



TEACH Public Schools

Special TEACH, Inc. Board Meeting

Date and Time

Tuesday June 2, 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 at:

<https://teachpublicschools-org.zoom.us/j/81025822558>

Meeting ID: 810 2582 2558

One tap mobile

+13462487799,,81025822558# US (Houston)

+16694449171,,81025822558# US

Join instructions

https://teachpublicschools-org.zoom.us/meetings/81025822558/invitations?signature=LSmdblfZHG_bbwrj3HG974oqfzEWQOh973kpHlqQHVo

THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

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REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY

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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

Agenda

	Purpose	Presenter	Time
I.	Opening Items		5:00 PM
A.	Record Attendance	Beth Bulgeron	2 m

	Purpose	Presenter	Time
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 that an item be removed and voted on separately, in which case the Board Chair will determine when it will be called and considered for action.			
A.	Approve the Current Agenda and Approve the Minutes from the May 26, 2026 Regular Board Meeting	Vote Cecilia Sandoval	3 m
III.	Items for Potential Action		5:10 PM
A.	Consider and Approve the 2026-2027 TEACH Inc. Budgets for All Sites - TEACH Tech High , TEACH Academy Middle School , TEACH Prep Elementary School	Vote Richard McNeel	5 m
The Board is asked to adopt the proposed FY2026–27 operating budget for TEACH Inc., including TEACH Academy of Technologies, TEACH Tech Charter High School, TEACH Preparatory Elementary, and the central office. The budget reflects updated ADA assumptions, revenue forecasts, and staffing plans for the upcoming fiscal year. All schools and the central office are projected to operate with a surplus and meet bond covenant requirements for debt service coverage and cash reserves .			
B.	Consider and Approve the 2026 Local Control and Accountability Plans (LCAP) for TEACH Prep Elementary, TEACH Academy of Technologies and TEACH Tech Charter High School	Vote Beth Bulgeron	5 m
Background:			
The Local Control and Accountability Plan (LCAP) is a three-year planning document required under California’s Local Control Funding Formula (LCFF). The LCAP outlines each school’s goals, actions, services, and expenditures designed to support positive student outcomes and address state and local priorities.			
Development of the 2025–2026 LCAP included extensive consultation with educational partners, including students, families, staff, bargaining units, community			

	Purpose	Presenter	Time
	members, and advisory committees. Input was gathered through meetings, surveys, public hearings, and committee discussions to ensure the plan reflects the needs and priorities of the TEACH community. The LCAP identifies annual goals and actions focused on student achievement, academic support, student engagement, school climate, and equitable access to programs and services. The plan also describes how the school will use supplemental and concentration grant funding to increase or improve services for unduplicated pupils, including English learners, foster youth, and low-income students. In accordance with Education Code requirements, the schools presented the proposed LCAP at a public hearing prior to adoption. The County Office of Education will review the adopted LCAP to ensure compliance with statutory requirements. Fiscal Impact The LCAP aligns with the TEACH's 2025–2026 adopted budget and includes expenditures supported through LCFF and other funding sources.		
C.	Consider and Approve of Executive Director's Annual Salary	Vote Cecilia Sandoval	2 m
	The Board will consider the approval of the annual salary for the Executive Director for the fiscal year ending June 30, 2027. The proposed annual salary is reflected in the 2026-2027 TEACH Public Schools budget and includes a 5.5% salary increase, consistent with the proportionate increase provided to all returning TEACH employees.		
D.	Approve the EPA Resolution	Vote Matthew Brown	5 m
	The Education Protection Account (EPA) -the primary purpose is to provide public schools with a stable source of supplemental funding. The EPA allocates a portion of the state's personal income tax revenues directly to school districts, charter schools, and county offices of education. These funds must be used to support classroom instruction and cannot be spent on administrative salaries or benefits. Schools are required to publicly report on how they use EPA funds each year, ensuring transparency and accountability in how these dollars support student learning.		

	Purpose	Presenter	Time	
	The EPAs show funds received, how funds were spent, and compliance with legal requirements. The EPAs are board approved annually.			
E.	Consider and Approve the Following Substitute Staffing Vendor Contracts	Vote	Matthew Brown	5 m
	If approved, these are the terms and services that will be available to TEACH when the need for the services arises. It is possible that not all vendors will be used, and the actual expenses incurred will be dependent upon teacher absences and school needs as they arise.			
	The vendors include SCOOT, Tradewinds Subs, Teachers on Reserve and The Education Team (TET)			
F.	Consider and Approve the Special Education Services Contracts with Comp Therapy and Cross Country Education	Vote	Matthew Brown	2 m
G.	Consider and Approve the Janitorial Services Contracts with Impact Facilities for TEACH Prep Elementary and Irresistable Cleaning for TEACH Academy of Technologies and TEACH Tech Charter High School and the Offices at 10600 S. Western Avenue	Vote	Shawonna Lawson	5 m
H.	Consider and Approve the Purchase of Computers at TEACH Prep Elementary, TEACH Academy of Technologies and TEACH Tech Charter High School	Vote	Enrique Robles	5 m
I.	Consider and Approve the Contract with After School All Stars for After School Programming at TEACH Prep Elementary and TEACH Acadmy of Technologies	Vote	Enrique Robles	5 m
J.	Consider and Approve the Contracts for Curriculum with McGraw, and CPM	Vote	Sione Thompson	4 m
	The attached materials include a 3-year quote for curriculum. Each school will create a separate purchase agreement each year for specific needs based on this pricing proposal.			

	Purpose	Presenter	Time
K. Authorization for Executive Director to Execute Charter School/Non Profit Public Benefit Corporation Certification (IRS Notice 2015-07)	Vote	Matthew Brown	2 m

CalSTRS has issued a new Charter School/Nonprofit Public Benefit Corporation Certification form related to IRS Notice 2015-07 and the continued participation of charter school employees in the CalSTRS retirement system. The certification requires the nonprofit public benefit corporation operating the charter school to affirm compliance with various requirements concerning governance, public purpose, employee eligibility, funding sources, regulatory oversight, and asset disposition.

The certification also confirms that eligible employees participate in CalSTRS pursuant to written employment agreements and that the organization maintains documentation supporting employee eligibility for retirement system participation.

While the certification does not expressly require governing board approval, staff believes it is appropriate to present the certification to the Board for review due to the significance of the representations being made and the importance of CalSTRS participation to employees of TEACH Inc. and its affiliated charter schools.

Staff has reviewed the certification and believes TEACH Inc. satisfies the applicable requirements contained in the certification.

Recommended Action

Authorize the Executive Director to execute and submit the CalSTRS Charter School/Nonprofit Public Benefit Corporation Certification on behalf of TEACH Inc. and its affiliated charter schools and to take any actions reasonably necessary to implement the certification requirements.

IV. Closing Items 5:55 PM

A. Board or Public Comment	FYI	Cecilia Sandoval	5 m
B. The Next Regular Board Meeting will be held on JULY 28, 2026	FYI	Cecilia Sandoval	
C. Adjourn Meeting	Discuss	Cecilia Sandoval	

Coversheet

Approve the Current Agenda and Approve the Minutes from the May 26, 2026 Regular Board Meeting

Section: II. Consent Items
Item: A. Approve the Current Agenda and Approve the Minutes from the May
26, 2026 Regular Board Meeting
Purpose: Vote
Submitted by:
Related Material: 2026_05_26_board_meeting_minutes.pdf

DRAFT



TEACH Public Schools

Minutes

Teach Regular Board Meeting

Date and Time

Tuesday May 26, 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:

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

One tap mobile

+13462487799,,89006123890# US (Houston)

+16694449171,,89006123890# US

Join by SIP

• 89006123890@zoomcrc.com

Join instructions

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

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

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Directors Present

C. Sandoval, J. Lobdell, M. Maye

Directors Absent

A. Dragon, C. Guardado

Guests Present

B. Bulgeron

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

C. Sandoval called a meeting of the board of directors of TEACH Public Schools to order on Tuesday May 26, 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 April 28, 2026 Regular Board Meeting

J. Lobdell made a motion to approve the minutes from April 28, 2026 TEACH Regular Board Meeting on 04-28-26.

M. Maye seconded the motion.

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

Roll Call

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

III. Items for Potential Action

A. Executive Director Framing Meeting

Executive Director Matt Brown framed the meeting and explained that many of the items on the agenda are annual updates to policies as well as items required for LACOE.

B. Financial Report

Matt Brown gave an abbreviated financial report and explained there was no real change from last month, as expected.

C.

Update on TEACH Prep's Renewal with LACOE

Matt Brown explained that the elementary school's approval by LACOE includes nine conditions that we need to meet such as updated policies and individual savings account. He explained that the conditions are keeping staff busy and will be met on time.

D. Consider and Approve the Updated Fiscal Policy

J. Lobdell made a motion to Approve the Updated Fiscal Policy for 2026-2027.

M. Maye seconded the motion.

Matt presented the updated fiscal policy and explained it was an annual update and also LACOE required several changes. Matt submitted the draft to LACOE for preapproval but has not heard back.

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

Roll Call

C. Guardado Absent

C. Sandoval Aye

J. Lobdell Aye

A. Dragon Absent

M. Maye Aye

E. Consider and Approve the TEACH Prep CMO Agreement Update

J. Lobdell made a motion to Approve the TEACH Prep CMO Agreement Update.

M. Maye seconded the motion.

Matt Brown presented the TEACH Prep CMO agreement and explained the CMO usually charges a 9.5% flat fee but LACOE has specific fee parameters that include a portion of LCFF, ADA and actual cost considerations. This agreement complies with those requirements and does not result in an actual change in cost to the school and includes the same services from the CMO.

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

Roll Call

A. Dragon Absent

M. Maye Aye

C. Guardado Absent

J. Lobdell Aye

C. Sandoval Aye

F. Consider and Approve of Opening School Savings Accounts with Banc of California

J. Lobdell made a motion to Approve the Opening of a School Savings Account with Banc of California.

M. Maye seconded the motion.

Matt Brown presented this item. He explained the schools currently have one savings account with separate accounting. LACOE requires the elementary to have an individual

savings account. Board member Lobdell asked about minimum balance requirements and fees and Matt explained each school's savings was substantial enough that meeting the minimum would never be an issue.

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

Roll Call

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

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

J. Lobdell made a motion to Approve the Special Education Local Plan Area Assurances Application of TEACH Prep to joining the LACOE SELPA.

M. Maye seconded the motion.

Beth presented this item and explained what a SELPA was and that this document was a list of assurances from the board that TEACH will be compliant with the laws and regulations governing special education requirements and practices.

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

Roll Call

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

H. Approval of Notice of Withdrawal from LAUSD SELPA

J. Lobdell made a motion to Approve the Notice of Withdrawal from LAUSD SELPA.

M. Maye seconded the motion.

Beth presented this follow up item and explained the document was an official notice of withdrawal of the Elementary school from the LAUSD SELPA since the school will no longer be authorized by LAUSD.

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

Roll Call

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

I. Consider and Approve the Revised Elementary School Master Schedule

J. Lobdell made a motion to Approve the Revised Elementary School Master Schedule for 2026-2027 School Year.

M. Maye seconded the motion.

Sione Thompson presented this item and explained the revisions included the required minutes for fifth graders.

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

Roll Call

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

J. Update on STRS Notifaction 1765

Matt Brown presented this item and informed the board that after distributing a survey to all staff, the majority of staff wanted to stay with STRS. STRS is requiring a change to the Articles of Incorporation to include a distribution of assets to a school district or STRS upon dissolution of the non-profit. Matt stated that upcoming legislation will clarify this issue and other issues around STRS and charter schools.

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

J. Lobdell made a motion to Approve the Updated Articles of Incorporation for TEACH, Inc.

M. Maye seconded the motion.

Based on the explanation in the previous agenda item, Matt Brown presented the board with the updated Articles of Incorporation and explained that this was drafted after discussions with attorneys.

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

Roll Call

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

L. Consider and Approve the 2026-2027 Employee Handbook

J. Lobdell made a motion to Approve the 2026-2027 Employee Handbook.

M. Maye seconded the motion.

Dr. Pimienta presented the updated Employee Handbook and explained there were only minor edits and no substantive changes.

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

Roll Call

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

M. Consider and Approval of the 2026–2027 Teacher Salary Schedule

J. Lobdell made a motion to Approve the 2026-2027 Teacher Salary Schedule.

M. Maye seconded the motion.

Dr. Pimienta presented the updated teacher salary schedule which includes a 5.5% increase. She explained that the increase allows TEACH to remain competitive and retain talent. Matt Brown explained that the state increased the COLA and that this increase was included in budget projections and within budget. Board Member Lobdell asked about TEACH's competitiveness. Matt explained that TEACH, like most charters, were not as attractive as LAUSD, who is not bound by similar budget constraints and Dr. Pimienta added that TEACH was more attractive than other charters of the same size. The board **VOTED** to approve the motion.

Roll Call

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

N. Consider and Approve the 2026-2027 Benefits Package

J. Lobdell made a motion to Approve the 2026-2027 Benefits Package.

M. Maye seconded the motion.

Dr. Pimienta presented the benefits package and explained that typically, open enrollment was in the fall, but this year, the new benefits plans will be going into effect at the beginning of the school year. She explained that the broker, Montage, will be at all campuses explaining any changes and consulting with individual staff.

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

Roll Call

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

O. Consider and Approve the Bonus for TEACH Academy of Technologies Faculty and Staff

J. Lobdell made a motion to Approve the Bonus for TEACH Academy of Technologies Faculty and Staff.

M. Maye seconded the motion.

Matt Brown presented this item and reminded the board that they had previously approved a bonus resolution that was conditioned upon meeting ADA and budget targets. The middle school did not meet either of those targets, but it is still in the board's discretion to approve a bonus to match the Elementary and High School. Matt explained that the bonus is within the overall budget and does pose a financial strain.

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

Roll Call

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

P. Consider and Approve the Board Meeting Dates for the 2026-2027 School Year

J. Lobdell made a motion to Approve the Board Meeting Dates for the 2026-2027 School Year.

M. Maye seconded the motion.

Beth presented the upcoming board meeting dates and explained it was similar to the current years' with no meeting during the Thanksgiving or Holiday season.

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

Roll Call

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

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

J. Lobdell made a motion to Approve the Crossing Guard / Campus Security Services contract for TEACH Prep, TEACH Academy of Technologies and TEACH Tech Charter High School.

M. Maye seconded the motion.

Shawwna Lawson presented the bids, evaluation process and recommendation of Skyline Security Services and explained the Principal input and previous working experience with this vendor.

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

Roll Call

J. Lobdell Aye

Roll Call

C. Sandoval Aye
 A. Dragon Absent
 M. Maye Aye
 C. Guardado Absent

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

J. Lobdell made a motion to Approve the Local Indicators Report for TEACH Prep Elementary, TEACH Academy of Technologies and TEACH Tech Charter High School.
 M. Maye seconded the motion.

Beth presented this item and explained what the Local Indicator report included and stressed the efforts to involve parents in the school community.

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

Roll Call

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

S. Consider and Approve Renewal of CharterSAFE Insurance Coverage and Related Membership Contributions for Fiscal Year 2026–2027

J. Lobdell made a motion to Approve the Renewal of CharterSAFE Insurance Coverage and Related Membership Contributions for 2026-2027.

M. Maye seconded the motion.

Matt Brown explained that CharterSAFE is a reputable insurance provider and provides charter-specific coverage. TEACH has been with CharterSAFE for several years.

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

Roll Call

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

T. Consider and Approve the Food Service Management Company (FSMC) Contract with Revolution Foods.

J. Lobdell made a motion to Approve the Food Services Management Company Contract with Revolution Foods.

M. Maye seconded the motion.

Enrique Robles presented this item and explained the process of selecting a food vendor. He emphasized that students and staff were included in the tasting and the selection. Board Member Marc Maye asked specifically about what the top choice offered to beat out the second choice and Enrique explained it came down to presentation. The board **VOTED** to approve the motion.

Roll Call

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

U. Consider and Approve Cecilia Sandoval's Term Renewal on the Board

J. Lobdell made a motion to Approve Cecilia Sandoval's renewed term on the Board. M. Maye seconded the motion. Matt introduced this item and Board Members Lobdell and Maye enthusiastically supported the renewal of Sandoval. The board **VOTED** to approve the motion.

Roll Call

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

V. Executive Director End Of Year Objectives and Key Results (OKRs) Report FY 2025-2026

ED Matt Brown presented his goals and accomplishments of the past year, framed by his OKRs that were approved as part of his evaluation process. He also described some of the areas of focus for the upcoming year, including the high school renewal process and lowering chronic absenteeism rates.

W. Closed Session: Public Employee Performance Evaluation – Chief Executive Officer (Government Code section 54957(b)(1))

J. Lobdell made a motion to Go into Closed Session to Consider Public Employee Performance of the Chief Executive Officer. M. Maye seconded the motion. No discussion. Upon returning from closed session, no action was taken. The board **VOTED** to approve the motion.

Roll Call

C. Guardado Absent
A. Dragon Absent

Roll Call

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

IV. Closing Items

A. Board or Public Comment

There was no board or public comment

B. The Next Board Meeting

There will be a Special Board Meeting on June 2nd

C. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:28 PM.

Respectfully Submitted,
C. Sandoval

Coversheet

Consider and Approve the 2026-2027 TEACH Inc. Budgets for All Sites - TEACH Tech High , TEACH Academy Middle School , TEACH Prep Elementary School

Section: III. Items for Potential Action
Item: A. Consider and Approve the 2026-2027 TEACH Inc. Budgets for All Sites
- TEACH Tech High , TEACH Academy Middle School , TEACH Prep Elementary School
Purpose: Vote
Submitted by:
Related Material: FY26-27 TEACH Proposed Budgets-v2.pdf



FY26–27 Proposed Budgets

TEACH Academy of Technologies, TEACH Tech Charter High,

TEACH Prep Elementary, & TEACH Public Schools

FY26–27 Proposed Budget – Highlights

- LCFF Funding Rates increased by 4.31% per the May Revision.
- State revenues up due to significant SpEd increase per the May Revision.
- ADA projected flat at TAT.
- ADA projected increase at TPES (21.4%) due to adding a grade.
- ADA projected flat at TTHS.

FY26–27 Proposed Budget – Highlights

- All sites projected at a surplus.
- Org-Wide Surplus projected at \$535.4k.
- All sites projected with healthy fund balances.
- Cash is projected healthy at all sites.
- Note LLC's are projected deficits which is a function of the timing of the bond's amortization costs. They will eventually run surplus and will likely wipe out the deficit balances completely in the later portion of the bond's lives.

