SFA upon request and shall be retained in accordance with *7 CFR,* Section 210.16(c)(1).

**I.** The SFA and the FSMC shall, upon request, make all accounts and records pertaining to the nonprofit food service program available to the CDE, USDA FNS and Office of Inspector General of the United States for audit or review at a reasonable time and place. Each party to this Contract shall retain such records for a period of three (3) years after the date of the final Claim for Reimbursement for the fiscal year in which this Contract is terminated, unless any audit findings have not been resolved. If audit findings have not been resolved, then records shall be retained beyond the three-year period as

long as required for resolution of issues raised by the audit (*7 CFR*, Section 210.9[b][17]).

**J.** The FSMC shall not remove state or federally required records from the SFA premises upon contract termination.

**K.** The USDA, Inspector General, the Comptroller of the United States, and the CDE, or any of their duly authorized representatives must have the right of access to any documents, papers, or other records of the FSMC and the SFA which are pertinent to the federal award, in order to make audits, examinations, excerpts, and transcripts. The right also includes timely and reasonable access to the FSMC and SFA's personnel for the purpose of interview and discussion related to such documents (2 *CFR*, Section 200.336[a]).

**L.** The distributing agency/CDE, recipient agency/SFA, the Comptroller General, the USDA, or their duly authorized representatives, may perform on-site reviews of the FSMC's food service operation, including the review of records, to ensure compliance with requirements for management and use of donated foods (*7 CFR*, Section 250.53[a][10]).

**Monitoring and Compliance**

**M.** The FSMC shall monitor the food service operation of the SFA through periodic on-site visits in order to develop recommendations for improvement of the food service program.

**N.** The FSMC warrants and certifies that in the performance of this Contract it will comply with all applicable statutes, rules, regulations, and orders of the United States and the state of California.

**O.** The SFA shall establish internal controls that ensure the accuracy of lunch counts prior to the submission of the monthly Claim for Reimbursement in accordance with *7 CFR,* Section 210.8(a). At a minimum, these internal controls shall include all of the following:

- An on-site review of the lunch counting and claiming system employed by each school within the jurisdiction of the SFA (*7 CFR,* Section 210.8[a][1])
- Comparisons of daily free, reduced-price, and paid lunch counts against data that will assist with the identification of lunch counts in excess of the number of free, reduced-price, and paid lunches served each day to children eligible for such lunches
- A system for following up on lunch counts that suggest the likelihood of lunch counting problems

**Equipment, Facilities, Inventory, and Storage**

**P.** The SFA will make available to the FSMC, without any cost or charge, area(s) of the premises agreeable to both parties in which the FSMC shall render its services. The SFA shall provide the FSMC with local telephone service. The SFA shall not be responsible for loss or damage to equipment owned by the FSMC and located on the SFA's premises.

**Q.** The FSMC shall notify the SFA of any equipment belonging to the FSMC on the SFA's premises within 10 days of its placement on the SFA's premises.

**R.** The SFA shall have access, with or without notice, to all of the SFA's

facilities used by the FSMC for purposes of inspection and audit.

**S.** Ownership of the beginning inventory of food and supplies shall remain with the SFA.

**T.** Ownership of all nonexpendable supplies and capital equipment shall remain with the SFA. However, the FSMC must take such measures as may be reasonably required by the SFA for protection against loss, pilferage, and/or destruction.

**Certifications**

**U.** The FSMC warrants and certifies that in the performance of this Contract, it will comply with the rules and regulations of the CDE and the USDA, and any additions or amendments thereto, including but not limited to 2 *CFR,* parts 200 and 400, and 7 *CFR*, parts 210, 215, 220, 245, 250, and USDA FNS Instruction and policy, as applicable. The FSMC agrees to indemnify the SFA and the CDE against any loss, cost, damage, or liability by reason of the FSMC's violation of this provision.

**V.** The FSMC shall comply with Title VI of the Civil Rights Act of 1964, as amended; USDA regulations implementing Title IX of the Education Amendments; Section 504 of the Rehabilitation Act of 1973; and any additions or amendments to any of these regulations, and statutes.

**W.** The SFA and FSMC shall comply with all applicable standards, orders, or regulations issued.

For contracts in excess of $150,000, the SFA and FSMC shall comply with the Clean Air Act (42 U.S.C. sections 7401 et seq.) and the Federal Water Pollution Control Act (33 U.S.C. Section 1251) as amended (Appendix II to 2 *CFR*, Part 200).

**X.** Debarment and Suspension

The parties shall not enter into contracts with parties listed on the General Services Administration's List of Parties Excluded from Federal Procurement or

Nonprocurement programs (Executive Orders 12549 and 12689 and 2 *CFR*, Part 200, Appendix II).

**Y.** Lobbying

The Certification Regarding Lobbying and a Disclosure of Lobbying Activities form (2 *CFR*, Section 418) must accompany each subsequent four (4) additional one-year renewals. Contract renewals that do not include this certification will not be accepted for consideration (Appendix II to 2 *CFR* Part 200 Section [I]: Byrd Anti-Lobbying [31 U.S.C 1352]).

**Insurance**

The parties shall maintain the following insurances:

**Z.** Workers' Compensation Insurance

Each party shall maintain Workers' Compensation Insurance coverage as required by state law, and Employers' Liability in the amount of one million dollars ($1,000,000.00) for each accident covering all employees employed in connection with child nutrition program operations.

**AA.** Comprehensive or Commercial Insurance

The FSMC shall maintain during the term of this Contract, for protection of the SFA and the FSMC, Commercial General Liability Insurance, including both bodily injury and property damage, with limits as follows:

- $1,000,000 per occurrence
- $ 100,000 fire damage
- $ 5,000 med expenses
- $1,000,000 personal & advertising injury
- $3,000,000 general aggregate
- $3,000,000 products/completed

operations aggregate TEACH Public Schools must

be named as Additional Insured.

The vendor will also need to confirm that coverage is primary/noncontributory and provide a waiver of subrogation.

The insurance policies shall contain covenants by the issuing company that the policies shall not be canceled without 30 days prior written notice of cancellation to the SFA. With the exception of Workers' Compensation Insurance, the SFA shall be named as an additional insured under the FSMC's policies of insurance to the extent the SFA is indemnified pursuant to this Contract.

**BB.** Property Insurance

The SFA shall maintain, or cause to be maintained, a system of coverage either through purchased insurance, self-insurance, or a combination thereof to keep the buildings, including the premises, and all property contained therein insured against loss or damage by fire, explosion, or other cause normally covered by standard broad form property insurance.

**Termination**

Either party may cancel for cause with a 60-day notification of either party breaches a provision of this Contract (*7 CFR*, sections 210.16[d] and 250.12[f][9]). The nonbreaching party shall give the other party notice of such cause. If the cause is not remedied within 10 days, the nonbreaching party shall give a 60-day notice to the breaching party of their intent to terminate this Contract upon expiration of the 60-day period. This Contract may be terminated, in whole or in part, for convenience by the SFA with the consent of the FSMC, in which case the two parties shall agree upon the termination conditions, including the effective date and, in the case of partial termination, the portion to be terminated (2 *CFR*, Section 200.339[a][3]). The Contract may also be terminated, in whole or in part, by the FSMC upon

written notification to the SFA, setting forth the reasons for such termination, the effective date, and, in the case of partial termination, the portion to be terminated. However, in the case of a partial termination, if the SFA determines that the remaining portion of the Contract will not accomplish the purposes for which the Contract was made, the SFA may terminate the Contract in its entirety (2 *CFR*, Section 200.339[a][4]). The rights of termination referred to in this Contract are not intended to be exclusive and are in addition to any other rights or remedies available to either party at law or in equity.

Exhibit A

**Scope of Work**

**1. Overview of TEACH Public Schools Food Service Program**

**A. Scale.**

The School Food Authority (SFA) employs four (4) food service staff members who support meal service operations across four (4) feeding sites, including three (3) schools. The SFA contracts with a Food Service Management Company (FSMC) to deliver meals to our school community, serving approximately 1,000 students per day.

**Financial Goals.**

The SFA is committed to maintaining a financially sustainable nonprofit food service program with zero to minimal fiscal encroachment on the SFA's general fund. To support this, the FSMC must price meals at a level at or below the federal reimbursement rate, with no more than $0.10 above the reimbursement rate when necessary, and must use USDA Foods effectively to reduce overall program costs.

The FSMC shall provide regular financial reporting, including participation trends, ordering patterns, cost fluctuations, delivery issues, and any other factors that may affect the financial health of the program. The FSMC must promptly notify the SFA of any anticipated cost increases, supply chain challenges, or operational changes that could impact program sustainability, and must return all rebates, discounts, and credits to the SFA in accordance with federal regulations.

To ensure long-term financial viability, the FSMC is expected to operate efficiently, minimize waste, use entitlement dollars fully, and maintain transparent billing and documentation practices. The FSMC must support accurate budgeting and forecasting, propose operational efficiencies when possible, and collaborate with the SFA to ensure the food service program remains fiscally stable and compliant with USDA and CDE requirements.

**Management Goals.**

a. Operational Expectations

TEACH Public Schools expects the Food Service Management Company (FSMC) to operate with strong fiscal accountability and maintain full compliance with all applicable local, state, and federal public health requirements. The FSMC must maintain a transparent business and management structure that enables TEACH's leadership to easily identify key decision makers, ensure timely communication, provide timely delivery of all required services, and minimize disruptions to student learning.

b. Program Quality and Compliance

The SFA aims to provide nutritious, high-quality meals to all students participating in the School Breakfast Program, National School Lunch Program, Seamless Summer Option (SSO), and NSLP Afterschool Snack Program. The SFA further commits to accommodating medically-necessary special diets, improving the

nutritional quality of meals, and maintaining a financially stable, nonprofit school food service operation.

B. Food Service Office and Staff. The food service office is located at 10600 S. Western Ave. Los Angeles, CA 90047. The number of food service staff is 1.

C. National School Lunch Program and School Breakfast Program.

TEACH Public Schools Dir...

| Column 1 | TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School | TEACH Academy of Technologies (10000 Campus - 5th/6th Grade) | TEACH Academy of Technologies (10045 Campus - 7th/8th Grade) | TEACH Tech Charter High |
|---|---|---|---|---|
| Address | 8505 S. Western Ave. Los Angeles, CA 90047 | 10000 S. Western Ave. Los Angeles, CA 90047 | 10045 S. Western Ave. Los Angeles, CA 90047 | 10616 S. Western Ave. Los Angeles, CA 90047 |
| Phone Number | 323-872-0708 | 323-872-0809 | 323-872-0809 | 323-872-0707 |
| Fax Number | (323) 486-4080 | (323) 486-0127 | (323) 486-0127 | (323) 486-0811 |
| **Principal** | **Sharon Rhee** | **Christian Gomez** | **Christian Gomez** | **James Cordero** |
| **Principal's Email** | **srhee@teachps.org** | **CGomez@teachps.org** | **CGomez@teachps.org** | **JCordero@teachps.org** |
| School Operations Manager "SOM" | Wendy Zaragoza | Graciela Alvarez | Graciela Alvarez | Asmin Quintero |
| SOM's Email | wzaragoza@teachps.org | galvarez@teachps.org | galvarez@teachps.org | AQuintero@teachps.org |
| Enrollment (as of Census Day 2025) | 275 | 172 | 267 | 360 |
| Projected Enrollment 2026-2027 | 275 | 175 | 275 | 400 |
| Servers Needed | 2 | 2 | 2 | 2 |
| Equipment Needed | Yes | Yes | No | Yes |

**Description of FSMC Responsibilities General Description of Goals and Objectives:**
The SFA's primary goal is to operate a high-quality school nutrition program that provides students with nutritious, appealing meals in a safe, efficient, and student-centered environment. The FSMC is expected to support the SFA in meeting all federal and state Child Nutrition Program requirements, ensuring that meals meet USDA nutritional standards, are served in a manner that supports student participation, and enhance the overall dining experience.