FY26-27 Proposed Budget – Highlights

TEACH Inc. FY26-27 Proposed Budget									
	TEACH Acadmeey of Technologies	TEACH Tech Charter High	TEACH Prep Elementary	TEACH CMO	C&M LLC	Wooten LLC	Foundation LLC	Eliminations	Consolidated Totals
<i>Revenue Projected</i>	\$ 9,407,943	\$ 8,393,106	\$ 7,146,959	\$ 2,256,846	\$ 905,091	\$ 1,403,329	\$ -	\$ 4,397,477	\$ 25,115,797
<i>Expenses Projected</i>	9,373,612	8,008,024	6,900,169	1,867,765	1,022,342	1,805,961	-	4,397,477	24,580,396
<i>Surplus/Deficit</i>	34,331	385,082	246,790	389,081	(117,251)	(402,632)		-	535,401
<i>Beginning Fund Balance</i>	6,668,837	7,811,821	3,299,610	1,385,659	(1,540,022)	(2,915,605)	2,337	-	14,712,637
<i>Ending Fund Balance</i>	\$ 6,703,168	\$ 8,196,903	\$ 3,546,400	\$ 1,774,740	\$ (1,657,273)	\$ (3,318,237)	\$ 2,337	\$ -	\$ 15,248,038
<i>Cash Projected @ 6/30/2027</i>	\$ 4,642,024	\$ 7,386,369	\$ 5,834,231	\$ 2,969,261	\$ 32,568	\$ 43,970	\$ -	\$ -	\$ 20,908,423
<i>Enrollment/ Average Daily Attendance</i>	426/ 394.22	364/ 336.70	321/ 288.90						
<i>Average Daily Cash On Hand Projected @ 6/30/27 (45 req)</i>	181	337	309	580	12	9			310
<i>Base Rent Coverage Ratio (1.1 req)</i>	2.21	2.74	2.51						



TEACH Academy of Technologies

FY26–27 Proposed Budget

FY26-27 Proposed Budget Assumptions – TEACH Academy of Technologies

TEACH ACADEMY OF TECHNOLOGIES PLANNING FACTORS				
FACTORS	FY25-26 @ 2nd Interim	FY26-27	FY27-28	FY28-29
Enrollment:	426	426	426	426
ADA	394.20	394.22	394.22	394.22
	92.54%	92.54%	92.54%	92.54%
COLA	2.30%	4.31%	3.30%	3.09%
4-6	\$ 10,411.00	\$ 10,860	\$ 11,218	\$ 11,565
7-8	\$ 10,719.00	\$ 11,181	\$ 11,550	\$ 11,907
One-time Funding/ Other State Funding				
AMG Prop 28	\$ 75,507.00	\$ 75,507.00	\$ 88,164.00	\$ 88,330.00
ASES	\$164,388.00	\$164,388.00	\$164,388.00	\$164,388.00
ELOP	\$353,962.00	\$429,626.00	\$474,880.00	\$452,754.00
CSI	\$421,191.00	\$ 33,472.00	\$ -	\$ -
SSPDBG	\$128,719.00	\$280,000.00	\$ 82,682.00	\$ -
LREBG	\$ -	\$175,962.00	\$175,962.00	\$ -
Federal Special Education IDEA rate per ADA	\$ 245.00	\$ 245.00	\$ 249.90	\$ 254.90
State Special Education- AB602	\$ 1,018.00	\$ 1,340.00	\$ 1,366.80	\$ 1,394.14
Mandate Cost per ADA K-8	\$ 20.55	\$ 21.01	\$ 21.43	\$ 21.86
Mandate Cost per ADA 9-12	\$ 57.11	\$ 59.61	\$ 60.80	\$ 62.02
State Lottery Per ADA	\$ 273.00	\$ 272.00	\$ 277.44	\$ 282.99
CAL STRS	19.10%	19.10%	19.10%	19.10%
CAL PERS	27.40%	26.40%	26.90%	26.10%

FY26-27 Proposed Budget Highlights- TEACH Academy of Technologies

TEACH Academy of Technologies FY26-27 Proposed Budget

Annual/Full Year			
	FY25-26 2nd Interim	FY26-27 Proposed Budget	Fav/(Unf)
Revenue			
State Aid-Rev Limit	\$ 5,845,975	\$ 6,099,075	\$ 253,100
Federal Revenue	1,088,640	707,069	(381,571)
Other State Revenue	1,734,452	2,401,344	666,892
Other Local Revenue	196,525	200,455	3,930
Total Revenue	\$8,865,592	\$ 9,407,943	\$ 542,352

Annual/Full Year			
	FY25-26 2nd Interim	FY26-27 Proposed Budget	Fav/(Unf)
Expenses			
Certificated Salaries	\$ 2,208,910	\$ 2,379,614	\$ (170,704)
Classified Salaries	724,915	700,861	24,054
Benefits	1,110,216	1,176,072	(65,856)
Books and Supplies	808,650	775,852	32,798
Subagreement Services	1,129,674	1,164,500	(34,826)
Operations	457,841	472,000	(14,159)
Facilities	957,532	960,260	(2,728)
Professional Services	1,687,571	1,630,092	57,479
Depreciation	98,873	98,900	(27)
Interest	2,577	15,462	(12,885)
Total Expenses	\$ 9,186,760	\$ 9,373,612	\$ (186,853)

Annual/Full Year			
	FY25-26 2nd Interim	FY26-27 Proposed Budget	Fav/(Unf)
Total Surplus(Deficit)	\$ (321,168)	\$ 34,331	\$ 355,499
Beginning Fund Balance	6,990,005	6,668,837	
Ending Fund Balance	\$6,668,837	\$ 6,703,168	
<i>As a % of Annual Expenses</i>	<i>72.6%</i>	<i>71.5%</i>	

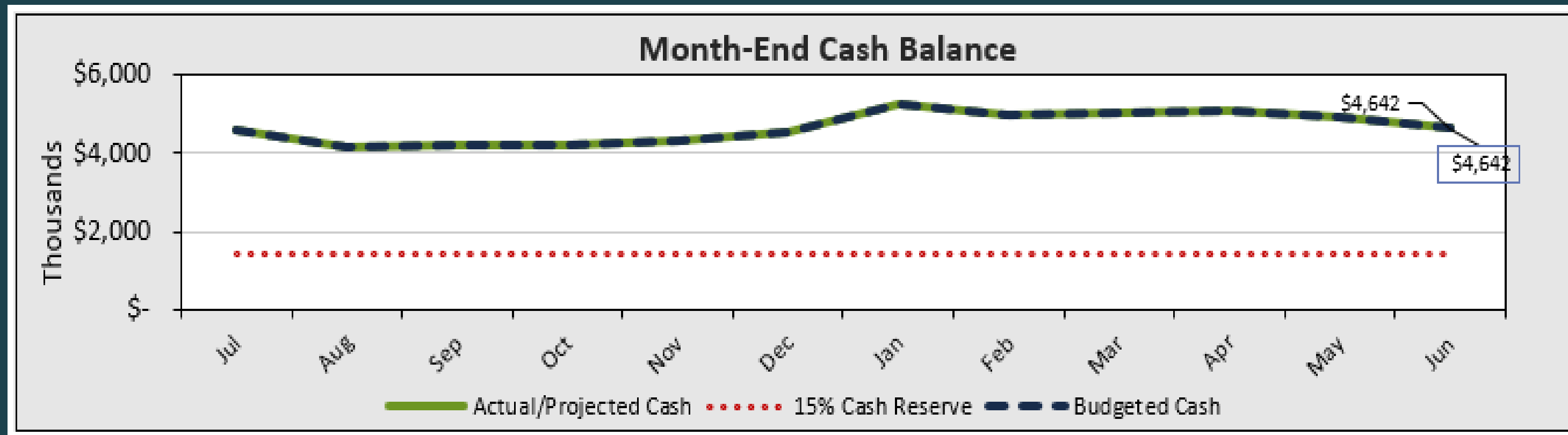
- LCFF increase due to 4.31% May Revise COLA increase.
- Federal Revenue down due to ending of CSI Revenue.
- State Revenue up due to increase in STATE SpEd funding.
- Local funding small surplus based on small expected interest revenue increase.

- Certificated Salaries increase due to proposed 5.5% COLA.
- Classified Salaries savings due to reduction of 3.0 FTE partially offset by proposed 5.5% COLA.
- Benefits up overall based on expected increases.
- Non-Personnel Expenses savings of \$25.7k due primarily to decreased services due to the ending CSI revenue.

- Surplus projected of \$34.3k.
- Ending Fund Balance Projected at \$6.67MM which is 71.5% of the projected annual expenses.

FY26-27 Proposed Budget Cash Balance- TEACH Academy of Technologies

- Cash projected to end at \$4.64MM, which is 181 days of Cash on hand.



FY26-27 Proposed Budget MYP- TEACH Academy of Technologies

TEACH Academy of Technologies

Multi-Year Forecast

Revised 5/28/26



	2025-26	2026-27	2027-28	2028-29
	Prior Year	Budget	Forecast	Forecast
Assumptions				
State COLA	n/a	4.31%	3.30%	3.09%
Other Revenue COLA	n/a	n/a	2.00%	2.00%
Expense COLA	n/a	3.08%	2.75%	2.68%
Enrollment		426.00	426.00	426.00
Average Daily Attendance	394.20	394.22	394.22	394.22
Revenues				
Total Revenue	\$ 8,865,592	\$ 9,407,943	\$ 9,446,696	\$ 9,397,756
Expenses				
Total Expenses	\$ 9,186,760	\$ 9,373,612	\$ 9,424,817	\$ 9,390,731
Surplus (Deficit)	\$ (321,168)	\$ 34,331	\$ 21,878	\$ 7,025
Fund Balance, Beginning of Year	\$ 6,990,005	\$ 6,668,837	\$ 6,703,168	\$ 6,725,047
Fund Balance, End of Year	\$ 6,668,837	\$ 6,703,168	\$ 6,725,047	\$ 6,732,071
	72.6%	71.5%	71.4%	71.7%
Total Change in Cash	(1,914,767)	497,471	173,613	84,684
Cash, Beginning of Year	6,059,320	4,144,553	4,642,024	4,815,637
Cash, End of Year	\$ 4,144,553	\$ 4,642,024	\$ 4,815,637	\$ 4,900,322



TEACH Tech Charter High

FY26–27 Proposed Budget

FY26-27 Proposed Budget Assumptions- TEACH Tech Charter High

TEACH TECH CHARTER HIGH PLANNING FACTORS				
FACTORS	FY25-26 @ 2nd Interim	FY26-27	FY27-28	FY28-29
Enrollment:	364	364	364	364
ADA	335.47	336.70	336.70	336.70
	92.16%	92.50%	92.50%	92.50%
COLA	2.30%	4.31%	3.30%	3.09%
9-12	\$ 12,423.00	\$ 12,958	\$ 13,385	\$ 13,800
One-time Funding/ Other State Funding				
AMG Prop 28	\$ 76,595.00	\$ 76,595.00	\$ 73,592.00	\$ 74,254.00
SSPDBG	\$ -	\$201,922.00	\$136,710.00	\$ -
LREBG	\$ -	\$ 44,358.00	\$ 44,358.00	\$ 43,987.00
Federal Special Education IDEA rate per ADA	\$ 245.00	\$ 245.00	\$ 249.90	\$ 254.90
State Special Education- AB602	\$ 1,018.00	\$ 1,340.00	\$ 1,366.80	\$ 1,394.14
Mandate Cost per ADA K-8	\$ 20.55	\$ 21.01	\$ 21.43	\$ 21.86
Mandate Cost per ADA 9-12	\$ 57.11	\$ 59.61	\$ 60.80	\$ 62.02
State Lottery Per ADA	\$ 273.00	\$ 272.00	\$ 277.44	\$ 282.99
CAL STRS	19.10%	19.10%	19.10%	19.10%

FY26-27 Proposed Budget Highlights- TEACH Tech Charter High

TEACH Tech Charter High FY26-27 Proposed Budget

Annual/Full Year			
	FY25-26 2nd Interim	FY26-27 Proposed Budget	Fav/(Unf)
Revenue			
State Aid-Rev Limit	\$ 5,941,364	\$ 6,234,409	\$ 293,045
Federal Revenue	502,541	535,043	32,502
Other State Revenue	1,036,795	1,395,654	358,859
Other Local Revenue	226,537	228,000	1,463
Total Revenue	\$7,707,238	\$ 8,393,106	\$ 685,869

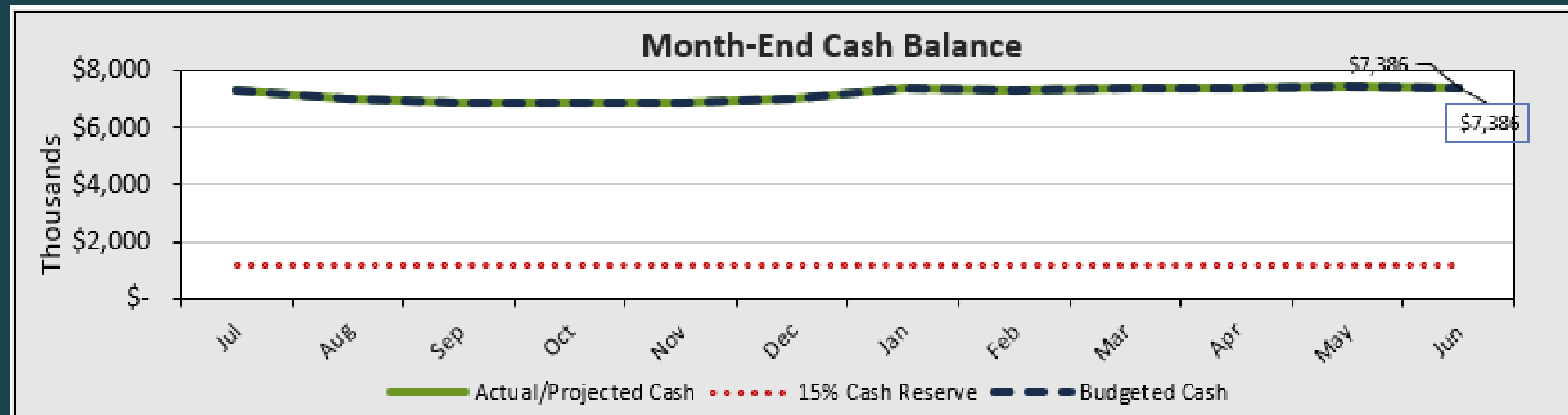
Annual/Full Year			
	FY25-26 2nd Interim	FY26-27 Proposed Budget	Fav/(Unf)
Expenses			
Certificated Salaries	\$ 1,960,957	\$ 2,106,753	\$ (145,796)
Classified Salaries	569,563	501,696	67,867
Benefits	887,883	965,041	(77,159)
Books and Supplies	665,333	745,095	(79,762)
Subagreement Services	766,117	792,600	(26,483)
Operations	397,389	411,000	(13,611)
Facilities	832,390	835,600	(3,210)
Professional Services	1,526,781	1,563,438	(36,657)
Depreciation	86,508	86,800	(292)
Interest	-	-	-
Total Expenses	\$ 7,692,921	\$ 8,008,024	\$ (315,103)

Annual/Full Year			
	FY25-26 2nd Interim	FY26-27 Proposed Budget	Fav/(Unf)
Total Surplus(Deficit)	\$ 14,317	\$ 385,082	\$ 370,765
Beginning Fund Balance	7,797,504	7,811,821	
Ending Fund Balance	\$ 7,811,821	\$ 8,196,903	
<i>As a % of Annual Expenses</i>	<i>101.5%</i>	<i>102.4%</i>	

- LCFF up due to 4.31% COLA increase.
 - Federal Revenue up due to increased Child Nutrition Rate increase.
 - State Revenue up due primarily to increase in STATE SpEd funding.
 - Local funding increase due to slightly higher interest assumed.
-
- Certificated Salaries increase due to proposed 5.5% COLA partially offset by .67 net less FTE.
 - Classified Salaries savings due to 1.66 net FTE decrease partially offset by proposed 5.5% COLA.
 - Benefits up overall based on expected increase.
 - Non-Personnel Expenses increase of \$160.0K due to expected overall increases.
-
- Surplus projected of \$385.1k.
 - Ending Fund Balance Projected at \$8.2MM which is 102.4% of the annual expenses.

FY26-27 Proposed Budget Cash Balance- TEACH Tech Charter High

- Cash projected to end at \$7.39MM, which is 337 days of Cash on hand.



FY26-27 Proposed Budget MYP- TEACH Tech Charter High

TEACH Tech Charter High

Multi-Year Forecast

Revised 5/28/26



	2025-26	2026-27	2027-28	2028-29
	Prior Year	Budget	Forecast	Forecast
Assumptions				
State COLA	n/a	4.31%	3.30%	3.09%
Other Revenue COLA	n/a	n/a	2.00%	2.00%
Expense COLA	n/a	3.08%	2.75%	2.68%
Enrollment		364.00	364.00	364.00
Average Daily Attendance	335.47	336.70	336.70	336.70
Revenues				
Total Revenue	\$ 7,707,238	\$ 8,393,106	\$ 8,579,907	\$ 8,662,971
Expenses				
Total Expenses	\$ 7,692,921	\$ 8,008,024	\$ 8,199,563	\$ 8,391,168
Surplus (Deficit)	\$ 14,317	\$ 385,082	\$ 380,344	\$ 271,803
Fund Balance, Beginning of Year	\$ 7,797,504	\$ 7,811,821	\$ 8,196,904	\$ 8,577,247
Fund Balance, End of Year	\$ 7,811,821	\$ 8,196,904	\$ 8,577,247	\$ 8,849,051
	101.5%	102.4%	104.6%	105.5%
Total Change in Cash	880,694	373,600	339,611	354,356
Cash, Beginning of Year	6,132,076	7,012,769	7,386,369	7,725,979
Cash, End of Year	\$ 7,012,769	\$ 7,386,369	\$ 7,725,979	\$ 8,080,336



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

FY26–27 Proposed Budget

FY26-27 Proposed Budget Assumptions- TEACH Prep Elementary

TEACH PREP ELEMENTARY PLANNING FACTORS				
FACTORS	FY25-26 @ 2nd Interim	FY26-27	FY27-28	FY28-29
Enrollment:	271	321	321	321
ADA	238.00	288.90	288.90	288.90
	87.82%	90.00%	90.00%	90.00%
COLA	2.30%	4.31%	3.30%	3.09%
TK-3	\$ 10,256.00	\$ 10,698	\$ 11,051	\$ 11,392
4-6	\$ 10,411.00	\$ 10,860	\$ 11,218	\$ 11,565
One-time Funding/ Other State Funding				
AMG Prop 28	\$ 46,303.00	\$ 56,250.00	\$ 64,972.00	\$ 66,181.00
ELOP	\$ 598,197.00	\$ 649,329.00	\$ 598,197.00	\$ 598,197.00
ASES	\$ 137,433.00	\$ 137,433.00	\$ 137,433.00	\$ 137,433.00
LREBG	\$ -	\$ 24,731.00	\$ 24,731.00	\$ 24,524.00
SSPDBG	\$ 72,927.00	\$ 109,480.00	\$ 109,480.00	\$ -
Lit Coch & Read Spec. Grant	\$ 331,724.00	\$ -	\$ -	\$ -
Federal Special Education IDEA rate per ADA	\$ 245.00	\$ 245.00	\$ 249.90	\$ 254.90
State Special Education- AB602	\$ 1,018.00	\$ 1,340.00	\$ 1,018.00	\$ 1,018.00
Mandate Cost per ADA K-8	\$ 20.55	\$ 21.01	\$ 21.43	\$ 21.86
Mandate Cost per ADA 9-12	\$ 57.11	\$ 59.61	\$ 60.80	\$ 62.02
State Lottery Per ADA	\$ 273.00	\$ 272.00	\$ 277.44	\$ 282.99
CAL STRS	19.10%	19.10%	19.10%	19.10%

FY26-27 Proposed Budget Highlights- TEACH Prep Elementary

TEACH Prep Elementary FY26-27 Proposed Budget

Revenue

	Annual/Full Year		
	FY25-26 2nd Interim	FY26-27 Proposed Budget	Fav/(Unf)
State Aid-Rev Limit	\$ 3,799,875	\$ 4,742,804	\$ 942,929
Federal Revenue	443,235	367,947	(75,288)
Other State Revenue	1,795,213	1,886,208	90,995
Other Local Revenue	159,361	150,000	(9,361)
Total Revenue	\$ 6,197,684	\$ 7,146,959	\$ 949,275

Expenses

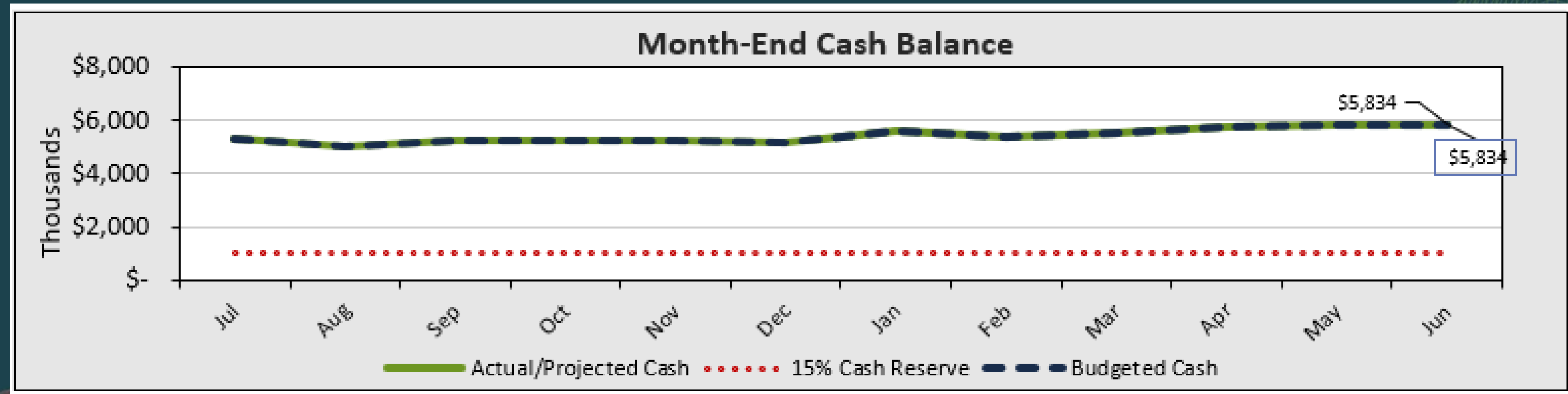
	Annual/Full Year		
	FY25-26 2nd Interim	FY26-27 Proposed Budget	Fav/(Unf)
Certificated Salaries	\$ 1,380,367	\$ 1,643,296	\$ (262,929)
Classified Salaries	582,380	615,988	(33,608)
Benefits	660,693	795,347	(134,654)
Books and Supplies	616,689	677,151	(60,462)
Subagreement Services	825,241	1,232,700	(407,459)
Operations	194,672	243,500	(48,828)
Facilities	690,437	703,800	(13,363)
Professional Services	1,128,362	925,086	203,275
Depreciation	52,140	63,300	(11,160)
Interest	-	-	-
Total Expenses	\$ 6,130,981	\$ 6,900,169	\$ (769,188)

	Annual/Full Year		
	FY25-26 2nd Interim	FY26-27 Proposed Budget	Fav/(Unf)
Total Surplus(Deficit)	\$ 66,703	\$ 246,790	\$ 180,087
Beginning Fund Balance	3,232,906	3,299,609	
Ending Fund Balance	\$3,299,609	\$ 3,546,400	
<i>As a % of Annual Expenses</i>	<i>53.8%</i>	<i>51.4%</i>	

- LCFF increase due to 4.31% COLA increase and 50.9 ADA Increase.
- Federal Revenue down due to one year loss of SpEd IDEA due to changing SELPA's.
- State Revenue up due to increase in STATE SpEd funding.
- Local funding decrease due to slightly lower interest assumed.
- Certificated Salaries increase due to 5.5% proposed COLA and addition of .33 FTE.
- Classified Salaries increase due to proposed COLA of 5.5% partially offset by the reduction of 2.02 FTE.
- Benefits up overall based on expected increase.
- Non-Personnel Expenses increase of \$338K due primarily to expected ADA increases.
- Surplus projected of \$246.8k.
- Ending Fund Balance Projected at \$3.55MM which is 51.4% of the annual expenses.

FY26-27 Proposed Budget Cash Balance- TEACH Prep Elementary

- Cash projected to end at \$5.83MM, which is 309 days of Cash on hand.



FY26-27 Proposed Budget MYP- TEACH Prep Elementary

TEACH Prep Elementary School

Multi-Year Forecast

Revised 5/28/26



	2025-26	2026-27	2027-28	2028-29
	Prior Year	Budget	Forecast	Forecast
Assumptions				
State COLA	n/a	4.31%	3.30%	3.09%
Other Revenue COLA	n/a	n/a	2.00%	2.00%
Expense COLA	n/a	3.08%	2.75%	2.68%
Enrollment		321.00	321.00	321.00
Average Daily Attendance	238.00	288.90	288.90	288.90
Revenues				
Total Revenue	\$ 6,197,684	\$ 7,146,959	\$ 7,746,518	\$ 7,673,061
Expenses				
Total Expenses	\$ 6,130,981	\$ 6,900,169	\$ 7,083,920	\$ 7,256,431
Surplus (Deficit)	\$ 66,704	\$ 246,790	\$ 662,598	\$ 416,630
Fund Balance, Beginning of Year	\$ 3,232,906	\$ 3,299,610	\$ 3,546,400	\$ 4,208,998
Fund Balance, End of Year	\$ 3,299,610	\$ 3,546,400	\$ 4,208,998	\$ 4,625,628
	53.8%	51.4%	59.4%	63.7%
Total Change in Cash	58,211	670,462	686,329	489,755
Cash, Beginning of Year	5,105,558	5,163,769	5,834,231	6,520,560
Cash, End of Year	\$ 5,163,769	\$ 5,834,231	\$ 6,520,560	\$ 7,010,315



TEACH Public Schools

FY26–27 Proposed Budget

FY26-27 Proposed Budget Highlights- TEACH Public Schools

TEACH Public Schools FY26-27 Proposed Budget

	Annual/Full Year		
	FY25-26 2nd Interim	FY26-27 Proposed Budget	Fav/(Unf)
Revenue			
Other Local Revenue	2,195,013	2,256,846	61,833
Total Revenue	\$ 2,195,013	\$ 2,256,846	\$ 61,833

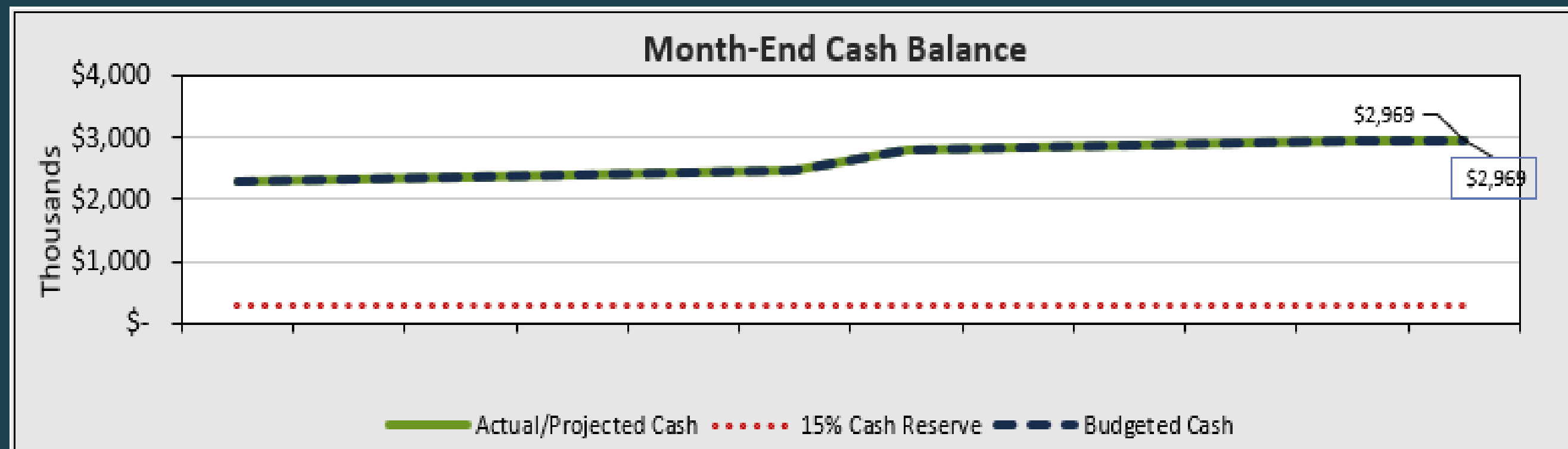
	Annual/Full Year		
	FY25-26 2nd Interim	FY26-27 Proposed Budget	Fav/(Unf)
Expenses			
Certificated Salaries	\$ 501,860	\$ 527,875	\$ (26,015)
Classified Salaries	683,896	753,666	(69,771)
Benefits	330,092	375,003	(44,911)
Books and Supplies	48,535	52,200	(3,665)
Subagreement Services	-	-	-
Operations	71,323	76,800	(5,477)
Facilities	524	600	(76)
Professional Services	36,380	40,220	(3,839)
Depreciation	39,591	41,400	(1,809)
Interest	-	-	-
Total Expenses	\$ 1,712,201	\$ 1,867,765	\$ (155,564)

	Annual/Full Year		
	FY25-26 2nd Interim	FY26-27 Proposed Budget	Fav/(Unf)
Total Surplus(Deficit)	\$ 482,812	\$ 389,081	\$ (93,731)
Beginning Fund Balance	902,847	1,385,659	
Ending Fund Balance	\$ 1,385,659	\$ 1,774,740	
<i>As a % of Annual Expenses</i>	<i>80.9%</i>	<i>95.0%</i>	

- Revenue increase due to overall revenue increase across school sites.
- Certificated Salaries increase due to proposed COLA increase of 5.5%.
- Classified Salaries increase due to proposed 5.5% COLA increase.
- Benefits up overall based on expected increase.
- Non-Personnel Expenses increase of \$14.9K due to expected overall increases.
- Surplus projected of \$389.1k.
- Ending Fund Balance Projected at \$1.77MM which is 95.0% of the annual expenses.

FY26-27 Proposed Budget Cash Balance- TEACH Public Schools

- Cash projected to end at \$2.97MM, which is 580 days of Cash on hand.



TEACH Public Schools – Appendix

- Monthly Cash Flow/ Forecasts– FY26–27 –FY28–29

TEACH Academy of Technologies

Monthly Cash Flow/Forecast FY26-27

Revised 5/28/26

Actuals Through:

ADA = 394.22



		Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Revenues																	
State Aid - Revenue Limit																ADA = 394.22	
8011	LCFF State Aid	-	165,858	165,858	298,545	298,545	298,545	298,545	298,545	298,579	298,579	298,579	298,579	298,579	3,317,337	3,317,337	-
8012	Education Protection Account	-	-	266,607	-	-	266,607	-	-	266,607	-	-	-	266,607	1,066,428	1,066,428	-
8019	State Aid - Prior Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8096	In Lieu of Property Taxes	-	102,913	205,827	137,218	137,218	137,218	137,218	137,218	240,160	120,080	120,080	120,080	120,080	1,715,310	1,715,310	-
		-	268,772	638,292	435,763	435,763	702,370	435,763	435,763	805,346	418,659	418,659	418,659	685,266	6,099,075	6,099,075	-
Federal Revenue																	
8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	114,660	114,660	114,660	-
8182	Special Education - Discretionary	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8220	Federal Child Nutrition	-	-	-	14,591	27,724	27,724	27,724	27,724	27,724	27,724	27,724	27,724	55,448	291,829	291,829	-
8290	Title I, Part A - Basic Low Income	-	-	58,111	-	-	174,332	-	-	-	-	-	-	-	232,443	232,443	-
8291	Title II, Part A - Teacher Quality	-	-	6,166	-	-	18,499	-	-	-	-	-	-	-	24,665	24,665	-
8293	Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8294	Title V, Part B - PCSG	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8295	Charter Facility Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8296	Other Federal Revenue	-	-	-	10,868	-	-	10,868	-	-	10,868	-	-	10,868	43,472	43,472	-
8299	Prior Year Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		-	-	64,277	25,459	27,724	220,555	38,592	27,724	27,724	38,592	27,724	27,724	180,976	707,069	707,069	-
Other State Revenue																	
8311	State Special Education	-	27,384	27,384	49,290	49,290	49,290	49,290	49,290	49,290	49,290	49,290	49,290	49,290	547,671	547,671	-
8520	Child Nutrition	-	-	-	1,381	2,624	2,624	2,624	2,624	2,624	2,624	2,624	2,624	5,248	27,622	27,622	-
8545	School Facilities (SB740)	-	-	-	-	-	-	272,130	-	-	-	136,065	-	136,065	544,261	544,261	-
8550	Mandated Cost	-	-	-	-	-	23,498	-	-	-	-	-	-	-	23,498	23,498	-
8560	State Lottery	-	-	-	-	-	-	26,806	-	-	26,806	-	-	53,617	107,228	107,228	-
8598	Prior Year Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8599	Other State Revenue	-	1,281	1,281	283,666	2,306	2,306	283,666	2,306	2,306	283,666	2,306	2,306	283,666	1,151,063	1,151,063	-
		-	28,665	28,665	334,337	54,221	77,719	634,516	54,221	54,221	362,386	190,286	54,221	527,887	2,401,344	2,401,344	-
Other Local Revenue																	
8634	Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8650	Lease and Rental Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8660	Interest Revenue	16,705	16,705	16,705	16,705	16,705	16,705	16,705	16,705	16,705	16,705	16,705	16,705	-	200,455	200,455	-
8689	Other Fees and Contracts	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8690	Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8698	ASB Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8699	School Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		16,705	16,705	16,705	16,705	16,705	16,705	16,705	16,705	16,705	16,705	16,705	16,705	-	200,455	200,455	-
Total Revenue		16,705	314,141	747,939	812,265	534,412	1,017,348	1,125,576	534,412	903,995	836,341	653,373	517,308	1,394,128	9,407,943	9,407,943	-
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	-	154,367	154,367	154,367	154,367	154,367	154,367	154,367	154,367	154,367	154,367	154,367	-	1,698,038	1,698,038	-
1170	Teachers' Substitute Hours	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1175	Teachers' Extra Duty/Stipends	-	10,301	10,301	10,301	10,301	10,301	10,301	10,301	10,301	10,301	10,301	10,301	-	113,315	113,315	-
1200	Pupil Support Salaries	14,246	14,246	14,246	14,246	14,246	14,246	14,246	14,246	14,246	14,246	14,246	14,246	-	170,952	170,952	-
1300	Administrators' Salaries	30,331	30,331	30,331	30,331	30,331	30,331	30,331	30,331	30,331	30,331	30,331	30,331	-	363,975	363,975	-
1900	Other Certificated Salaries	-	3,030	3,030	3,030	3,030	3,030	3,030	3,030	3,030	3,030	3,030	3,030	-	33,333	33,333	-
		44,577	212,276	212,276	212,276	212,276	212,276	212,276	212,276	212,276	212,276	212,276	212,276	-	2,379,614	2,379,614	-
Classified Salaries																	
2100	Instructional Salaries	-	26,191	26,191	26,191	26,191	26,191	26,191	26,191	26,191	26,191	26,191	26,191	-	288,103	288,103	-
2200	Support Salaries	3,057	3,057	3,057	3,057	3,057	3,057	3,057	3,057	3,057	3,057	3,057	3,057	-	36,688	36,688	-
2300	Classified Administrators' Salaries	-	3,034	3,034	3,034	3,034	3,034	3,034	3,034	3,034	3,034	3,034	3,034	-	33,374	33,374	-
2400	Clerical and Office Staff Salaries	16,191	16,191	16,191	16,191	16,191	16,191	16,191	16,191	16,191	16,191	16,191	16,191	-	194,291	194,291	-
2900	Other Classified Salaries	12,367	12,367	12,367	12,367	12,367	12,367	12,367	12,367	12,367	12,367	12,367	12,367	-	148,405	148,405	-
		31,615	60,841	60,841	60,841	60,841	60,841	60,841	60,841	60,841	60,841	60,841	60,841	-	700,861	700,861	-

TEACH Academy of Technologies

Monthly Cash Flow/Forecast FY26-27

Revised 5/28/26

Actuals Through:

ADA = 394.22



		Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Benefits																	
3101	STRS	8,514	40,545	40,545	40,545	40,545	40,545	40,545	40,545	40,545	40,545	40,545	40,545	-	454,506	454,506	-
3202	PERS	8,346	16,062	16,062	16,062	16,062	16,062	16,062	16,062	16,062	16,062	16,062	16,062	-	185,027	185,027	-
3301	OASDI	1,960	3,772	3,772	3,772	3,772	3,772	3,772	3,772	3,772	3,772	3,772	3,772	-	43,453	43,453	-
3311	Medicare	1,105	3,960	3,960	3,960	3,960	3,960	3,960	3,960	3,960	3,960	3,960	3,960	-	44,667	44,667	-
3401	Health and Welfare	31,167	31,167	31,167	31,167	31,167	31,167	31,167	31,167	31,167	31,167	31,167	31,167	-	374,000	374,000	-
3501	State Unemployment	1,103	1,103	1,103	1,103	1,103	1,103	5,513	4,410	2,205	1,103	1,103	1,103	-	22,050	22,050	-
3601	Workers' Compensation	1,067	3,824	3,824	3,824	3,824	3,824	3,824	3,824	3,824	3,824	3,824	3,824	-	43,127	43,127	-
3901	Other Benefits	229	819	819	819	819	819	819	819	819	819	819	819	-	9,241	9,241	-
		53,490	101,251	101,251	101,251	101,251	101,251	105,661	104,559	102,354	101,251	101,251	101,251	-	1,176,072	1,176,072	-
Books and Supplies																	
4100	Textbooks and Core Curricula	-	1,650	1,650	1,650	1,650	-	-	-	-	-	-	-	-	6,600	6,600	-
4200	Books and Other Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4302	School Supplies	3,550	3,550	3,550	3,550	3,550	3,550	3,550	3,550	3,550	3,550	3,550	3,550	-	42,600	42,600	-
4305	Software	19,583	19,583	19,583	19,583	19,583	19,583	19,583	19,583	19,583	19,583	19,583	19,583	-	235,000	235,000	-
4310	Office Expense	8,267	8,267	8,267	8,267	8,267	8,267	8,267	8,267	8,267	8,267	8,267	8,267	-	99,200	99,200	-
4311	Business Meals	33	33	33	33	33	33	33	33	33	33	33	33	-	400	400	-
4312	School Fundraising	8	8	8	8	8	8	8	8	8	8	8	8	-	100	100	-
4400	Noncapitalized Equipment	-	14,500	14,500	14,500	14,500	14,500	-	-	-	-	-	-	-	72,500	72,500	-
4700	Food Services	-	29,041	29,041	29,041	29,041	29,041	29,041	29,041	29,041	29,041	29,041	29,041	-	319,452	319,452	-
		31,442	76,633	76,633	76,633	76,633	74,983	60,483	60,483	60,483	60,483	60,483	60,483	-	775,852	775,852	-
Subagreement Services																	
5101	Nursing	292	292	292	292	292	292	292	292	292	292	292	292	-	3,500	3,500	-
5102	Special Education	-	52,973	52,973	52,973	52,973	52,973	52,973	52,973	52,973	52,973	52,973	52,973	-	582,700	582,700	-
5103	Substitute Teacher	-	14,209	14,209	14,209	14,209	14,209	14,209	14,209	14,209	14,209	14,209	14,209	-	156,300	156,300	-
5104	Transportation	-	6,364	6,364	6,364	6,364	6,364	6,364	6,364	6,364	6,364	6,364	6,364	-	70,000	70,000	-
5105	Security	-	7,900	7,900	7,900	7,900	7,900	7,900	7,900	7,900	7,900	7,900	7,900	-	86,900	86,900	-
5106	Other Educational Consultants	-	-	26,510	26,510	26,510	26,510	26,510	26,510	26,510	26,510	26,510	26,510	-	265,100	265,100	-
		292	81,737	108,247	108,247	108,247	108,247	108,247	108,247	108,247	108,247	108,247	108,247	-	1,164,500	1,164,500	-
Operations and Housekeeping																	
5201	Auto and Travel	-	1,009	1,009	1,009	1,009	1,009	1,009	1,009	1,009	1,009	1,009	1,009	-	11,100	11,100	-
5300	Dues & Memberships	1,058	1,058	1,058	1,058	1,058	1,058	1,058	1,058	1,058	1,058	1,058	1,058	-	12,700	12,700	-
5400	Insurance	10,267	10,267	10,267	10,267	10,267	10,267	10,267	10,267	10,267	10,267	10,267	10,267	-	123,200	123,200	-
5501	Utilities	9,942	9,942	9,942	9,942	9,942	9,942	9,942	9,942	9,942	9,942	9,942	9,942	-	119,300	119,300	-
5502	Janitorial Services	14,825	14,825	14,825	14,825	14,825	14,825	14,825	14,825	14,825	14,825	14,825	14,825	-	177,900	177,900	-
5516	Miscellaneous Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5531	ASB Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5900	Communications	1,867	1,867	1,867	1,867	1,867	1,867	1,867	1,867	1,867	1,867	1,867	1,867	-	22,400	22,400	-
5901	Postage and Shipping	-	-	540	540	540	540	540	540	540	540	540	540	-	5,400	5,400	-
		37,958	38,967	39,507	39,507	39,507	39,507	39,507	39,507	39,507	39,507	39,507	39,507	-	472,000	472,000	-
Facilities, Repairs and Other Leases																	
5601	Rent	72,647	72,647	72,647	72,647	72,647	72,647	72,647	72,647	72,647	72,647	72,647	72,647	-	871,760	871,760	-
5602	Additional Rent	25	25	25	25	25	25	25	25	25	25	25	25	-	300	300	-
5603	Equipment Leases	2,058	2,058	2,058	2,058	2,058	2,058	2,058	2,058	2,058	2,058	2,058	2,058	-	24,700	24,700	-
5604	Other Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5605	Real/Personal Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5610	Repairs and Maintenance	5,292	5,292	5,292	5,292	5,292	5,292	5,292	5,292	5,292	5,292	5,292	5,292	-	63,500	63,500	-
		80,022	80,022	80,022	80,022	80,022	80,022	80,022	80,022	80,022	80,022	80,022	80,022	-	960,260	960,260	-
Professional/Consulting Services																	
5801	IT	217	217	217	217	217	217	217	217	217	217	217	217	-	2,600	2,600	-
5802	Audit & Taxes	-	-	-	7,133	7,133	7,133	-	-	-	-	-	-	-	21,400	21,400	-
5803	Legal	1,300	1,300	1,300	1,300	1,300	1,300	1,300	1,300	1,300	1,300	1,300	1,300	-	15,600	15,600	-
5804	Professional Development	-	-	2,040	2,040	2,040	2,040	2,040	2,040	2,040	2,040	2,040	2,040	-	20,400	20,400	-
5805	General Consulting	-	-	10,819	10,819	10,819	10,819	10,819	10,819	10,819	10,819	10,819	10,819	-	108,193	108,193	-
5806	Special Activities/Field Trips	-	-	-	-	-	18,500	18,500	18,500	-	-	-	-	-	55,500	55,500	-
5807	Bank Charges	-	-	260	260	260	260	260	260	260	260	260	260	-	2,600	2,600	-
5808	Printing	-	-	4,470	4,470	4,470	4,470	4,470	4,470	4,470	4,470	4,470	4,470	-	44,700	44,700	-
5809	Other taxes and fees	-	-	990	990	990	990	990	990	990	990	990	990	-	9,900	9,900	-
5810	Payroll Service Fee	775	775	775	775	775	775	775	775	775	775	775	775	-	9,300	9,300	-
5811	Management Fee	74,480	74,480	74,480	74,480	74,480	74,480	74,480	74,480	74,480	74,480	74,480	74,480	-	893,755	893,755	-
5812	District Oversight Fee	-	2,688	6,383	4,358	4,358	7,024	4,358	4,358	8,053	4,187	4,187	4,187	6,853	60,991	60,991	-
5813	County Fees	-	-	-	1,275	-	-	1,275	-	-	1,275	-	-	1,275	5,100	5,100	-
5814	SPED Encroachment	-	18,233	18,233	32,819	32,819	32,819	32,819	17,722	39,383	39,383	39,383	39,383	21,660	364,654	364,654	-
5815	Public Relations/Recruitment	-	-	1,540	1,540	1,540	1,540	1,540	1,540	1,540	1,540	1,540	1,540	-	15,400	15,400	-
		76,771	97,692	121,506	142,475	141,200	162,366	153,842	137,470	144,327	141,735	140,460	140,460	29,788	1,630,092	1,630,092	-
Depreciation																	
6900	Depreciation Expense	8,242	8,242	8,242	8,242	8,242	8,242	8,242	8,242	8,242	8,242	8,242	8,242	-	98,900	98,900	-
		8,242	8,242	8,242	8,242	8,242	8,242	8,242	8,242	8,242	8,242	8,242	8,242	-	98,900	98,900	-
Interest																	
7438	Interest Expense	1,289	1,289	1,289	1,289	1,289	1,289	1,289	1,289	1,289	1,289	1,289	1,289	-	15,462	15,462	-
		1,289	1,289	1,289	1,289	1,289	1,289	1,289	1,289	1,289	1,289	1,289	1,289	-	15,462	15,462	-
Total Expenses		365,697	758,948	809,813	830,782	829,507	849,023	830,409	812,935	817,586	813,891	812,616	812,616	29,788	9,373,612	9,373,612	-
Monthly Surplus (Deficit)		(348,993)	(444,807)	(61,874)	(18,518)	(295,095)	168,325	295,167	(278,522)	86,409	22,450	(159,243)	(295,308)	1,364,340	34,331	34,331	-

TEACH Academy of Technologies

Monthly Cash Flow/Forecast FY26-27

Revised 5/28/26

Actuals Through:

ADA = 394.22



	Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(348,993)	(444,807)	(61,874)	(18,518)	(295,095)	168,325	295,167	(278,522)	86,409	22,450	(159,243)	(295,308)	1,364,340	34,331		
Cash flows from operating activities																
Depreciation/Amortization	8,242	8,242	8,242	8,242	8,242	8,242	8,242	8,242	8,242	8,242	8,242	8,242	-	98,900		
Public Funding Receivables	766,065	-	149,291	-	401,737	45,683	365,804	-	-	-	-	-	(1,394,128)	334,452		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable	-	-	-	-	-	-	-	-	-	-	-	-	29,788	29,788		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Change in Cash	425,314	(436,565)	95,658	(10,276)	114,883	222,250	669,213	(270,281)	94,651	30,692	(151,002)	(287,067)				
Cash, Beginning of Month	4,144,553	4,569,867	4,133,301	4,228,960	4,218,684	4,333,567	4,555,817	5,225,030	4,954,750	5,049,401	5,080,092	4,929,091				
Cash, End of Month	4,569,867	4,133,301	4,228,960	4,218,684	4,333,567	4,555,817	5,225,030	4,954,750	5,049,401	5,080,092	4,929,091	4,642,024				

TEACH Academy of Technologies

Monthly Cash Flow/Forecast FY27-28

Revised 5/28/26

ADA = 394.22



	Jul-27	Aug-27	Sep-27	Oct-27	Nov-27	Dec-27	Jan-28	Feb-28	Mar-28	Apr-28	May-28	Jun-28	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Revenues																
State Aid - Revenue Limit															ADA = 394.22	
8011 LCFF State Aid	-	174,117	174,117	313,411	313,411	313,411	313,411	313,411	313,411	313,411	313,411	313,411	313,411	3,482,345	3,317,337	165,008
8012 Education Protection Account	-	-	-	266,607	-	-	266,607	-	-	293,001	-	-	275,405	1,101,620	1,066,428	35,192
8019 State Aid - Prior Years	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8096 In Lieu of Property Taxes	-	102,919	205,837	137,225	137,225	137,225	137,225	137,225	240,143	120,072	120,072	120,072	120,072	1,715,310	1,715,310	-
	-	277,036	379,954	717,243	450,636	450,636	717,243	450,636	553,554	726,484	433,483	433,483	708,888	6,299,275	6,099,075	200,200
Federal Revenue																
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	106,457	106,457	114,660	(8,203)
8182 Special Education - Discretionary	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8220 Federal Child Nutrition	-	-	14,883	14,883	29,767	29,767	29,767	29,767	29,767	29,767	29,767	29,767	29,767	297,666	291,829	5,837
8290 Title I, Part A - Basic Low Income	-	-	59,273	-	-	59,273	-	-	59,273	-	-	-	59,273	237,092	232,443	4,649
8291 Title II, Part A - Teacher Quality	-	-	6,290	-	-	6,290	-	-	6,290	-	-	-	6,290	25,158	24,665	493
8293 Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8294 Title V, Part B - PCSG	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8295 Charter Facility Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8296 Other Federal Revenue	-	-	-	2,500	-	-	2,500	-	-	2,500	-	-	2,500	10,000	43,472	(33,472)
8299 Prior Year Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	80,446	17,383	29,767	95,329	32,267	29,767	95,329	32,267	29,767	29,767	204,286	676,373	707,069	(30,696)
Other State Revenue																
8311 State Special Education	-	27,284	27,284	49,112	49,112	49,112	49,112	49,112	49,112	49,112	49,112	49,112	49,112	545,687	547,671	(1,984)
8520 Child Nutrition	-	-	1,427	1,427	2,853	2,853	2,853	2,853	2,853	2,853	2,853	2,853	2,853	28,534	27,622	912
8545 School Facilities (SB740)	-	-	-	-	-	-	281,110	-	-	-	140,555	-	140,555	562,221	544,261	
8550 Mandated Cost	-	-	-	-	-	8,556	-	-	-	-	-	-	-	8,556	23,498	(14,942)
8560 State Lottery	-	-	-	-	-	-	27,343	-	-	27,343	-	-	54,686	109,373	107,228	2,145
8598 Prior Year Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8599 Other State Revenue	-	-	-	-	657,938	-	-	-	-	253,053	-	-	101,221	1,012,213	1,151,063	(138,850)
	-	27,284	28,711	50,539	709,904	60,521	360,419	51,965	51,965	332,362	192,520	51,965	348,428	2,266,583	2,401,344	(152,721)
Other Local Revenue																
8634 Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8650 Lease and Rental Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8660 Interest Revenue	17,039	17,039	17,039	17,039	17,039	17,039	17,039	17,039	17,039	17,039	17,039	17,039	-	204,464	200,455	4,009
8689 Other Fees and Contracts	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8690 Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8698 ASB Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8699 School Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	17,039	17,039	17,039	17,039	17,039	17,039	17,039	17,039	17,039	17,039	17,039	17,039	-	204,464	200,455	4,009
Total Revenue	17,039	321,359	506,150	802,203	1,207,345	623,525	1,126,967	549,406	717,888	1,108,151	672,808	532,253	1,261,602	9,446,696	9,407,943	38,752
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	-	158,612	158,612	158,612	158,612	158,612	158,612	158,612	158,612	158,612	158,612	158,612	-	1,744,734	1,698,038	(46,696)
1170 Teachers' Substitute Hours	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1175 Teachers' Extra Duty/Stipends	-	10,585	10,585	10,585	10,585	10,585	10,585	10,585	10,585	10,585	10,585	10,585	-	116,431	113,315	(3,116)
1200 Pupil Support Salaries	14,638	14,638	14,638	14,638	14,638	14,638	14,638	14,638	14,638	14,638	14,638	14,638	-	175,653	170,952	(4,701)
1300 Administrators' Salaries	31,165	31,165	31,165	31,165	31,165	31,165	31,165	31,165	31,165	31,165	31,165	31,165	-	373,984	363,975	(10,009)
1900 Other Certificated Salaries	-	3,114	3,114	3,114	3,114	3,114	3,114	3,114	3,114	3,114	3,114	3,114	-	34,250	33,333	(917)
	45,803	218,114	218,114	218,114	218,114	218,114	218,114	218,114	218,114	218,114	218,114	218,114	-	2,445,053	2,379,614	(65,439)
Classified Salaries																
2100 Instructional Salaries	-	26,911	26,911	26,911	26,911	26,911	26,911	26,911	26,911	26,911	26,911	26,911	-	296,026	288,103	(7,923)
2200 Support Salaries	3,141	3,141	3,141	3,141	3,141	3,141	3,141	3,141	3,141	3,141	3,141	3,141	-	37,697	36,688	(1,009)
2300 Classified Administrators' Salaries	-	3,117	3,117	3,117	3,117	3,117	3,117	3,117	3,117	3,117	3,117	3,117	-	34,292	33,374	(918)
2400 Clerical and Office Staff Salaries	16,636	16,636	16,636	16,636	16,636	16,636	16,636	16,636	16,636	16,636	16,636	16,636	-	199,634	194,291	(5,343)
2900 Other Classified Salaries	12,707	12,707	12,707	12,707	12,707	12,707	12,707	12,707	12,707	12,707	12,707	12,707	-	152,486	148,405	(4,081)
	32,485	62,514	62,514	62,514	62,514	62,514	62,514	62,514	62,514	62,514	62,514	62,514	-	720,135	700,861	(19,274)