The FSMC must collaborate with the SFA to promote nutrition education, support compliance with food safety and sanitation requirements, and implement best practices that improve meal quality, reduce waste, and encourage greater student engagement with the school meal programs. The FSMC should support the SFA in maintaining strong program integrity, ensuring accurate meal counts, documentation, and reporting in accordance with USDA regulations.

In addition, the FSMC is expected to maintain open communication with the SFA, respond promptly to operational challenges, and work in partnership with the SFA to continuously evaluate and improve program performance. The overarching objective is to provide students with nutritious meals while supporting a positive school culture and ensuring full compliance with the National School Lunch Program (NSLP), School Breakfast Program (SBP), Seamless Summer Option (SSO), and the NSLP Afterschool Snack Program.

Responsibilities of the FSMC shall include:

**Purchasing of Supplies for the Food Service Program**

Recommend (or be responsible for) purchasing standards and specifications that will result in the best quality of products and services at the lowest price for the food service program.

All transactions shall be conducted in a manner so as to provide maximum open and free competition as provided by statute and regulation.

The grade, purchase unit, style, weight, ingredients, formulation, etc., shall be in compliance with

applicable statutes and regulations.

Purchase food and/or supplies (if applicable); if authorized by the SFA, the FSMC shall purchase food used by the food service operation and the purchasing of food shall not displace SFA staff or delegate responsibilities of the SFA to the FSMC.

Recommend new or improved procedures for the requisition, receipt, and verification of all supplies used by the food service operation

**Contracting With Small, and Minority Businesses, Women's Business Enterprises, and Labor Surplus Area Firms**

The FSMC shall comply with 2 CFR 200.321, ensuring inclusion of small, minority-owned, women-owned, and labor surplus-area firms in procurement activities when applicable.

**Buy American**

The SFA participates in meal programs that require the use of nonprofit school food service funds, to the maximum extent practicable, to buy domestic commodities or products for Program meals. A 'domestic commodity or product' is defined as one that is either produced in the U.S. or is processed in the U. S. substantially (51 percent or more by weight or volume) using agricultural commodities that are produced in the U. S. as provided in *7 CFR*, sections 210.21(d) and 220.16(d). The FSMC must:

1. **Submit certification statements for all processed agricultural products.** The FSMC must provide written documentation to the SFA at the time of delivery for each processed agricultural product certifying that the food product was processed 100 percent domestically and that the percentage of domestic content in the food component of the processed food product is over 51 percent, by weight or volume.

OR:

2. **Request SFA approval prior to delivering a nondomestic agricultural commodity or product.** If the FSMC cannot comply with #1 above, the FSMC must notify the SFA in writing 10 days prior to delivering a nondomestic agricultural commodity or product. This written notification must include the following:

a) Whether the request to deliver a nondomestic food is because the product is not produced or manufactured domestically in sufficient and reasonably available quantities of a satisfactory quality, or competitive bids reveal

the costs of a domestic product are significantly higher than the nondomestic product

b) The pricing of both domestic and nondomestic products and/or availability data to justify the use of one of the two allowable exceptions

c) A list of alternative domestic substitutes for the SFA to

consider for delivery instead of the nondomestic agricultural product

**Facility or Site Operations**

The FSMC shall recommend:

- Safety programs for employees
- Sanitation standards for housekeeping, preparation, storage, and equipment
- Adjustments to practices and operation of equipment as required
- A Food Safety Plan and participate in the development, implementation, and maintenance of said plan
- Methods to increase participation at all levels of the SFA's food service programs, improve food quality, and upgrade equipment and facilities
- Hours and number of positions at each site to meet food service operational needs

**Menus**

Adhere to the 21-day cycle menu for the first 21 days of meal service; thereafter, the FSMC may only make changes with the SFA's approval (*7 CFR*, sections 210.10, 210.16[b][1] and 220.8, if applicable).

Provide recommendations for menu development that will result in the best quality of products and services at the lowest price for the food service program.

Seek student and parent input on successful menu variation and planning.

Provide, upon request by the SFA, recommended menus to assure compliance with all applicable statutes and regulations; include menu recommendations to meet the needs of students with special dietary needs or disabilities.

The Respondent may include whole milk as an available milk option within the proposed 21-Day Cycle Menu, as permitted under USDA program requirements, including the **Whole Milk for Healthy Kids Act of 2025** and related USDA guidance. Any milk options offered must remain compliant with all applicable USDA and CDE fluid milk requirements.

The FSMC shall comply with all applicable California and federal school nutrition requirements, including **Assembly Bill (AB) 1264** and any related implementation guidance issued by the California Department of Education (CDE). The FSMC must be prepared to support the SFA in meeting AB 1264 requirements as they are phased in,

including adjustments to product selection, menu development, and documentation as required.

**Quality Control**

Recommend or establish a formal structure to routinely and continuously gather input from students, staff, and parents about food services.

Recommend or establish a structure or process to routinely and continuously gather input from food service employees to ensure the most effective and efficient operation possible.

**Staff**

Recommend management staff and structure that will enhance the SFA's food service programs and ensure that the SFA's food service programs are of consistent top quality and held in positive regard by students, staff, and the public.

Recommend or establish and conduct management and staff training programs that will ensure staff development, proper supervision, professional and health certifications, and consistent quality control both in production and service.

**Records**

Maintain full and complete financial and inventory records sufficient to meet federal and state requirements and that are in accordance with generally accepted accounting procedures.

Maintain employment records that show FSMC staff have all professional and health certifications as required by federal or state law and the SFA.

**Education**

Recommend actions or events to promote the nutrition education aspects of the food service program, and recommend or cooperate with efforts to merge these actions or events with classroom instruction; the FSMC will work in partnership with the SFA to educate students, parents, teachers, and the community about efforts to promote better nutrition and health.

Coordinate meeting times with the Food Service Director, other SFA staff, and parents or students to discuss ideas to improve the food service program; arrange meetings between an acceptable management representative of the FSMC and the Food Service Director, other SFA staff, and the school board, upon request.

**Reports**

Collect and provide, in the required format, information necessary for school food service claims for reimbursement from state and federal agencies and maintain records of past information; at the end of each month the number of meals to be claimed will be

submitted to the SFA contact by the FSMC consultant/representative on or before the 5th of each month (*7 CFR,* 210.16[c][1]).

Provide the SFA with monthly operating statements and other information determined by the SFA regarding the food service programs.

**Point of Service**

Provide and/or implement an accurate point of service meal and milk count; such meal and milk counting system must eliminate the potential for the overt identification of free and reduced-price eligible students under *7 CFR,* Section 245.8.

**Exhibit B Schedule of Fees**

The costs included in the Cost per Meal table comprise the fixed price per meal. The fees are agreed upon by both parties and represent allowable food service costs in accordance with 2 *CFR*, Part 200.

**All costs are based on an anticipated average daily participation of approximately 1,000 students and an estimated 180 days of meal service. Actual billing will be based on the number of reimbursable meals served.**

**Cost per Meal**

Note: Prices must **not** include values for donated foods, and must include all meal programs.

| LINE ITEM | UNITS* | RATE | TOTAL |
|---|---|---|---|
| **Breakfast** | 1000 | $ | $ |
| **Lunch** | 1000 | $ | $ |
| **Snacks** | 450 | $ | $ |
| **Seamless Summer Feeding Option** | 450 | $ | $ |
| **Nonreimbursable Meals** | 0 | $ | $ |
| **TOTAL** | 2,800 | $ | $ |

*Units to be provided by SFA

**TEACH Public Schools Central Office**
10600 S. Western Ave.
Los Angeles, CA 90046
School Nutrition Program Division

May 21, 2026

**RFP Procurement Team**
Revolution Foods, Inc.
Regional Institutional Sales Department

**SUBJECT: NOTICE OF INTENT TO AWARD – FOOD SERVICE MANAGEMENT COMPANY (FSMC) CONTRACT (RFP #2026-27)**

Dear Revolution Foods Team,

Thank you for submitting your comprehensive proposal in response to the TEACH Request for Proposals (RFP) for our School Food Service Management Program, as well as your active participation in our on-site food tasting evaluation event held on Wednesday, April 15, 2026.

Following a rigorous evaluation of all submitted technical bids, qualifications, administrative capabilities, and fiscal operational structures, alongside the sensory testing data gathered from our multi-site student and administrator panels, TEACH is very pleased to announce that your firm has achieved the highest overall ranking. Consequently, our administration will formally seek School Board approval at the upcoming session to award the FSMC contract to **Revolution Foods** for the 2026–2027 academic school year.

Your culinary presentation excelled significantly during the active tasting evaluation. Panels at our Elementary, Middle, and High School levels noted outstanding flavor tracking, visual appeal, and overall menu creativity. Below is the summary of the panel scores compiled during the live tasting evaluation phase:

| Evaluation Category | Elementary Panel | Middle School Panel | High School Panel | Category Average (1-5 Scale) |
|---|---|---|---|---|
| **Taste & Food Presentation** | 4.3 | 4.0 | 4.7 | 4.3 / 5.0 |
| **Nutritional Ingredients** | 4.0 | 4.0 | 4.0 | 4.0 / 5.0 |
| **Stakeholder / Student Appeal** | 4.7 | 4.0 | 5.3 | 4.7 / 5.0 |

| Evaluation Category | Elementary Panel | Middle School Panel | High School Panel | Category Average (1-5 Scale) |
|---|---|---|---|---|
| **Combined Operational Totals** | **13.0** | **12.0** | **14.0** | **39.0 / 45.0 Total Points** |

Our operational management team will be contacting you in the coming days to finalize contract terms, establish delivery schedules, and organize programmatic alignment prior to the official Board review session. We look forward to a successful partnership dedicated to providing nutritious, highly appealing meals to all TEACH scholars.

Sincerely,

**Enrique Robles**
Program Officer, School Nutrition Program
TEACH Public Schools
Email: erobles@teachps.org | SchoolNutritionProgram@teachps.org

**TEACH Public Schools Central Office**
10600 S. Western Ave.
Los Angeles, CA 90046
School Nutrition Program Division

May 21, 2026

**Institutional Partnerships Team**
Everytable, PBC
Business Development Division

**SUBJECT: NOTICE OF PROPOSAL OUTCOME – FOOD SERVICE MANAGEMENT COMPANY (FSMC) CONTRACT (RFP #2026-27)**

Dear Everytable Team,

We wish to express our sincere gratitude to Everytable for participating in the TEACH Request for Proposals (RFP) process for our upcoming School Food Service Management Program. We also want to recognize your team for the professional, well-organized culinary presentation provided to our tasting panels on April 15, 2026.