TEACH Academy of Technologies

Monthly Cash Flow/Forecast FY27-28

Revised 5/28/26

ADA = 394.22



	Jul-27	Aug-27	Sep-27	Oct-27	Nov-27	Dec-27	Jan-28	Feb-28	Mar-28	Apr-28	May-28	Jun-28	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Benefits																
3101 STRS	8,748	41,660	41,660	41,660	41,660	41,660	41,660	41,660	41,660	41,660	41,660	41,660	-	467,005	454,506	(12,499)
3202 PERS	8,738	16,816	16,816	16,816	16,816	16,816	16,816	16,816	16,816	16,816	16,816	16,816	-	193,716	185,027	(8,689)
3301 OASDI	2,014	3,876	3,876	3,876	3,876	3,876	3,876	3,876	3,876	3,876	3,876	3,876	-	44,648	43,453	(1,195)
3311 Medicare	1,135	4,069	4,069	4,069	4,069	4,069	4,069	4,069	4,069	4,069	4,069	4,069	-	45,895	44,667	(1,228)
3401 Health and Welfare	32,024	32,024	32,024	32,024	32,024	32,024	32,024	32,024	32,024	32,024	32,024	32,024	-	384,285	374,000	(10,285)
3501 State Unemployment	1,103	1,103	1,103	1,103	1,103	1,103	5,513	4,410	2,205	1,103	1,103	1,103	-	22,050	22,050	-
3601 Workers' Compensation	1,096	3,929	3,929	3,929	3,929	3,929	3,929	3,929	3,929	3,929	3,929	3,929	-	44,313	43,127	(1,186)
3901 Other Benefits	235	842	842	842	842	842	842	842	842	842	842	842	-	9,496	9,241	(254)
	55,093	104,318	104,318	104,318	104,318	104,318	108,728	107,625	105,420	104,318	104,318	104,318	-	1,211,408	1,176,072	(35,336)
Books and Supplies																
4100 Textbooks and Core Curricula	-	1,695	1,695	1,695	1,695	-	-	-	-	-	-	-	-	6,782	6,600	(182)
4200 Books and Other Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4302 School Supplies	3,648	3,648	3,648	3,648	3,648	3,648	3,648	3,648	3,648	3,648	3,648	3,648	-	43,772	42,600	(1,172)
4305 Software	20,122	20,122	20,122	20,122	20,122	20,122	20,122	20,122	20,122	20,122	20,122	20,122	-	241,463	235,000	(6,462)
4310 Office Expense	8,494	8,494	8,494	8,494	8,494	8,494	8,494	8,494	8,494	8,494	8,494	8,494	-	101,928	99,200	(2,728)
4311 Business Meals	34	34	34	34	34	34	34	34	34	34	34	34	-	411	400	(11)
4312 School Fundraising	9	9	9	9	9	9	9	9	9	9	9	9	-	103	100	(3)
4400 Noncapitalized Equipment	-	14,899	14,899	14,899	14,899	14,899	-	-	-	-	-	-	-	74,494	72,500	(1,994)
4700 Food Services	-	29,840	29,840	29,840	29,840	29,840	29,840	29,840	29,840	29,840	29,840	29,840	-	328,237	319,452	(8,785)
	32,306	78,740	78,740	78,740	78,740	77,045	62,146	62,146	62,146	62,146	62,146	62,146	-	797,188	775,852	(21,336)
Subagreement Services																
5101 Nursing	300	300	300	300	300	300	300	300	300	300	300	300	-	3,596	3,500	(96)
5102 Special Education	-	54,429	54,429	54,429	54,429	54,429	54,429	54,429	54,429	54,429	54,429	54,429	-	598,724	582,700	(16,024)
5103 Substitute Teacher	-	14,600	14,600	14,600	14,600	14,600	14,600	14,600	14,600	14,600	14,600	14,600	-	160,598	156,300	(4,298)
5104 Transportation	-	6,539	6,539	6,539	6,539	6,539	6,539	6,539	6,539	6,539	6,539	6,539	-	71,925	70,000	(1,925)
5105 Security	-	8,117	8,117	8,117	8,117	8,117	8,117	8,117	8,117	8,117	8,117	8,117	-	89,290	86,900	(2,390)
5106 Other Educational Consultants	-	-	27,239	27,239	27,239	27,239	27,239	27,239	27,239	27,239	27,239	27,239	-	272,390	265,100	(7,290)
	300	83,985	111,224	111,224	111,224	111,224	111,224	111,224	111,224	111,224	111,224	111,224	-	1,196,524	1,164,500	(32,024)
Operations and Housekeeping																
5201 Auto and Travel	-	1,037	1,037	1,037	1,037	1,037	1,037	1,037	1,037	1,037	1,037	1,037	-	11,405	11,100	(305)
5300 Dues & Memberships	1,087	1,087	1,087	1,087	1,087	1,087	1,087	1,087	1,087	1,087	1,087	1,087	-	13,049	12,700	(349)
5400 Insurance	10,549	10,549	10,549	10,549	10,549	10,549	10,549	10,549	10,549	10,549	10,549	10,549	-	126,588	123,200	(3,388)
5501 Utilities	10,215	10,215	10,215	10,215	10,215	10,215	10,215	10,215	10,215	10,215	10,215	10,215	-	122,581	119,300	(3,281)
5502 Janitorial Services	15,233	15,233	15,233	15,233	15,233	15,233	15,233	15,233	15,233	15,233	15,233	15,233	-	182,792	177,900	(4,892)
5516 Miscellaneous Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5531 ASB Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5900 Communications	1,918	1,918	1,918	1,918	1,918	1,918	1,918	1,918	1,918	1,918	1,918	1,918	-	23,016	22,400	(616)
5901 Postage and Shipping	-	-	555	555	555	555	555	555	555	555	555	555	-	5,549	5,400	(149)
	39,002	40,039	40,594	40,594	40,594	40,594	40,594	40,594	40,594	40,594	40,594	40,594	-	484,980	472,000	(12,980)
Facilities, Repairs and Other Leases																
5601 Rent	72,647	72,647	72,647	72,647	72,647	72,647	72,647	72,647	72,647	72,647	72,647	72,647	-	871,760	871,760	-
5602 Additional Rent	26	26	26	26	26	26	26	26	26	26	26	26	-	308	300	(8)
5603 Equipment Leases	2,115	2,115	2,115	2,115	2,115	2,115	2,115	2,115	2,115	2,115	2,115	2,115	-	25,379	24,700	(679)
5604 Other Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5605 Real/Personal Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5610 Repairs and Maintenance	5,437	5,437	5,437	5,437	5,437	5,437	5,437	5,437	5,437	5,437	5,437	5,437	-	65,246	63,500	(1,746)
	80,224	80,224	80,224	80,224	80,224	80,224	80,224	80,224	80,224	80,224	80,224	80,224	-	962,694	960,260	(2,434)
Professional/Consulting Services																
5801 IT	223	223	223	223	223	223	223	223	223	223	223	223	-	2,672	2,600	(72)
5802 Audit & Taxes	-	-	-	7,330	7,330	7,330	-	-	-	-	-	-	-	21,989	21,400	(589)
5803 Legal	1,336	1,336	1,336	1,336	1,336	1,336	1,336	1,336	1,336	1,336	1,336	1,336	-	16,029	15,600	(429)
5804 Professional Development	-	-	2,096	2,096	2,096	2,096	2,096	2,096	2,096	2,096	2,096	2,096	-	20,961	20,400	(561)
5805 General Consulting	-	-	11,117	11,117	11,117	11,117	11,117	11,117	11,117	11,117	11,117	11,117	-	111,169	108,193	(2,975)
5806 Special Activities/Field Trips	-	-	-	-	-	-	-	19,009	19,009	19,009	19,009	-	-	57,026	55,500	(1,526)
5807 Bank Charges	-	-	267	267	267	267	267	267	267	267	267	267	-	2,672	2,600	(72)
5808 Printing	-	-	4,593	4,593	4,593	4,593	4,593	4,593	4,593	4,593	4,593	4,593	-	45,929	44,700	(1,229)
5809 Other taxes and fees	-	-	1,017	1,017	1,017	1,017	1,017	1,017	1,017	1,017	1,017	1,017	-	10,172	9,900	(272)
5810 Payroll Service Fee	796	796	796	796	796	796	796	796	796	796	796	796	-	9,556	9,300	(256)
5811 Management Fee	63,194	63,194	63,194	63,194	63,194	63,194	63,194	63,194	63,194	63,194	63,194	63,194	-	758,333	893,755	135,422
5812 District Oversight Fee	-	2,770	3,800	7,172	4,506	4,506	7,172	4,506	5,536	7,265	4,335	4,335	7,089	62,993	60,991	(2,002)
5813 County Fees	-	-	-	1,310	-	-	1,310	-	-	1,310	-	-	1,310	5,240	5,100	(140)
5814 SPED Encroachment	-	18,233	18,233	32,819	32,819	32,819	32,819	17,722	39,383	39,383	39,383	39,383	21,660	364,654	364,654	-
5815 Public Relations/Recruitment	-	-	1,582	1,582	1,582	1,582	1,582	1,582	1,582	1,582	1,582	1,582	-	15,824	15,400	(424)
	65,549	86,552	108,254	134,853	130,876	130,876	127,523	127,459	150,149	153,188	129,939	129,939	30,059	1,505,217	1,630,092	124,876
Depreciation																
6900 Depreciation Expense	8,468	8,468	8,468	8,468	8,468	8,468	8,468	8,468	8,468	8,468	8,468	8,468	-	101,620	98,900	(2,720)
	8,468	8,468	8,468	8,468	8,468	8,468	8,468	8,468	8,468	8,468	8,468	8,468	-	101,620	98,900	(2,720)
Interest																
7438 Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	15,462	15,462
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	15,462	15,462
Total Expenses	359,231	762,954	812,450	839,048	835,072	833,377	819,535	818,368	838,853	840,790	817,541	817,541	30,059	9,424,817	9,373,612	(51,205)
Monthly Surplus (Deficit)	(342,192)	(441,595)	(306,300)	(36,845)	372,273	(209,852)	307,432	(268,962)	(120,965)	267,361	(144,732)	(285,287)	1,231,543	21,878	34,331	(12,452)

TEACH Academy of Technologies

Monthly Cash Flow/Forecast FY27-28

Revised 5/28/26

ADA = 394.22



	Jul-27	Aug-27	Sep-27	Oct-27	Nov-27	Dec-27	Jan-28	Feb-28	Mar-28	Apr-28	May-28	Jun-28	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(342,192)	(441,595)	(306,300)	(36,845)	372,273	(209,852)	307,432	(268,962)	(120,965)	267,361	(144,732)	(285,287)	1,231,543	21,878		
Cash flows from operating activities																
Depreciation/Amortization	8,468	8,468	8,468	8,468	8,468	8,468	8,468	8,468	8,468	8,468	8,468	8,468	-	101,620		
Public Funding Receivables	745,962	-	283,666	-	136,065	53,617	174,818	-	-	-	-	-	(1,261,602)	132,526		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable	(29,788)	-	-	-	-	-	-	-	-	-	-	-	30,059	271		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	(82,682)	-	(82,682)		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Change in Cash	382,450	(433,127)	(14,165)	(28,377)	516,806	(147,767)	490,719	(260,493)	(112,497)	275,829	(136,264)	(359,501)				
Cash, Beginning of Month	4,642,024	5,024,474	4,591,347	4,577,181	4,548,805	5,065,611	4,917,844	5,408,563	5,148,070	5,035,573	5,311,402	5,175,138				
Cash, End of Month	5,024,474	4,591,347	4,577,181	4,548,805	5,065,611	4,917,844	5,408,563	5,148,070	5,035,573	5,311,402	5,175,138	4,815,637				

TEACH Academy of Technologies

Monthly Cash Flow/Forecast FY28-29

Revised 5/28/26

ADA = 394.22



	Jul-28	Aug-28	Sep-28	Oct-28	Nov-28	Dec-28	Jan-29	Feb-29	Mar-29	Apr-29	May-29	Jun-29	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Revenues																
State Aid - Revenue Limit															ADA = 394.22	
8011 LCFF State Aid	-	182,149	182,149	327,868	327,868	327,868	327,868	327,868	327,868	327,868	327,868	327,868	327,868	3,642,977	3,482,345	160,632
8012 Education Protection Account	-	-	-	266,607	-	-	266,607	-	-	293,001	-	-	309,446	1,135,661	1,101,620	34,041
8019 State Aid - Prior Years	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8096 In Lieu of Property Taxes	-	102,919	205,837	137,225	137,225	137,225	137,225	137,225	240,143	120,072	120,072	120,072	120,072	1,715,310	1,715,310	-
	-	285,067	387,986	731,700	465,093	465,093	731,700	465,093	568,011	740,941	447,940	447,940	757,386	6,493,948	6,299,275	194,673
Federal Revenue																
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	108,586	108,586	106,457	2,129
8182 Special Education - Discretionary	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8220 Federal Child Nutrition	-	-	15,181	15,181	30,362	30,362	30,362	30,362	30,362	30,362	30,362	30,362	30,362	303,619	297,666	5,953
8290 Title I, Part A - Basic Low Income	-	-	60,458	-	-	60,458	-	-	60,458	-	-	-	60,458	241,834	237,092	4,742
8291 Title II, Part A - Teacher Quality	-	-	6,415	-	-	6,415	-	-	6,415	-	-	-	6,415	25,661	25,158	503
8293 Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8294 Title V, Part B - PCSG	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8295 Charter Facility Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8296 Other Federal Revenue	-	-	-	2,500	-	-	2,500	-	-	2,500	-	-	2,500	10,000	10,000	-
8299 Prior Year Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	82,055	17,681	30,362	97,236	32,862	30,362	97,236	32,862	30,362	30,362	208,322	689,701	676,373	13,327
Other State Revenue																
8311 State Special Education	-	28,127	28,127	50,629	50,629	50,629	50,629	50,629	50,629	50,629	50,629	50,629	50,629	562,549	545,687	16,862
8520 Child Nutrition	-	-	1,471	1,471	2,942	2,942	2,942	2,942	2,942	2,942	2,942	2,942	2,942	29,416	28,534	882
8545 School Facilities (SB740)	-	-	-	-	-	-	280,539	-	-	-	140,269	-	140,269	561,078	562,221	-
8550 Mandated Cost	-	-	-	-	-	8,556	-	-	-	-	-	-	264	8,820	8,556	264
8560 State Lottery	-	-	-	-	-	-	27,890	-	-	27,890	-	-	55,780	111,560	109,373	2,187
8598 Prior Year Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8599 Other State Revenue	-	-	-	-	475,885	-	-	-	-	183,033	-	-	73,213	732,131	1,012,213	(280,082)
	-	28,127	29,598	52,100	529,456	62,127	362,000	53,571	53,571	264,494	193,840	53,571	323,098	2,005,554	2,266,583	(259,887)
Other Local Revenue																
8634 Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8650 Lease and Rental Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8660 Interest Revenue	17,379	17,379	17,379	17,379	17,379	17,379	17,379	17,379	17,379	17,379	17,379	17,379	-	208,553	204,464	4,089
8689 Other Fees and Contracts	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8690 Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8698 ASB Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8699 School Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	17,379	17,379	17,379	17,379	17,379	17,379	17,379	17,379	17,379	17,379	17,379	17,379	-	208,553	204,464	4,089
Total Revenue	17,379	330,574	517,018	818,860	1,042,290	641,835	1,143,941	566,405	736,197	1,055,676	689,521	549,252	1,288,806	9,397,756	9,446,696	(48,940)
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	-	162,863	162,863	162,863	162,863	162,863	162,863	162,863	162,863	162,863	162,863	162,863	-	1,791,493	1,744,734	(46,759)
1170 Teachers' Substitute Hours	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1175 Teachers' Extra Duty/Stipends	-	10,868	10,868	10,868	10,868	10,868	10,868	10,868	10,868	10,868	10,868	10,868	-	119,551	116,431	(3,120)
1200 Pupil Support Salaries	15,030	15,030	15,030	15,030	15,030	15,030	15,030	15,030	15,030	15,030	15,030	15,030	-	180,361	175,653	(4,708)
1300 Administrators' Salaries	32,001	32,001	32,001	32,001	32,001	32,001	32,001	32,001	32,001	32,001	32,001	32,001	-	384,007	373,984	(10,023)
1900 Other Certificated Salaries	-	3,197	3,197	3,197	3,197	3,197	3,197	3,197	3,197	3,197	3,197	3,197	-	35,168	34,250	(918)
	47,031	223,959	223,959	223,959	223,959	223,959	223,959	223,959	223,959	223,959	223,959	223,959	-	2,510,580	2,445,053	(65,527)
Classified Salaries																
2100 Instructional Salaries	-	15,161	15,161	15,161	15,161	15,161	15,161	15,161	15,161	15,161	15,161	15,161	-	166,774	296,026	129,252
2200 Support Salaries	3,226	3,226	3,226	3,226	3,226	3,226	3,226	3,226	3,226	3,226	3,226	3,226	-	38,707	37,697	(1,010)
2300 Classified Administrators' Salaries	-	3,201	3,201	3,201	3,201	3,201	3,201	3,201	3,201	3,201	3,201	3,201	-	35,211	34,292	(919)
2400 Clerical and Office Staff Salaries	17,082	17,082	17,082	17,082	17,082	17,082	17,082	17,082	17,082	17,082	17,082	17,082	-	204,984	199,634	(5,350)
2900 Other Classified Salaries	13,048	13,048	13,048	13,048	13,048	13,048	13,048	13,048	13,048	13,048	13,048	13,048	-	156,573	152,486	(4,087)
	33,355	51,718	51,718	51,718	51,718	51,718	51,718	51,718	51,718	51,718	51,718	51,718	-	602,249	720,135	117,886

TEACH Academy of Technologies

Monthly Cash Flow/Forecast FY28-29

Revised 5/28/26

ADA = 394.22



	Jul-28	Aug-28	Sep-28	Oct-28	Nov-28	Dec-28	Jan-29	Feb-29	Mar-29	Apr-29	May-29	Jun-29	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Benefits																
3101 STRS	8,983	42,776	42,776	42,776	42,776	42,776	42,776	42,776	42,776	42,776	42,776	42,776	-	479,521	467,005	(12,516)
3202 PERS	7,091	13,645	13,645	13,645	13,645	13,645	13,645	13,645	13,645	13,645	13,645	13,645	-	157,187	193,716	36,529
3301 OASDI	1,684	3,241	3,241	3,241	3,241	3,241	3,241	3,241	3,241	3,241	3,241	3,241	-	37,339	44,648	7,309
3311 Medicare	1,116	4,002	4,002	4,002	4,002	4,002	4,002	4,002	4,002	4,002	4,002	4,002	-	45,136	45,895	759
3401 Health and Welfare	32,882	32,882	32,882	32,882	32,882	32,882	32,882	32,882	32,882	32,882	32,882	32,882	-	394,584	384,285	(10,299)
3501 State Unemployment	1,029	1,029	1,029	1,029	1,029	1,029	5,145	4,116	2,058	1,029	1,029	1,029	-	20,580	22,050	1,470
3601 Workers' Compensation	1,078	3,864	3,864	3,864	3,864	3,864	3,864	3,864	3,864	3,864	3,864	3,864	-	43,580	44,313	733
3901 Other Benefits	231	828	828	828	828	828	828	828	828	828	828	828	-	9,338	9,496	157
	54,094	102,267	102,267	102,267	102,267	102,267	106,383	105,354	103,296	102,267	102,267	102,267	-	1,187,265	1,211,408	24,143
Books and Supplies																
4100 Textbooks and Core Curricula	-	1,741	1,741	1,741	1,741	-	-	-	-	-	-	-	-	6,963	6,782	(182)
4200 Books and Other Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4302 School Supplies	3,745	3,745	3,745	3,745	3,745	3,745	3,745	3,745	3,745	3,745	3,745	3,745	-	44,945	43,772	(1,173)
4305 Software	20,661	20,661	20,661	20,661	20,661	20,661	20,661	20,661	20,661	20,661	20,661	20,661	-	247,934	241,463	(6,471)
4310 Office Expense	8,722	8,722	8,722	8,722	8,722	8,722	8,722	8,722	8,722	8,722	8,722	8,722	-	104,660	101,928	(2,732)
4311 Business Meals	35	35	35	35	35	35	35	35	35	35	35	35	-	422	411	(11)
4312 School Fundraising	9	9	9	9	9	9	9	9	9	9	9	9	-	106	103	(3)
4400 Noncapitalized Equipment	-	15,298	15,298	15,298	15,298	15,298	-	-	-	-	-	-	-	76,490	74,494	(1,996)
4700 Food Services	-	30,639	30,639	30,639	30,639	30,639	30,639	30,639	30,639	30,639	30,639	30,639	-	337,034	328,237	(8,797)
	33,172	80,850	80,850	80,850	80,850	79,110	63,812	63,812	63,812	63,812	63,812	63,812	-	818,552	797,188	(21,365)
Subagreement Services																
5101 Nursing	308	308	308	308	308	308	308	308	308	308	308	308	-	3,693	3,596	(96)
5102 Special Education	-	55,888	55,888	55,888	55,888	55,888	55,888	55,888	55,888	55,888	55,888	55,888	-	614,770	598,724	(16,046)
5103 Substitute Teacher	-	14,991	14,991	14,991	14,991	14,991	14,991	14,991	14,991	14,991	14,991	14,991	-	164,902	160,598	(4,304)
5104 Transportation	-	6,714	6,714	6,714	6,714	6,714	6,714	6,714	6,714	6,714	6,714	6,714	-	73,853	71,925	(1,928)
5105 Security	-	8,335	8,335	8,335	8,335	8,335	8,335	8,335	8,335	8,335	8,335	8,335	-	91,683	89,290	(2,393)
5106 Other Educational Consultants	-	-	27,969	27,969	27,969	27,969	27,969	27,969	27,969	27,969	27,969	27,969	-	279,960	272,390	(7,300)
	308	86,236	114,205	114,205	114,205	114,205	114,205	114,205	114,205	114,205	114,205	114,205	-	1,228,591	1,196,524	(32,067)
Operations and Housekeeping																
5201 Auto and Travel	-	1,065	1,065	1,065	1,065	1,065	1,065	1,065	1,065	1,065	1,065	1,065	-	11,711	11,405	(306)
5300 Dues & Memberships	1,117	1,117	1,117	1,117	1,117	1,117	1,117	1,117	1,117	1,117	1,117	1,117	-	13,399	13,049	(350)
5400 Insurance	10,832	10,832	10,832	10,832	10,832	10,832	10,832	10,832	10,832	10,832	10,832	10,832	-	129,981	126,588	(3,393)
5501 Utilities	10,489	10,489	10,489	10,489	10,489	10,489	10,489	10,489	10,489	10,489	10,489	10,489	-	125,866	122,581	(3,285)
5502 Janitorial Services	15,641	15,641	15,641	15,641	15,641	15,641	15,641	15,641	15,641	15,641	15,641	15,641	-	187,691	182,792	(4,899)
5516 Miscellaneous Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5531 ASB Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5900 Communications	1,969	1,969	1,969	1,969	1,969	1,969	1,969	1,969	1,969	1,969	1,969	1,969	-	23,633	23,016	(617)
5901 Postage and Shipping	-	-	570	570	570	570	570	570	570	570	570	570	-	5,697	5,549	(149)
	40,047	41,112	41,682	41,682	41,682	41,682	41,682	41,682	41,682	41,682	41,682	41,682	-	497,977	484,980	(12,997)
Facilities, Repairs and Other Leases																
5601 Rent	72,647	72,647	72,647	72,647	72,647	72,647	72,647	72,647	72,647	72,647	72,647	72,647	-	871,760	871,760	-
5602 Additional Rent	26	26	26	26	26	26	26	26	26	26	26	26	-	317	308	(8)
5603 Equipment Leases	2,172	2,172	2,172	2,172	2,172	2,172	2,172	2,172	2,172	2,172	2,172	2,172	-	26,059	25,379	(680)
5604 Other Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5605 Real/Personal Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5610 Repairs and Maintenance	5,583	5,583	5,583	5,583	5,583	5,583	5,583	5,583	5,583	5,583	5,583	5,583	-	66,995	65,246	(1,749)
	80,428	80,428	80,428	80,428	80,428	80,428	80,428	80,428	80,428	80,428	80,428	80,428	-	965,131	962,694	(2,437)
Professional/Consulting Services																
5801 IT	229	229	229	229	229	229	229	229	229	229	229	229	-	2,743	2,672	(72)
5802 Audit & Taxes	-	-	-	7,526	7,526	7,526	-	-	-	-	-	-	-	22,578	21,989	(589)
5803 Legal	1,372	1,372	1,372	1,372	1,372	1,372	1,372	1,372	1,372	1,372	1,372	1,372	-	16,459	16,029	(430)
5804 Professional Development	-	-	2,152	2,152	2,152	2,152	2,152	2,152	2,152	2,152	2,152	2,152	-	21,523	20,961	(562)
5805 General Consulting	-	-	11,415	11,415	11,415	11,415	11,415	11,415	11,415	11,415	11,415	11,415	-	114,148	111,169	(2,979)
5806 Special Activities/Field Trips	-	-	-	-	-	-	-	19,518	19,518	19,518	-	-	-	58,555	57,026	(1,528)
5807 Bank Charges	-	-	274	274	274	274	274	274	274	274	274	274	-	2,743	2,672	(72)
5808 Printing	-	-	4,716	4,716	4,716	4,716	4,716	4,716	4,716	4,716	4,716	4,716	-	47,160	45,929	(1,231)
5809 Other taxes and fees	-	-	1,044	1,044	1,044	1,044	1,044	1,044	1,044	1,044	1,044	1,044	-	10,445	10,172	(273)
5810 Payroll Service Fee	818	818	818	818	818	818	818	818	818	818	818	818	-	9,812	9,556	(256)
5811 Management Fee	59,888	59,888	59,888	59,888	59,888	59,888	59,888	59,888	59,888	59,888	59,888	59,888	-	718,656	758,333	39,677
5812 District Oversight Fee	-	2,851	3,880	7,317	4,651	4,651	7,317	4,651	5,680	7,409	4,479	4,479	7,574	64,939	62,993	(1,947)
5813 County Fees	-	-	-	1,345	-	-	1,345	-	-	1,345	-	-	1,345	5,381	5,240	(140)
5814 SPED Encroachment	-	18,233	18,233	32,819	32,819	32,819	32,819	17,722	39,383	39,383	39,383	39,383	21,660	364,654	364,654	-
5815 Public Relations/Recruitment	-	-	1,625	1,625	1,625	1,625	1,625	1,625	1,625	1,625	1,625	1,625	-	16,248	15,824	(424)
	62,306	83,389	105,645	132,539	128,528	128,528	125,013	125,424	148,113	151,188	127,394	127,394	30,579	1,476,042	1,505,217	29,174
Depreciation																
6900 Depreciation Expense	8,695	8,695	8,695	8,695	8,695	8,695	8,695	8,695	8,695	8,695	8,695	8,695	-	104,343	101,620	(2,723)
	8,695	8,695	8,695	8,695	8,695	8,695	8,695	8,695	8,695	8,695	8,695	8,695	-	104,343	101,620	(2,723)
Interest																
7438 Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	359,436	758,654	809,449	836,343	832,332	830,591	815,894	815,275	835,907	837,953	814,159	814,159	30,579	9,390,731	9,424,817	34,086
Monthly Surplus (Deficit)	(342,057)	(428,080)	(292,430)	(17,483)	209,958	(188,756)	328,047	(248,870)	(99,710)	217,723	(124,638)	(264,907)	1,258,226	7,025	21,878	(14,854)

TEACH Academy of Technologies

Monthly Cash Flow/Forecast FY28-29

Revised 5/28/26

ADA = 394.22



	Jul-28	Aug-28	Sep-28	Oct-28	Nov-28	Dec-28	Jan-29	Feb-29	Mar-29	Apr-29	May-29	Jun-29	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(342,057)	(428,080)	(292,430)	(17,483)	209,958	(188,756)	328,047	(248,870)	(99,710)	217,723	(124,638)	(264,907)	1,258,226	7,025		
Cash flows from operating activities																
Depreciation/Amortization	8,695	8,695	8,695	8,695	8,695	8,695	8,695	8,695	8,695	8,695	8,695	8,695	-	104,343		
Public Funding Receivables	741,508	140,555	54,686	-	-	-	324,853	-	-	-	-	-	(1,288,806)	(27,204)		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable	(30,059)	-	-	-	-	-	-	-	-	-	-	-	30,579	520		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Change in Cash	378,087	(278,829)	(229,049)	(8,787)	218,654	(180,061)	661,595	(240,175)	(91,014)	226,418	(115,942)	(256,212)				
Cash, Beginning of Month	4,815,637	5,193,724	4,914,895	4,685,847	4,677,059	4,895,713	4,715,652	5,377,247	5,137,072	5,046,058	5,272,476	5,156,534				
Cash, End of Month	5,193,724	4,914,895	4,685,847	4,677,059	4,895,713	4,715,652	5,377,247	5,137,072	5,046,058	5,272,476	5,156,534	4,900,322				

TEACH Tech Charter High
Monthly Cash Flow/Forecast FY26-27

Revised 5/28/26

Actuals Through:

ADA = 336.70



Revenues

		Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
																ADA = 336.70	
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	234,243	234,243	421,637	421,637	421,637	421,637	421,637	425,073	425,073	425,073	425,073	425,073	4,702,037	4,702,037	-
8012	Education Protection Account	-	-	16,835	-	-	16,835	-	-	16,835	-	-	-	16,835	67,340	67,340	-
8019	State Aid - Prior Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8096	In Lieu of Property Taxes	-	87,581	175,162	116,774	116,774	116,774	116,774	116,774	206,139	103,070	103,070	103,070	103,070	1,465,032	1,465,032	-
		-	321,824	426,240	538,412	538,412	555,247	538,412	538,412	648,047	528,142	528,142	528,142	544,977	6,234,409	6,234,409	-
Federal Revenue																	
8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	89,180	89,180	89,180	-
8182	Special Education - Discretionary	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8220	Federal Child Nutrition	-	-	-	12,302	23,373	23,373	23,373	23,373	23,373	23,373	23,373	23,373	46,746	246,032	246,032	-
8290	Title I, Part A - Basic Low Income	-	-	43,164	-	-	129,491	-	-	-	-	-	-	-	172,654	172,654	-
8291	Title II, Part A - Teacher Quality	-	-	4,294	-	-	12,883	-	-	-	-	-	-	-	17,177	17,177	-
8293	Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8294	Title V, Part B - PCSG	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8295	Charter Facility Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8296	Other Federal Revenue	-	-	-	2,500	-	-	2,500	-	-	2,500	-	-	2,500	10,000	10,000	-
8299	Prior Year Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		-	-	47,458	14,802	23,373	165,746	25,873	23,373	23,373	25,873	23,373	23,373	138,426	535,043	535,043	-
Other State Revenue																	
8311	State Special Education	-	22,476	22,476	40,458	40,458	40,458	40,458	40,458	40,787	40,787	40,787	40,787	40,787	451,178	451,178	-
8520	Child Nutrition	-	-	-	1,164	2,212	2,212	2,212	2,212	2,212	2,212	2,212	2,212	4,425	23,288	23,288	-
8545	School Facilities (SB740)	-	-	-	-	-	-	232,424	-	-	-	116,212	-	116,212	464,848	464,848	-
8550	Mandated Cost	-	-	-	-	-	19,997	-	-	-	-	-	-	-	19,997	19,997	-
8560	State Lottery	-	-	-	-	-	-	22,812	-	-	22,812	-	-	45,958	91,582	91,582	-
8598	Prior Year Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8599	Other State Revenue	-	1,094	1,094	82,688	1,970	1,970	82,688	1,970	1,970	82,688	1,970	1,970	82,688	344,761	344,761	-
		-	23,571	23,571	124,311	44,640	64,637	380,594	44,640	44,969	148,500	161,181	44,969	290,071	1,395,654	1,395,654	-
Other Local Revenue																	
8634	Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8650	Lease and Rental Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8660	Interest Revenue	19,000	19,000	19,000	19,000	19,000	19,000	19,000	19,000	19,000	19,000	19,000	19,000	-	228,000	228,000	-
8689	Other Fees and Contracts	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8690	Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8698	ASB Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8699	School Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		19,000	19,000	19,000	19,000	19,000	19,000	19,000	19,000	19,000	19,000	19,000	19,000	-	228,000	228,000	-
Total Revenue		19,000	364,395	516,268	696,524	625,425	804,630	963,879	625,425	735,389	721,516	731,697	615,485	973,474	8,393,106	8,393,106	-
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	-	135,645	135,645	135,645	135,645	135,645	135,645	135,645	135,645	135,645	135,645	135,645	-	1,492,097	1,492,097	-
1170	Teachers' Substitute Hours	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1175	Teachers' Extra Duty/Stipends	-	9,120	9,120	9,120	9,120	9,120	9,120	9,120	9,120	9,120	9,120	9,120	-	100,322	100,322	-
1200	Pupil Support Salaries	8,352	18,364	18,364	18,364	18,364	18,364	18,364	18,364	18,364	18,364	18,364	18,364	-	210,351	210,351	-
1300	Administrators' Salaries	22,582	22,582	22,582	22,582	22,582	22,582	22,582	22,582	22,582	22,582	22,582	22,582	-	270,983	270,983	-
1900	Other Certificated Salaries	-	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	-	33,000	33,000	-
		30,934	188,711	188,711	188,711	188,711	188,711	188,711	188,711	188,711	188,711	188,711	188,711	-	2,106,753	2,106,753	-
Classified Salaries																	
2100	Instructional Salaries	-	14,331	14,331	14,331	14,331	14,331	14,331	14,331	14,331	14,331	14,331	14,331	-	157,644	157,644	-
2200	Support Salaries	-	4,632	4,632	4,632	4,632	4,632	4,632	4,632	4,632	4,632	4,632	4,632	-	50,948	50,948	-
2300	Classified Administrators' Salaries	-	2,172	2,172	2,172	2,172	2,172	2,172	2,172	2,172	2,172	2,172	2,172	-	23,890	23,890	-
2400	Clerical and Office Staff Salaries	12,313	12,313	12,313	12,313	12,313	12,313	12,313	12,313	12,313	12,313	12,313	12,313	-	147,757	147,757	-
2900	Other Classified Salaries	10,121	10,121	10,121	10,121	10,121	10,121	10,121	10,121	10,121	10,121	10,121	10,121	-	121,457	121,457	-
		22,434	43,569	43,569	43,569	43,569	43,569	43,569	43,569	43,569	43,569	43,569	43,569	-	501,696	501,696	-

TEACH Tech Charter High

Monthly Cash Flow/Forecast FY26-27

Revised 5/28/26

Actuals Through:

ADA = 336.70



		Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Benefits																	
3101	STRS	5,908	36,044	36,044	36,044	36,044	36,044	36,044	36,044	36,044	36,044	36,044	36,044	-	402,390	402,390	-
3202	PERS	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3301	OASDI	1,391	2,701	2,701	2,701	2,701	2,701	2,701	2,701	2,701	2,701	2,701	2,701	-	31,105	31,105	-
3311	Medicare	774	3,368	3,368	3,368	3,368	3,368	3,368	3,368	3,368	3,368	3,368	3,368	-	37,823	37,823	-
3401	Health and Welfare	33,750	33,750	33,750	33,750	33,750	33,750	33,750	33,750	33,750	33,750	33,750	33,750	-	405,000	405,000	-
3501	State Unemployment	980	980	980	980	980	980	4,900	3,920	1,960	980	980	980	-	19,600	19,600	-
3601	Workers' Compensation	747	3,252	3,252	3,252	3,252	3,252	3,252	3,252	3,252	3,252	3,252	3,252	-	36,518	36,518	-
3901	Other Benefits	667	2,904	2,904	2,904	2,904	2,904	2,904	2,904	2,904	2,904	2,904	2,904	-	32,606	32,606	-
		44,217	82,999	82,999	82,999	82,999	82,999	86,919	85,939	83,979	82,999	82,999	82,999	-	965,041	965,041	-
Books and Supplies																	
4100	Textbooks and Core Curricula	-	3,850	3,850	3,850	3,850	-	-	-	-	-	-	-	-	15,400	15,400	-
4200	Books and Other Materials	1,160	1,160	1,160	1,160	1,160	-	-	-	-	-	-	-	-	5,800	5,800	-
4302	School Supplies	9,756	9,756	9,756	9,756	9,756	9,756	9,756	9,756	9,756	9,756	9,756	9,756	-	117,075	117,075	-
4305	Software	16,883	16,883	16,883	16,883	16,883	16,883	16,883	16,883	16,883	16,883	16,883	16,883	-	202,600	202,600	-
4310	Office Expense	7,167	7,167	7,167	7,167	7,167	7,167	7,167	7,167	7,167	7,167	7,167	7,167	-	86,000	86,000	-
4311	Business Meals	8	8	8	8	8	8	8	8	8	8	8	8	-	100	100	-
4312	School Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4400	Noncapitalized Equipment	-	9,760	9,760	9,760	9,760	9,760	-	-	-	-	-	-	-	48,800	48,800	-
4700	Food Services	-	24,484	24,484	24,484	24,484	24,484	24,484	24,484	24,484	24,484	24,484	24,484	-	269,320	269,320	-
		34,975	73,068	73,068	73,068	73,068	68,058	58,298	58,298	58,298	58,298	58,298	58,298	-	745,095	745,095	-
Subagreement Services																	
5101	Nursing	183	183	183	183	183	183	183	183	183	183	183	183	-	2,200	2,200	-
5102	Special Education	-	38,791	38,791	38,791	38,791	38,791	38,791	38,791	38,791	38,791	38,791	38,791	-	426,700	426,700	-
5103	Substitute Teacher	-	21,427	21,427	21,427	21,427	21,427	21,427	21,427	21,427	21,427	21,427	21,427	-	235,700	235,700	-
5104	Transportation	-	2,536	2,536	2,536	2,536	2,536	2,536	2,536	2,536	2,536	2,536	2,536	-	27,900	27,900	-
5105	Security	-	9,055	9,055	9,055	9,055	9,055	9,055	9,055	9,055	9,055	9,055	9,055	-	99,600	99,600	-
5106	Other Educational Consultants	-	-	50	50	50	50	50	50	50	50	50	50	-	500	500	-
		183	71,992	72,042	72,042	72,042	72,042	72,042	72,042	72,042	72,042	72,042	72,042	-	792,600	792,600	-
Operations and Housekeeping																	
5201	Auto and Travel	-	18	18	18	18	18	18	18	18	18	18	18	-	200	200	-
5300	Dues & Memberships	1,092	1,092	1,092	1,092	1,092	1,092	1,092	1,092	1,092	1,092	1,092	1,092	-	13,100	13,100	-
5400	Insurance	8,608	8,608	8,608	8,608	8,608	8,608	8,608	8,608	8,608	8,608	8,608	8,608	-	103,300	103,300	-
5501	Utilities	10,175	10,175	10,175	10,175	10,175	10,175	10,175	10,175	10,175	10,175	10,175	10,175	-	122,100	122,100	-
5502	Janitorial Services	11,800	11,800	11,800	11,800	11,800	11,800	11,800	11,800	11,800	11,800	11,800	11,800	-	141,600	141,600	-
5516	Miscellaneous Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5531	ASB Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5900	Communications	2,242	2,242	2,242	2,242	2,242	2,242	2,242	2,242	2,242	2,242	2,242	2,242	-	26,900	26,900	-
5901	Postage and Shipping	-	-	380	380	380	380	380	380	380	380	380	380	-	3,800	3,800	-
		33,917	33,935	34,315	34,315	34,315	34,315	34,315	34,315	34,315	34,315	34,315	34,315	-	411,000	411,000	-
Facilities, Repairs and Other Leases																	
5601	Rent	61,775	61,775	61,775	61,775	61,775	61,775	61,775	61,775	61,775	61,775	61,775	61,775	-	741,300	741,300	-
5602	Additional Rent	8	8	8	8	8	8	8	8	8	8	8	8	-	100	100	-
5603	Equipment Leases	1,425	1,425	1,425	1,425	1,425	1,425	1,425	1,425	1,425	1,425	1,425	1,425	-	17,100	17,100	-
5604	Other Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5605	Real/Personal Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5610	Repairs and Maintenance	6,425	6,425	6,425	6,425	6,425	6,425	6,425	6,425	6,425	6,425	6,425	6,425	-	77,100	77,100	-
		69,633	69,633	69,633	69,633	69,633	69,633	69,633	69,633	69,633	69,633	69,633	69,633	-	835,600	835,600	-
Professional/Consulting Services																	
5801	IT	300	300	300	300	300	300	300	300	300	300	300	300	-	3,600	3,600	-
5802	Audit & Taxes	-	-	-	20,400	20,400	20,400	-	-	-	-	-	-	-	61,200	61,200	-
5803	Legal	367	367	367	367	367	367	367	367	367	367	367	367	-	4,400	4,400	-
5804	Professional Development	-	-	2,540	2,540	2,540	2,540	2,540	2,540	2,540	2,540	2,540	2,540	-	25,400	25,400	-
5805	General Consulting	-	-	11,144	11,144	11,144	11,144	11,144	11,144	11,144	11,144	11,144	11,144	-	111,436	111,436	-
5806	Special Activities/Field Trips	-	-	-	-	-	36,800	36,800	36,800	-	-	-	-	-	110,400	110,400	-
5807	Bank Charges	-	-	750	750	750	750	750	750	750	750	750	750	-	7,500	7,500	-
5808	Printing	-	-	4,860	4,860	4,860	4,860	4,860	4,860	4,860	4,860	4,860	4,860	-	48,600	48,600	-
5809	Other taxes and fees	-	-	1,650	1,650	1,650	1,650	1,650	1,650	1,650	1,650	1,650	1,650	-	16,500	16,500	-
5810	Payroll Service Fee	783	783	783	783	783	783	783	783	783	783	783	783	-	9,400	9,400	-
5811	Management Fee	66,445	66,445	66,445	66,445	66,445	66,445	66,445	66,445	66,445	66,445	66,445	66,445	-	797,345	797,345	-
5812	District Oversight Fee	-	3,218	4,262	5,384	5,384	5,552	5,384	5,384	6,480	5,281	5,281	5,281	5,450	62,344	62,344	-
5813	County Fees	-	-	-	1,100	-	-	1,100	-	-	1,100	-	-	1,100	4,400	4,400	-
5814	SPED Encroachment	-	14,731	14,731	26,515	26,515	26,515	26,515	14,318	31,818	31,818	31,818	31,818	17,500	294,613	294,613	-
5815	Public Relations/Recruitment	-	-	630	630	630	630	630	630	630	630	630	630	-	6,300	6,300	-
		67,895	85,844	108,462	142,868	141,768	178,737	159,268	145,971	127,768	127,669	126,569	126,569	24,050	1,563,438	1,563,438	-
Depreciation																	
6900	Depreciation Expense	7,233	7,233	7,233	7,233	7,233	7,233	7,233	7,233	7,233	7,233	7,233	7,233	-	86,800	86,800	-
		7,233	7,233	7,233	7,233	7,233	7,233	7,233	7,233	7,233	7,233	7,233	7,233	-	86,800	86,800	-
Interest																	
7438	Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses		311,423	656,985	680,033	714,439	713,339	745,297	719,989	705,712	685,548	684,469	683,369	683,369	24,050	8,008,024	8,008,024	-
Monthly Surplus (Deficit)		(292,423)	(292,590)	(163,765)	(17,915)	(87,914)	59,333	243,890	(80,288)	49,841	37,046	48,327	(67,885)	949,425	385,082	385,082	-

TEACH Tech Charter High
Monthly Cash Flow/Forecast FY26-27

Revised 5/28/26

Actuals Through:

ADA = 336.70



	Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(292,423)	(292,590)	(163,765)	(17,915)	(87,914)	59,333	243,890	(80,288)	49,841	37,046	48,327	(67,885)	949,425	385,082		
Cash flows from operating activities																
Depreciation/Amortization	7,233	7,233	7,233	7,233	7,233	7,233	7,233	7,233	7,233	7,233	7,233	7,233	-	86,800		
Public Funding Receivables	569,872	-	12,769	-	108,943	42,388	117,169	-	-	-	-	-	(973,474)	(122,333)		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable	-	-	-	-	-	-	-	-	-	-	-	-	24,050	24,050		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Change in Cash	284,683	(285,357)	(143,762)	(10,682)	28,262	108,955	368,293	(73,054)	57,074	44,279	55,561	(60,651)				
Cash, Beginning of Month	7,012,769	7,297,452	7,012,094	6,868,332	6,857,651	6,885,913	6,994,867	7,363,160	7,290,106	7,347,180	7,391,459	7,447,020				
Cash, End of Month	7,297,452	7,012,094	6,868,332	6,857,651	6,885,913	6,994,867	7,363,160	7,290,106	7,347,180	7,391,459	7,447,020	7,386,369				

TEACH Tech Charter High

Monthly Cash Flow/Forecast FY27-28

Revised 5/28/26

ADA = 336.70



	Jul-27	Aug-27	Sep-27	Oct-27	Nov-27	Dec-27	Jan-28	Feb-28	Mar-28	Apr-28	May-28	Jun-28	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Revenues																
State Aid - Revenue Limit															ADA = 336.70	
8011 LCFF State Aid	-	245,399	245,399	441,719	441,719	441,719	441,719	441,719	441,719	441,719	441,719	441,719	441,719	4,907,989	4,702,037	205,952
8012 Education Protection Account	-	-	-	16,835	-	-	16,835	-	-	16,835	-	-	16,835	67,340	67,340	-
8019 State Aid - Prior Years	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8096 In Lieu of Property Taxes	-	87,902	175,804	117,203	117,203	117,203	117,203	117,203	205,104	102,552	102,552	102,552	102,552	1,465,032	1,465,032	-
	-	333,301	421,203	575,757	558,922	558,922	575,757	558,922	646,823	561,106	544,271	544,271	561,106	6,440,361	6,234,409	205,952
Federal Revenue																
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	90,964	90,964	89,180	1,784
8182 Special Education - Discretionary	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8220 Federal Child Nutrition	-	-	12,548	12,548	25,095	25,095	25,095	25,095	25,095	25,095	25,095	25,095	25,095	250,953	246,032	4,921
8290 Title I, Part A - Basic Low Income	-	-	44,027	-	-	44,027	-	-	44,027	-	-	-	44,027	176,107	172,654	3,453
8291 Title II, Part A - Teacher Quality	-	-	4,380	-	-	4,380	-	-	4,380	-	-	-	4,380	17,521	17,177	344
8293 Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8294 Title V, Part B - PCSG	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8295 Charter Facility Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8296 Other Federal Revenue	-	-	-	2,500	-	-	2,500	-	-	2,500	-	-	2,500	10,000	10,000	-
8299 Prior Year Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	60,955	15,048	25,095	73,502	27,595	25,095	73,502	27,595	25,095	25,095	166,966	545,544	535,043	10,501
Other State Revenue																
8311 State Special Education	-	23,303	23,303	41,946	41,946	41,946	41,946	41,946	41,946	41,946	41,946	41,946	41,946	466,067	451,178	14,889
8520 Child Nutrition	-	-	1,203	1,203	2,406	2,406	2,406	2,406	2,406	2,406	2,406	2,406	2,406	24,056	23,288	768
8545 School Facilities (SB740)	-	-	-	-	-	-	240,094	-	-	-	120,047	-	120,047	480,188	464,848	
8550 Mandated Cost	-	-	-	-	20,733	-	-	-	-	-	-	-	-	20,733	19,997	736
8560 State Lottery	-	-	-	-	-	-	23,354	-	-	23,354	-	-	46,707	93,414	91,582	1,832
8598 Prior Year Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8599 Other State Revenue	-	-	-	-	180,039	-	-	-	-	69,246	-	-	27,698	276,983	344,761	(67,777)
	-	23,303	24,506	43,149	224,391	65,085	307,799	44,352	44,352	136,951	164,399	44,352	238,804	1,361,441	1,395,654	(49,553)
Other Local Revenue																
8634 Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8650 Lease and Rental Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8660 Interest Revenue	19,380	19,380	19,380	19,380	19,380	19,380	19,380	19,380	19,380	19,380	19,380	19,380	-	232,560	228,000	4,560
8689 Other Fees and Contracts	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8690 Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8698 ASB Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8699 School Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	19,380	19,380	19,380	19,380	19,380	19,380	19,380	19,380	19,380	19,380	19,380	19,380	-	232,560	228,000	4,560
Total Revenue	19,380	375,985	526,044	653,333	827,788	716,888	930,531	647,749	784,057	745,033	753,145	633,098	966,876	8,579,907	8,393,106	186,800
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	-	139,375	139,375	139,375	139,375	139,375	139,375	139,375	139,375	139,375	139,375	139,375	-	1,533,130	1,492,097	(41,033)
1170 Teachers' Substitute Hours	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1175 Teachers' Extra Duty/Stipends	-	9,371	9,371	9,371	9,371	9,371	9,371	9,371	9,371	9,371	9,371	9,371	-	103,080	100,322	(2,759)
1200 Pupil Support Salaries	8,582	18,869	18,869	18,869	18,869	18,869	18,869	18,869	18,869	18,869	18,869	18,869	-	216,136	210,351	(5,785)
1300 Administrators' Salaries	23,203	23,203	23,203	23,203	23,203	23,203	23,203	23,203	23,203	23,203	23,203	23,203	-	278,435	270,983	(7,452)
1900 Other Certificated Salaries	-	3,083	3,083	3,083	3,083	3,083	3,083	3,083	3,083	3,083	3,083	3,083	-	33,908	33,000	(908)
	31,785	193,900	193,900	193,900	193,900	193,900	193,900	193,900	193,900	193,900	193,900	193,900	-	2,164,689	2,106,753	(57,936)
Classified Salaries																
2100 Instructional Salaries	-	14,725	14,725	14,725	14,725	14,725	14,725	14,725	14,725	14,725	14,725	14,725	-	161,980	157,644	(4,335)
2200 Support Salaries	-	4,759	4,759	4,759	4,759	4,759	4,759	4,759	4,759	4,759	4,759	4,759	-	52,349	50,948	(1,401)
2300 Classified Administrators' Salaries	-	2,232	2,232	2,232	2,232	2,232	2,232	2,232	2,232	2,232	2,232	2,232	-	24,547	23,890	(657)
2400 Clerical and Office Staff Salaries	12,652	12,652	12,652	12,652	12,652	12,652	12,652	12,652	12,652	12,652	12,652	12,652	-	151,820	147,757	(4,063)
2900 Other Classified Salaries	10,400	10,400	10,400	10,400	10,400	10,400	10,400	10,400	10,400	10,400	10,400	10,400	-	124,797	121,457	(3,340)
	23,051	44,767	44,767	44,767	44,767	44,767	44,767	44,767	44,767	44,767	44,767	44,767	-	515,493	501,696	(13,797)

TEACH Tech Charter High

Monthly Cash Flow/Forecast FY27-28

Revised 5/28/26

ADA = 336.70



		Jul-27	Aug-27	Sep-27	Oct-27	Nov-27	Dec-27	Jan-28	Feb-28	Mar-28	Apr-28	May-28	Jun-28	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Benefits																	
3101	STRS	6,071	37,035	37,035	37,035	37,035	37,035	37,035	37,035	37,035	37,035	37,035	37,035	-	413,456	402,390	(11,066)
3202	PERS	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3301	OASDI	1,429	2,776	2,776	2,776	2,776	2,776	2,776	2,776	2,776	2,776	2,776	2,776	-	31,961	31,105	(855)
3311	Medicare	795	3,461	3,461	3,461	3,461	3,461	3,461	3,461	3,461	3,461	3,461	3,461	-	38,863	37,823	(1,040)
3401	Health and Welfare	34,678	34,678	34,678	34,678	34,678	34,678	34,678	34,678	34,678	34,678	34,678	34,678	-	416,138	405,000	(11,138)
3501	State Unemployment	980	980	980	980	980	980	4,900	3,920	1,960	980	980	980	-	19,600	19,600	-
3601	Workers' Compensation	768	3,341	3,341	3,341	3,341	3,341	3,341	3,341	3,341	3,341	3,341	3,341	-	37,523	36,518	(1,004)
3901	Other Benefits	685	2,983	2,983	2,983	2,983	2,983	2,983	2,983	2,983	2,983	2,983	2,983	-	33,502	32,606	(897)
		45,406	85,254	85,254	85,254	85,254	85,254	89,174	88,194	86,234	85,254	85,254	85,254	-	991,041	965,041	(26,000)
Books and Supplies																	
4100	Textbooks and Core Curricula	-	3,956	3,956	3,956	3,956	-	-	-	-	-	-	-	-	15,824	15,400	(424)
4200	Books and Other Materials	1,192	1,192	1,192	1,192	1,192	-	-	-	-	-	-	-	-	5,960	5,800	(160)
4302	School Supplies	10,025	10,025	10,025	10,025	10,025	10,025	10,025	10,025	10,025	10,025	10,025	10,025	-	120,295	117,075	(3,220)
4305	Software	17,348	17,348	17,348	17,348	17,348	17,348	17,348	17,348	17,348	17,348	17,348	17,348	-	208,172	202,600	(5,571)
4310	Office Expense	7,364	7,364	7,364	7,364	7,364	7,364	7,364	7,364	7,364	7,364	7,364	7,364	-	88,365	86,000	(2,365)
4311	Business Meals	9	9	9	9	9	9	9	9	9	9	9	9	-	103	100	(3)
4312	School Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4400	Noncapitalized Equipment	-	10,028	10,028	10,028	10,028	10,028	-	-	-	-	-	-	-	50,142	48,800	(1,342)
4700	Food Services	-	25,157	25,157	25,157	25,157	25,157	25,157	25,157	25,157	25,157	25,157	25,157	-	276,726	269,320	(7,406)
		35,936	75,078	75,078	75,078	75,078	69,930	59,901	59,901	59,901	59,901	59,901	59,901	-	765,585	745,095	(20,490)
Subagreement Services																	
5101	Nursing	188	188	188	188	188	188	188	188	188	188	188	188	-	2,261	2,200	(61)
5102	Special Education	-	39,858	39,858	39,858	39,858	39,858	39,858	39,858	39,858	39,858	39,858	39,858	-	438,434	426,700	(11,734)
5103	Substitute Teacher	-	22,017	22,017	22,017	22,017	22,017	22,017	22,017	22,017	22,017	22,017	22,017	-	242,182	235,700	(6,482)
5104	Transportation	-	2,606	2,606	2,606	2,606	2,606	2,606	2,606	2,606	2,606	2,606	2,606	-	28,667	27,900	(767)
5105	Security	-	9,304	9,304	9,304	9,304	9,304	9,304	9,304	9,304	9,304	9,304	9,304	-	102,339	99,600	(2,739)
5106	Other Educational Consultants	-	-	51	51	51	51	51	51	51	51	51	51	-	514	500	(14)
		188	73,972	74,024	74,024	74,024	74,024	74,024	74,024	74,024	74,024	74,024	74,024	-	814,397	792,600	(21,797)
Operations and Housekeeping																	
5201	Auto and Travel	-	19	19	19	19	19	19	19	19	19	19	19	-	206	200	(6)
5300	Dues & Memberships	1,122	1,122	1,122	1,122	1,122	1,122	1,122	1,122	1,122	1,122	1,122	1,122	-	13,460	13,100	(360)
5400	Insurance	8,845	8,845	8,845	8,845	8,845	8,845	8,845	8,845	8,845	8,845	8,845	8,845	-	106,141	103,300	(2,841)
5501	Utilities	10,455	10,455	10,455	10,455	10,455	10,455	10,455	10,455	10,455	10,455	10,455	10,455	-	125,458	122,100	(3,358)
5502	Janitorial Services	12,125	12,125	12,125	12,125	12,125	12,125	12,125	12,125	12,125	12,125	12,125	12,125	-	145,494	141,600	(3,894)
5516	Miscellaneous Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5531	ASB Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5900	Communications	2,303	2,303	2,303	2,303	2,303	2,303	2,303	2,303	2,303	2,303	2,303	2,303	-	27,640	26,900	(740)
5901	Postage and Shipping	-	-	390	390	390	390	390	390	390	390	390	390	-	3,905	3,800	(105)
		34,849	34,868	35,259	35,259	35,259	35,259	35,259	35,259	35,259	35,259	35,259	35,259	-	422,303	411,000	(11,303)
Facilities, Repairs and Other Leases																	
5601	Rent	61,775	61,775	61,775	61,775	61,775	61,775	61,775	61,775	61,775	61,775	61,775	61,775	-	741,300	741,300	-
5602	Additional Rent	9	9	9	9	9	9	9	9	9	9	9	9	-	103	100	(3)
5603	Equipment Leases	1,464	1,464	1,464	1,464	1,464	1,464	1,464	1,464	1,464	1,464	1,464	1,464	-	17,570	17,100	(470)
5604	Other Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5605	Real/Personal Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5610	Repairs and Maintenance	6,602	6,602	6,602	6,602	6,602	6,602	6,602	6,602	6,602	6,602	6,602	6,602	-	79,220	77,100	(2,120)
		69,849	69,849	69,849	69,849	69,849	69,849	69,849	69,849	69,849	69,849	69,849	69,849	-	838,193	835,600	(2,593)
Professional/Consulting Services																	
5801	IT	308	308	308	308	308	308	308	308	308	308	308	308	-	3,699	3,600	(99)
5802	Audit & Taxes	-	-	-	20,961	20,961	20,961	-	-	-	-	-	-	-	62,883	61,200	(1,683)
5803	Legal	377	377	377	377	377	377	377	377	377	377	377	377	-	4,521	4,400	(121)
5804	Professional Development	-	-	2,610	2,610	2,610	2,610	2,610	2,610	2,610	2,610	2,610	2,610	-	26,099	25,400	(699)
5805	General Consulting	-	-	11,450	11,450	11,450	11,450	11,450	11,450	11,450	11,450	11,450	11,450	-	114,501	111,436	(3,065)
5806	Special Activities/Field Trips	-	-	-	-	-	-	-	37,812	37,812	37,812	-	-	-	113,436	110,400	(3,036)
5807	Bank Charges	-	-	771	771	771	771	771	771	771	771	771	771	-	7,706	7,500	(206)
5808	Printing	-	-	4,994	4,994	4,994	4,994	4,994	4,994	4,994	4,994	4,994	4,994	-	49,937	48,600	(1,337)
5809	Other taxes and fees	-	-	1,695	1,695	1,695	1,695	1,695	1,695	1,695	1,695	1,695	1,695	-	16,954	16,500	(454)
5810	Payroll Service Fee	805	805	805	805	805	805	805	805	805	805	805	805	-	9,659	9,400	(259)
5811	Management Fee	68,273	68,273	68,273	68,273	68,273	68,273	68,273	68,273	68,273	68,273	68,273	68,273	-	819,272	797,345	(21,927)
5812	District Oversight Fee	-	3,333	4,212	5,758	5,589	5,589	5,758	5,589	6,468	5,611	5,443	5,443	5,611	64,404	62,344	(2,060)
5813	County Fees	-	-	-	1,130	-	-	1,130	-	-	1,130	-	-	1,130	4,521	4,400	(121)
5814	SPED Encroachment	-	14,731	14,731	26,515	26,515	26,515	26,515	14,318	31,818	31,818	31,818	31,818	17,500	294,613	294,613	-
5815	Public Relations/Recruitment	-	-	647	647	647	647	647	647	647	647	647	647	-	6,473	6,300	(173)
		69,763	87,826	110,872	146,293	144,995	144,995	125,332	149,649	168,028	168,301	129,190	129,190	24,241	1,598,676	1,563,438	(35,238)
Depreciation																	
6900	Depreciation Expense	7,432	7,432	7,432	7,432	7,432	7,432	7,432	7,432	7,432	7,432	7,432	7,432	-	89,187	86,800	(2,387)
		7,432	7,432	7,432	7,432	7,432	7,432	7,432	7,432	7,432	7,432	7,432	7,432	-	89,187	86,800	(2,387)
Interest																	
7438	Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses		318,261	672,948	696,435	731,857	730,558	725,410	699,639	722,976	739,395	738,688	699,577	699,577	24,241	8,199,563	8,008,024	(191,539)
Monthly Surplus (Deficit)		(298,881)	(296,963)	(170,391)	(78,524)	97,230	(8,522)	230,892	(75,227)	44,662	6,345	53,568	(66,479)	942,635	380,344	385,082	(4,739)