The RFP Evaluation Committee has completed its thorough review of all qualifying written proposals, financial operational parameters, and the cumulative sensory scoring metrics collected across our Elementary, Middle, and High School panels.

Everytable performed remarkably well, demonstrating absolute consistency across all campuses by securing a uniform 4.0 out of 5.0 rating in Taste, Nutritional Ingredients, and Stakeholder Appeal at every academic level, totaling 36.0 points. However, following the aggregation of all administrative, financial, and sensory metrics, another proposer secured a higher cumulative score index. Regrettably, we are writing to inform you that Everytable was not selected for contract award during this procurement cycle.

| Evaluation Category | Elementary Panel | Middle School Panel | High School Panel | Category Average (1-5 Scale) |
|---|---|---|---|---|
| **Taste & Food Presentation** | 4.0 | 4.0 | 4.0 | 4.0 / 5.0 |
| **Nutritional Ingredients** | 4.0 | 4.0 | 4.0 | 4.0 / 5.0 |
| **Stakeholder / Student Appeal** | 4.0 | 4.0 | 4.0 | 4.0 / 5.0 |

| Evaluation Category | Elementary Panel | Middle School Panel | High School Panel | Category Average (1-5 Scale) |
|---|---|---|---|---|
| **Combined Operational Totals** | **12.0** | **12.0** | **12.0** | **36.0 / 45.0 Total Points** |

Our evaluation team was deeply impressed by Everytable's innovative business model, commitments to food access, and high ingredient standards. We will maintain your proposal materials on file in accordance with educational procurement regulations. We highly value your mission and hope to discover opportunities to collaborate with your organization in future procurement windows.

Thank you again for your time, dedication, and effort throughout this process.

Sincerely,

**Enrique Robles**
Program Officer, School Nutrition Program
TEACH Public Schools
Email: erobles@teachps.org | SchoolNutritionProgram@teachps.org

**TEACH Public Schools Central Office**
10600 S. Western Ave.
Los Angeles, CA 90046
School Nutrition Program Division

May 21, 2026

**Client Services Division**
Fresh Start Healthy Meals, Inc.
RFP Response Team

**SUBJECT: NOTICE OF PROPOSAL OUTCOME & THANK YOU FOR PARTNERSHIP – FOOD SERVICE MANAGEMENT COMPANY (FSMC) CONTRACT (RFP #2026-27)**

Dear Fresh Start Healthy Meals Team,

Thank you for submitting your proposal and providing culinary samples to our students, staff, and administration during our formal food tasting evaluation event held on Wednesday, April 15, 2026, for the TEACH Food Service Management Program procurement process.

As you are aware, the RFP Evaluation Committee has been tasked with completing a structured, objective analysis of all submissions—reviewing the core 35-point technical and financial compliance criteria alongside the quantitative scorecard metrics compiled by our campus tasting panels. Following the final aggregation of all individual evaluator score sheets, we regret to inform you that your proposal was not selected for the upcoming contract award cycle. The collective data from our site evaluation panels yielded an overall tasting average of 2.7 out of a 5.0 scale, representing a cumulative tasting score of 24.0 points out of a maximum 45.0 available.

| Evaluation Category | Elementary Panel | Middle School Panel | High School Panel | Category Average (1-5 Scale) |
|---|---|---|---|---|
| **Taste & Food Presentation** | 3.0 | 3.0 | 2.0 | 2.7 / 5.0 |
| **Nutritional Ingredients** | 3.0 | 3.0 | 2.0 | 2.7 / 5.0 |
| **Stakeholder / Student Appeal** | 3.0 | 2.0 | 3.0 | 2.7 / 5.0 |
| **Combined Operational Totals** | **9.0** | **8.0** | **7.0** | **24.0 / 45.0 Total Points** |

Most importantly, as our current dining provider, we want to explicitly emphasize how deeply we appreciate your years of dedicated service and meaningful partnership with TEACH Public Schools. Your team has played an integral role in our campuses, and we are incredibly grateful for the care you have shown our students and staff throughout our time working together.

While we recognize that this procurement outcome is not ideal, we look forward to working closely with your team to ensure a seamless, smooth operational transition for our kitchens over the coming weeks. We hold your organization in the highest regard and sincerely hope to partner with Fresh Start Healthy Meals again in the future should the opportunity arise.

Thank you once again for your commitment to student wellness and your profound impact on our school community.

Sincerely,

**Enrique Robles**
Program Officer, School Nutrition Program
TEACH Public Schools
Email: erobles@teachps.org | SchoolNutritionProgram@teachps.org

# RFP Evaluation Summary: School Food Service Management Program (FSMC)

**To:** The Governing Board of TEACH Public Schools
**From:** Enrique Robles, Program Officer for the School Nutrition Program
**Date:** May 21, 2026
**Subject:** FSMC Contract Procurement Selection & Vendor Tasting Results (RFP #2026-27)

## 1. Executive Summary

TEACH Public Schools recently issued a Request for Proposals (RFP #2026-27) to select a Food Service Management Company (FSMC) for the upcoming 2026–2027 academic school year. The evaluation process was split into two distinct components: a primary 35-point technical/cost rubric approved by the California Department of Education (CDE), and a comprehensive multi-site vendor tasting event held on Wednesday, April 15, 2026. Based on the combined analysis of written criteria and student/stakeholder panel data, the School Nutrition Program administration formally recommends advancing **Revolution Foods** for board approval and final contract award.

## 2. Core Technical & Cost Evaluation Rubric

Per state procurement guidelines, written proposals were scored against a fixed 35-point maximum matrix, with cost serving as the primary weighted factor. The foundational rubric breakdown is structured as follows:

| Evaluation Criteria Parameter | Maximum Allowed Points |
|---|---|
| Cost / Per-Meal Price (Primary Weighted Component) | 10 Points |
| Administrative Requirements & Compliance | 5 Points |
| Experience with School Breakfast (SBP) & National School Lunch (NSLP) Programs | 5 Points |
| Understanding of SFA's Program & Campus Scope of Work | 5 Points |
| Corporate Capability & Institutional Experience | 5 Points |
| Financial Stability Metrics | 5 Points |
| **Total Written Evaluation Score Baseline** | **35 Points** |

*Procurement Result:* Revolution Foods secured the top-ranked tier within the technical and financial criteria, proving highly competitive alongside Everytable, while current provider Fresh Start Healthy Meals trailed behind on overall operational capability scores.

# 3. Phase II: Multi-Site Vendor Tasting Panels

To ensure stakeholder alignment and student satisfaction, TEACH organized sensory testing panels at the Elementary, Middle, and High School levels. Evaluators (consisting of student representatives, administrative staff, and the School Principal) scored each vendor on a satisfaction scale of 1 to 5 across three core metrics: Taste & Presentation, Nutritional Ingredients, and Stakeholder Appeal (Max 15 points per panel; Max 45 total combined points).

## Consolidated Tasting Score Matrix

| Vendor Proposer | Campus Panel Level | Taste (1-5) | Nutrition (1-5) | Appeal (1-5) | Panel Total (Max 15) | Cumulative Total (Max 45) | Normalized Avg (1-5) |
|---|---|---|---|---|---|---|---|
| **Revolution Foods** | Elementary School | 4.0 | 4.0 | 5.0 | 13.0 | **39.0** | **4.3 / 5.0** |
| | Middle School | 4.0 | 4.0 | 4.0 | 12.0 | | |
| | High School | 5.0 | 4.0 | 5.0 | 14.0 | | |
| **Everytable** | Elementary School | 4.0 | 4.0 | 4.0 | 12.0 | **36.0** | **4.0 / 5.0** |
| | Middle School | 4.0 | 4.0 | 4.0 | 12.0 | | |
| | High School | 4.0 | 4.0 | 4.0 | 12.0 | | |
| **Fresh Start Healthy Meals** | Elementary School | 3.0 | 3.0 | 3.0 | 9.0 | **24.0** | **2.7 / 5.0** |
| | Middle School | 3.0 | 3.0 | 2.0 | 8.0 | | |
| | High School | 2.0 | 2.0 | 3.0 | 7.0 | | |

# 4. Key Evaluation Findings & Committee Analysis

- **Revolution Foods (1st Place - 39.0 pts):** Demonstrated clear programmatic superiority in sensory testing, capturing perfect "5" scores at the High School level for Taste and Student Appeal. Their menu profiles strongly resonated with student panel representatives.
- **Everytable (2nd Place - 36.0 pts):** Displayed flawless consistency, receiving flat "4" scores across every single grading criteria and campus panel. While their model is highly innovative, they lacked the peak student engagement scores captured by Revolution

Foods.

- **Fresh Start Healthy Meals (3rd Place - 24.0 pts):** As our incumbent vendor, Fresh Start possesses established logistical familiarity. However, their tasting scores fell below expectations, dropping to a low score of "2" (Somewhat Not Satisfied) on food quality and menu appeal within the Middle and High School student cohorts.

# 5. Final Recommendation

Based on the combined results of the administrative qualifications procurement check and the clear stakeholder mandate from the tasting panels, the School Nutrition Program administration recommends that the Governing Board authorize the execution of an Intent to Award contract to **Revolution Foods** for the 2026–2027 school year, while directing staff to manage a smooth operational transition with our outgoing partner over the summer weeks.

# Coversheet

## Executive Director End Of Year Objectives and Key Results (OKRs) Report FY 2025-2026

**Section:** III. Items for Potential Action
**Item:** V. Executive Director End Of Year Objectives and Key Results (OKRs) Report FY 2025-2026
**Purpose:** Discuss
**Submitted by:**
**Related Material:** TEACH_ED_End_of_Year_OKR_Report_May2026.pdf
ED OKR TEACH Inc. Board Presentation.pptx

EXECUTIVE DIRECTOR

# End-of-Year OKR Report — FY 2025–26

Prepared for the TEACH Inc. Board of Directors • May 26, 2026

## Executive Summary

FY 2025–26 was a defining year for TEACH Inc. The organization entered the year facing a critical renewal decision for TEACH Prep, tightening school-level budgets, and the need to reconfigure the CMO around a leaner, more accountable operating model. Twelve months later, TEACH stands on stronger footing across every dimension that matters to the Board: regulatory standing, financial health, organizational structure, and operational discipline.

The headline of the year is the successful renewal of TEACH Prep Elementary. After LAUSD denied the renewal petition, the organization pursued the appeal pathway under AB 1505 and secured a **five-year renewal from the Los Angeles County Office of Education (LACOE)** — an outcome stronger than the two-year term LAUSD staff had originally recommended, and a clear validation of the school's improvement trajectory and the organization's legal and instructional case.

Financially, the organization closed April with a healthy forcasted consolidated annual surplus of $670,575, year-end reserves above the 2–3% Board-approved threshold, and all schools meeting or exceeding their 45-day cash-on-hand and base-rent coverage covenants. Operationally, the CMO is leaner, the leadership structure is clearer, and core systems — Inova for HR, Aeries for SIS, and OfficeBooks for accounting and purchasing — are in place and producing measurable improvements in service delivery.

TEACH ends the fiscal year more stable, more aligned, and better positioned for the future.

**Headline Outcomes — FY 2025–26**

- **5-year LACOE renewal** for TEACH Prep secured on appeal after LAUSD denial.
- **Consolidated organizational surplus** across the network at the April 30, 2026 close.
- **Reserves exceed** the Board-approved 2–3% target.
- **Leaner CMO** producing a $455K surplus while improving service delivery.
- **Continuity & Cross-Training Plan**

# Objective 1 — Navigate Renewal or Transition for TEACH Prep

**Status: Met — Exceeded the Original Path**

TEACH Prep's renewal was the most consequential governance and legal matter of the year. The Board approved a strategy grounded in three principles: (1) submit a clean, well-supported petition aligned to AB 1505 and the school's actual performance trajectory; (2) preserve every appeal right available; and (3) maintain contingency planning so the Board could act decisively under any outcome. That strategy worked.

## Key Progress & Outcomes

- **Clean petition submission.** The renewal petition was submitted on October 29, 2025 with no compliance flags or revision requests — the result of coordinated preparation across the academic, legal, and operations teams.
- **Reframing the performance designation.** Although LAUSD initially characterized TEACH Prep as low-performing, the petition was submitted under the middle-performing framework with updated dashboard data and a clear legal rationale tied to AB 1505.
- **LAUSD process.** The public hearing was held December 16, 2025. LAUSD's Charter Schools Division recommended a two-year renewal — itself a meaningful signal given the initial classification — citing the strengthened CMO structure, clearer systems, and updated org chart as material factors. The LAUSD Board voted on January 27, 2026.
- **LAUSD denial & LACOE appeal.** Following the LAUSD denial, the organization moved immediately to appeal at the Los Angeles County Office of Education. The case presented to LACOE relied on the same evidentiary record — updated performance data, the School Improvement Plan, the strengthened CMO structure, and the AB 1505 legal framework — supplemented by additional context about the school's trajectory.
- **5-year renewal granted.** LACOE approved TEACH Prep's renewal for a full five-year term — a stronger outcome than the two-year term LAUSD staff had originally recommended, and a clear external validation of the organization's improvement work.
- **Stakeholder communications.** Communications with TEACH Prep staff and families were executed throughout the renewal cycle to maintain stability and confidence. Staff and families played an important role at the LACOE Public Hearing voicing their support for TEACH Prep.

## What This Means for the Board

The five-year LACOE renewal removes the single largest source of organizational uncertainty for next year and gives TEACH Prep a stable runway to continue its performance improvement work. The successful appeal also strengthens TEACH's institutional credibility with both LAUSD and LACOE as we approach the TEACH TECH renewal cycle in the next school year.

# Objective 2 — Stabilize Core Finances & Implement a Refined CMO Agreement

**Status: Met**

Despite tight school-level budgets driven by ADA and enrollment pressure, the organization is ending the year in a stronger consolidated financial position than where it began. The revised CMO Services Agreement, the leaner staffing structure, and the consolidation of redundant platforms together produced a clean, surplus-generating operating model.

## Year-End Financial Snapshot (as of April 30, 2026 close)

| Entity | Revenue | Expenses | Surplus / (Deficit) | DCOH |
|---|---|---|---|---|
| TEACH Academy of Technologies | $8,916,301 | $9,068,233 | ($151,932) | 232 |
| TEACH Tech Charter High School | $7,777,598 | $7,578,243 | $199,355 | 343 |
| TEACH Prep Elementary | $6,195,903 | $6,028,236 | $167,667 | 297 |
| TEACH CMO | $2,221,392 | $1,765,907 | $455,485 | — |
| **Consolidated** | **Org-wide** | **Org-wide** | **$670,575 Net Surplus** | **Strong** |

*Source: Charter Impact — TEACH Inc. Board Summary, April 30, 2026 close. All schools meet or exceed the 45-day cash-on-hand requirement and the 1.10x base-rent coverage ratio.*

## Key Progress

- **Revised CMO Services Agreement adopted.** The Board approved the refined agreement on July 29, 2025, establishing clearer expectations, scope, and accountability between the CMO and each managed school.
- **Consolidated surplus across the network.** Three of four entities are projected to close FY 2025–26 in surplus, producing a consolidated net surplus of approximately $670,575 across the organization. The CMO alone is projecting a $455,485 surplus, driven by the leaner structure and platform consolidation.
- **TEACH Academy deficit, in context.** TEACH Academy is projecting a ($151,932) deficit, driven primarily by ADA running 17.64 below the original budget. The deficit is more than fully offset by the network's consolidated surplus, and TEACH Academy still ends the year with an ending fund balance of approximately $6.84M (75.4% of operating budget), 232 days cash on hand, and a base-rent coverage ratio of 1.92 — well above bond requirements.
- **Strong balance sheet across the organization.** Combined cash and equivalents at April 30, 2026 totaled approximately $21.07M. Current assets are 2.73x current liabilities — the organization has no significant short-term debt pressure and meets all obligations as they come due.
- **Reserves exceed the Board-approved target.** Year-end reserves are tracking above the 2–3% of total managed revenue threshold the Board adopted in July 2025.

- **Operational efficiency identified and implemented.** The CMO consolidated functions onto fewer FTEs while retiring redundant platforms — sunsetting Helios in favor of full Inova implementation for HR, and winding down Procurify in favor of OfficeBooks for purchasing. AI tools are now in active use for repetitive workflows. These moves are the primary driver of the CMO's $455K surplus while service quality has improved, not declined.

# Objective 3 — Strengthen CMO Operational Efficiency Through Scalable Systems & Shared Infrastructure

**Status: Met — Continuing into FY 2026–27**

This objective was always going to be a multi-year build. The goal for FY 2025–26 was to lay the operational backbone — the platforms, the org structure, the SOPs, and the continuity plan — so that TEACH's operations are durable, less dependent on individual staff, and capable of supporting the organization through whatever comes next. That backbone is now in place.

## Key Progress

- **Core platforms implemented and stabilized.** Inova (HR), Aeries (SIS), and OfficeBooks (accounting and purchasing) are the operational backbone of the CMO. Implementation is meaningfully complete; staff have been trained and are working in the systems daily.
- **Knowledge portal delivered through Inova.** Rather than build a separate internal portal, the CMO consolidated employee-facing resources, policies, training, and workflows into Inova. This delivers the intent of the original Key Result — a single, well-maintained source of truth for staff — without the cost and fragility of a parallel system.
- **Continuity & Cross-Training Plan** - Each Chief now oversees a department and serves as a trained backup for their paired Director, materially reducing operational risk and strengthening continuity. This delivers fully on the May 2026 Board-deliverable Key Result.
- **Workflow improvements visible across the CMO.** Recurring workflows — HR onboarding, accounts payable, purchasing approvals, and SIS data flows — are demonstrably faster and more consistent than under the prior fragmented systems.
- **School-leader feedback loop established.** Both informal and formal channels are in place to gather input from school leaders and office teams; that feedback is shaping SOP priorities and service-model adjustments.

## Overall Year-End Assessment

Across all three Board-approved objectives, FY 2025–26 delivered the outcomes the Board asked for, and in the case of TEACH Prep, exceeded them. The organization is more stable, more predictable, and more aligned than it was twelve months ago. The leadership team has been tested — through a charter denial and a successful appeal, through a tight school budget cycle, and through a major operational restructuring — and has come through stronger.

TEACH's position heading into FY 2026–27 is the strongest it has been in years: a five-year renewal in hand, a healthy balance sheet, a leaner and more accountable CMO, and an operational backbone capable of carrying the network forward.

## Looking Ahead — Preliminary Themes for FY 2026–27 OKRs

The Board is scheduled to adopt new Executive Director OKRs in August. Three preliminary themes are recommended for early Board consideration, building directly on this year's foundation:

- **Reducing chronic absenteeism across all schools.** With renewal secured and operations stabilized, instructional and attendance outcomes should be the central focus of the next OKR cycle. Chronic absenteeism is the single largest lever for performance improvement and is directly tied to revenue stability through ADA.
- **TEACH TECH renewal preparation for the 2026–27 cycle.** Apply the same disciplined, evidence-based approach that produced the LACOE 5-year outcome at TEACH Prep — early data work, clean petition preparation, a clear legal posture and contingency planning — to best position the organization for all renewal scenarios.
- **Long-term financial sustainability through continued operational efficiency and strategic partnerships.** Continue improving the CMO operating model, deepen the use of AI for repetitive work, and begin formal exploration of strategic partnerships that could strengthen TEACH Inc's. long-term footing.

These themes will be developed into measurable Key Results in coordination with the Board Strategy in advance of the July or August adoption meeting.

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Respectfully submitted to the Board of Directors of TEACH Inc.

**Matt Brown** • Executive Director • TEACH Inc.

# FY 2025–26 OKR Report

## Executive Director End-of-Year Presentation

Prepared for the TEACH Inc. Board of Directors

May 26, 2026 | Matt Brown, Executive Director

# EXECUTIVE SUMMARY HIGHLIGHTS



## 5-Year Renewal

TEACH Prep secured a full 5-year LACOE renewal on appeal—a landmark victory.



## $670K Surplus

Consolidated organizational surplus exceeds targets, ensuring strong reserves.



## 100% Compliance

All schools meet or exceed cash-on-hand and base-rent coverage requirements.



## Leaner CMO

Leaner operations producing a $455K surplus while enhancing service delivery.

# STRATEGIC VICTORY

**TEACH Prep 5-Year Renewal**

After a critical renewal decision at LAUSD, the team pursued a strategic appeal at LACOE.

**Outcome:** Secured a 5-year term—surpassing the original 2-year LAUSD staff recommendation.

This validates our instructional case, organizational structure, and performance trajectory through 2031.



# FINANCIAL PERFORMANCE SNAPSHOT

| Entity | Revenue | Expenses | Surplus / (Deficit) | DCOH |
|---|---|---|---|---|
| Academy of Technologies | $8,916,301 | $9,068,233 | ($151,932) | 232 |
| Tech Charter High | $7,777,598 | $7,578,243 | $199,355 | 343 |
| Prep Elementary | $6,195,903 | $6,028,236 | $167,667 | 297 |
| TEACH CMO | $2,221,392 | $1,765,907 | $455,485 | — |
| Consolidated Totals | Org-wide | Org-wide | ~$670,575 | Strong |

**Data as of April 30, 2026. All entities meet the 45-day cash-on-hand Board covenant.*

# OPERATIONAL EFFICIENCY & OUTLOOK 26–27

- **Core Platforms Stabilized:** Inova (HR), Aeries (SIS), and OfficeBooks are producing measurable improvements in service and data.
- **Long-Term Sustainability:** Enhancing the CMO model and optimizing efficiency. Conducting a formal evaluation of strategic partnerships to reinforce TEACH Inc's long-term stability.
- **Priority FY 26-27:** Reducing chronic absenteeism—the single largest lever for performance and ADA revenue stability.
- **Renewal Preparation:** Applying what we learned and accomplished in the TEACH Prep renewal to upcoming TEACH TECH renewal.

# Board Discussion

Review of EOY OKRs & Strategic Alignment

Matt Brown, Executive Director