TEACH Tech Charter High

Monthly Cash Flow/Forecast FY27-28

Revised 5/28/26

ADA = 336.70



	Jul-27	Aug-27	Sep-27	Oct-27	Nov-27	Dec-27	Jan-28	Feb-28	Mar-28	Apr-28	May-28	Jun-28	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(298,881)	(296,963)	(170,391)	(78,524)	97,230	(8,522)	230,892	(75,227)	44,662	6,345	53,568	(66,479)	942,635	380,344		
Cash flows from operating activities																
Depreciation/Amortization	7,432	7,432	7,432	7,432	7,432	7,432	7,432	7,432	7,432	7,432	7,432	7,432	-	89,187		
Public Funding Receivables	596,148	-	82,688	-	116,212	45,958	132,467	-	-	-	-	-	(966,876)	6,598		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable	(24,050)	-	-	-	-	-	-	-	-	-	-	-	24,241	192		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	(136,710)	-	(136,710)		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Change in Cash	280,650	(289,531)	(80,271)	(71,091)	220,874	44,869	370,791	(67,795)	52,095	13,777	61,000	(195,757)				
Cash, Beginning of Month	7,386,369	7,667,018	7,377,488	7,297,217	7,226,126	7,447,000	7,491,869	7,862,660	7,794,865	7,846,959	7,860,736	7,921,736				
Cash, End of Month	7,667,018	7,377,488	7,297,217	7,226,126	7,447,000	7,491,869	7,862,660	7,794,865	7,846,959	7,860,736	7,921,736	7,725,979				

TEACH Tech Charter High

Monthly Cash Flow/Forecast FY28-29

Revised 5/28/26

ADA = 336.70



	Jul-28	Aug-28	Sep-28	Oct-28	Nov-28	Dec-28	Jan-29	Feb-29	Mar-29	Apr-29	May-29	Jun-29	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Revenues																
State Aid - Revenue Limit															ADA = 336.70	
8011 LCFF State Aid	-	254,749	254,749	458,549	458,549	458,549	458,549	458,549	458,549	458,549	458,549	458,549	458,549	5,094,987	4,907,989	186,998
8012 Education Protection Account	-	-	-	16,835	-	-	16,835	-	-	16,835	-	-	16,835	67,340	67,340	-
8019 State Aid - Prior Years	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8096 In Lieu of Property Taxes	-	87,902	175,804	117,203	117,203	117,203	117,203	117,203	205,104	102,552	102,552	102,552	102,552	1,465,032	1,465,032	-
	-	342,651	430,553	592,586	575,751	575,751	592,586	575,751	663,653	577,936	561,101	561,101	577,936	6,627,359	6,440,361	186,998
Federal Revenue																
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	92,783	92,783	90,964	1,819
8182 Special Education - Discretionary	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8220 Federal Child Nutrition	-	-	12,799	12,799	25,597	25,597	25,597	25,597	25,597	25,597	25,597	25,597	25,597	255,972	250,953	5,019
8290 Title I, Part A - Basic Low Income	-	-	44,907	-	-	44,907	-	-	44,907	-	-	-	44,907	179,629	176,107	3,522
8291 Title II, Part A - Teacher Quality	-	-	4,468	-	-	4,468	-	-	4,468	-	-	-	4,468	17,871	17,521	350
8293 Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8294 Title V, Part B - PCSG	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8295 Charter Facility Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8296 Other Federal Revenue	-	-	-	2,500	-	-	2,500	-	-	2,500	-	-	2,500	10,000	10,000	-
8299 Prior Year Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	62,174	15,299	25,597	74,972	28,097	25,597	74,972	28,097	25,597	25,597	170,255	556,255	545,544	10,711
Other State Revenue																
8311 State Special Education	-	24,023	24,023	43,242	43,242	43,242	43,242	43,242	43,242	43,242	43,242	43,242	43,242	480,468	466,067	14,401
8520 Child Nutrition	-	-	1,240	1,240	2,480	2,480	2,480	2,480	2,480	2,480	2,480	2,480	2,480	24,799	24,056	743
8545 School Facilities (SB740)	-	-	-	-	-	-	239,606	-	-	-	119,803	-	119,803	479,212	480,188	-
8550 Mandated Cost	-	-	-	-	20,733	-	-	-	-	-	-	-	641	21,374	20,733	641
8560 State Lottery	-	-	-	-	-	-	23,821	-	-	23,821	-	-	47,641	95,282	93,414	1,868
8598 Prior Year Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8599 Other State Revenue	-	-	-	-	91,656	-	-	-	-	35,252	-	-	14,101	141,010	276,983	(135,973)
	-	24,023	25,263	44,482	137,379	66,455	309,149	45,722	45,722	104,795	165,525	45,722	227,908	1,242,146	1,361,441	(118,320)
Other Local Revenue																
8634 Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8650 Lease and Rental Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8660 Interest Revenue	19,768	19,768	19,768	19,768	19,768	19,768	19,768	19,768	19,768	19,768	19,768	19,768	-	237,211	232,560	4,651
8689 Other Fees and Contracts	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8690 Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8698 ASB Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8699 School Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	19,768	19,768	19,768	19,768	19,768	19,768	19,768	19,768	19,768	19,768	19,768	19,768	-	237,211	232,560	4,651
Total Revenue	19,768	386,442	537,758	672,135	758,495	736,946	949,600	666,838	804,115	730,596	771,991	652,188	976,099	8,662,971	8,579,907	83,064
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	-	143,111	143,111	143,111	143,111	143,111	143,111	143,111	143,111	143,111	143,111	143,111	-	1,574,218	1,533,130	(41,088)
1170 Teachers' Substitute Hours	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1175 Teachers' Extra Duty/Stipends	-	9,622	9,622	9,622	9,622	9,622	9,622	9,622	9,622	9,622	9,622	9,622	-	105,843	103,080	(2,763)
1200 Pupil Support Salaries	8,812	19,374	19,374	19,374	19,374	19,374	19,374	19,374	19,374	19,374	19,374	19,374	-	221,928	216,136	(5,792)
1300 Administrators' Salaries	23,825	23,825	23,825	23,825	23,825	23,825	23,825	23,825	23,825	23,825	23,825	23,825	-	285,897	278,435	(7,462)
1900 Other Certificated Salaries	-	3,165	3,165	3,165	3,165	3,165	3,165	3,165	3,165	3,165	3,165	3,165	-	34,816	33,908	(909)
	32,637	199,097	199,097	199,097	199,097	199,097	199,097	199,097	199,097	199,097	199,097	199,097	-	2,222,703	2,164,689	(58,014)
Classified Salaries																
2100 Instructional Salaries	-	15,120	15,120	15,120	15,120	15,120	15,120	15,120	15,120	15,120	15,120	15,120	-	166,321	161,980	(4,341)
2200 Support Salaries	-	4,887	4,887	4,887	4,887	4,887	4,887	4,887	4,887	4,887	4,887	4,887	-	53,752	52,349	(1,403)
2300 Classified Administrators' Salaries	-	2,291	2,291	2,291	2,291	2,291	2,291	2,291	2,291	2,291	2,291	2,291	-	25,205	24,547	(658)
2400 Clerical and Office Staff Salaries	12,991	12,991	12,991	12,991	12,991	12,991	12,991	12,991	12,991	12,991	12,991	12,991	-	155,889	151,820	(4,069)
2900 Other Classified Salaries	10,678	10,678	10,678	10,678	10,678	10,678	10,678	10,678	10,678	10,678	10,678	10,678	-	128,141	124,797	(3,345)
	23,669	45,967	45,967	45,967	45,967	45,967	45,967	45,967	45,967	45,967	45,967	45,967	-	529,308	515,493	(13,815)

TEACH Tech Charter High

Monthly Cash Flow/Forecast FY28-29

Revised 5/28/26

ADA = 336.70



	Jul-28	Aug-28	Sep-28	Oct-28	Nov-28	Dec-28	Jan-29	Feb-29	Mar-29	Apr-29	May-29	Jun-29	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Benefits																
3101 STRS	6,234	38,028	38,028	38,028	38,028	38,028	38,028	38,028	38,028	38,028	38,028	38,028	-	424,536	413,456	(11,081)
3202 PERS	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3301 OASDI	1,467	2,850	2,850	2,850	2,850	2,850	2,850	2,850	2,850	2,850	2,850	2,850	-	32,817	31,961	(857)
3311 Medicare	816	3,553	3,553	3,553	3,553	3,553	3,553	3,553	3,553	3,553	3,553	3,553	-	39,904	38,863	(1,042)
3401 Health and Welfare	35,607	35,607	35,607	35,607	35,607	35,607	35,607	35,607	35,607	35,607	35,607	35,607	-	427,290	416,138	(11,152)
3501 State Unemployment	980	980	980	980	980	980	4,900	3,920	1,960	980	980	980	-	19,600	19,600	-
3601 Workers' Compensation	788	3,431	3,431	3,431	3,431	3,431	3,431	3,431	3,431	3,431	3,431	3,431	-	38,528	37,523	(1,006)
3901 Other Benefits	704	3,063	3,063	3,063	3,063	3,063	3,063	3,063	3,063	3,063	3,063	3,063	-	34,400	33,502	(898)
	46,597	87,513	87,513	87,513	87,513	87,513	91,433	90,453	88,493	87,513	87,513	87,513	-	1,017,076	991,041	(26,035)
Books and Supplies																
4100 Textbooks and Core Curricula	-	4,062	4,062	4,062	4,062	-	-	-	-	-	-	-	-	16,248	15,824	(424)
4200 Books and Other Materials	1,224	1,224	1,224	1,224	1,224	-	-	-	-	-	-	-	-	6,119	5,960	(160)
4302 School Supplies	10,293	10,293	10,293	10,293	10,293	10,293	10,293	10,293	10,293	10,293	10,293	10,293	-	123,518	120,295	(3,224)
4305 Software	17,813	17,813	17,813	17,813	17,813	17,813	17,813	17,813	17,813	17,813	17,813	17,813	-	213,750	208,172	(5,579)
4310 Office Expense	7,561	7,561	7,561	7,561	7,561	7,561	7,561	7,561	7,561	7,561	7,561	7,561	-	90,733	88,365	(2,368)
4311 Business Meals	9	9	9	9	9	9	9	9	9	9	9	9	-	106	103	(3)
4312 School Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4400 Noncapitalized Equipment	-	10,297	10,297	10,297	10,297	10,297	-	-	-	-	-	-	-	51,486	50,142	(1,344)
4700 Food Services	-	25,831	25,831	25,831	25,831	25,831	25,831	25,831	25,831	25,831	25,831	25,831	-	284,143	276,726	(7,416)
	36,899	77,090	77,090	77,090	77,090	71,804	61,507	61,507	61,507	61,507	61,507	61,507	-	786,103	765,585	(20,518)
Subagreement Services																
5101 Nursing	193	193	193	193	193	193	193	193	193	193	193	193	-	2,321	2,261	(61)
5102 Special Education	-	40,926	40,926	40,926	40,926	40,926	40,926	40,926	40,926	40,926	40,926	40,926	-	450,184	438,434	(11,750)
5103 Substitute Teacher	-	22,607	22,607	22,607	22,607	22,607	22,607	22,607	22,607	22,607	22,607	22,607	-	248,672	242,182	(6,490)
5104 Transportation	-	2,676	2,676	2,676	2,676	2,676	2,676	2,676	2,676	2,676	2,676	2,676	-	29,436	28,667	(768)
5105 Security	-	9,553	9,553	9,553	9,553	9,553	9,553	9,553	9,553	9,553	9,553	9,553	-	105,082	102,339	(2,743)
5106 Other Educational Consultants	-	-	53	53	53	53	53	53	53	53	53	53	-	528	514	(14)
	193	75,955	76,007	76,007	76,007	76,007	76,007	76,007	76,007	76,007	76,007	76,007	-	836,222	814,397	(21,826)
Operations and Housekeeping																
5201 Auto and Travel	-	19	19	19	19	19	19	19	19	19	19	19	-	211	206	(6)
5300 Dues & Memberships	1,152	1,152	1,152	1,152	1,152	1,152	1,152	1,152	1,152	1,152	1,152	1,152	-	13,821	13,460	(361)
5400 Insurance	9,082	9,082	9,082	9,082	9,082	9,082	9,082	9,082	9,082	9,082	9,082	9,082	-	108,985	106,141	(2,845)
5501 Utilities	10,735	10,735	10,735	10,735	10,735	10,735	10,735	10,735	10,735	10,735	10,735	10,735	-	128,820	125,458	(3,362)
5502 Janitorial Services	12,449	12,449	12,449	12,449	12,449	12,449	12,449	12,449	12,449	12,449	12,449	12,449	-	149,393	145,494	(3,899)
5516 Miscellaneous Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5531 ASB Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5900 Communications	2,365	2,365	2,365	2,365	2,365	2,365	2,365	2,365	2,365	2,365	2,365	2,365	-	28,380	27,640	(741)
5901 Postage and Shipping	-	-	401	401	401	401	401	401	401	401	401	401	-	4,009	3,905	(105)
	35,783	35,803	36,203	36,203	36,203	36,203	36,203	36,203	36,203	36,203	36,203	36,203	-	433,620	422,303	(11,318)
Facilities, Repairs and Other Leases																
5601 Rent	61,775	61,775	61,775	61,775	61,775	61,775	61,775	61,775	61,775	61,775	61,775	61,775	-	741,300	741,300	-
5602 Additional Rent	9	9	9	9	9	9	9	9	9	9	9	9	-	106	103	(3)
5603 Equipment Leases	1,503	1,503	1,503	1,503	1,503	1,503	1,503	1,503	1,503	1,503	1,503	1,503	-	18,041	17,570	(471)
5604 Other Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5605 Real/Personal Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5610 Repairs and Maintenance	6,779	6,779	6,779	6,779	6,779	6,779	6,779	6,779	6,779	6,779	6,779	6,779	-	81,343	79,220	(2,123)
	70,066	70,066	70,066	70,066	70,066	70,066	70,066	70,066	70,066	70,066	70,066	70,066	-	840,790	838,193	(2,597)
Professional/Consulting Services																
5801 IT	317	317	317	317	317	317	317	317	317	317	317	317	-	3,798	3,699	(99)
5802 Audit & Taxes	-	-	-	21,523	21,523	21,523	-	-	-	-	-	-	-	64,568	62,883	(1,685)
5803 Legal	387	387	387	387	387	387	387	387	387	387	387	387	-	4,642	4,521	(121)
5804 Professional Development	-	-	2,680	2,680	2,680	2,680	2,680	2,680	2,680	2,680	2,680	2,680	-	26,798	26,099	(699)
5805 General Consulting	-	-	11,757	11,757	11,757	11,757	11,757	11,757	11,757	11,757	11,757	11,757	-	117,570	114,501	(3,069)
5806 Special Activities/Field Trips	-	-	-	-	-	-	-	38,825	38,825	38,825	-	-	-	116,476	113,436	(3,040)
5807 Bank Charges	-	-	791	791	791	791	791	791	791	791	791	791	-	7,913	7,706	(207)
5808 Printing	-	-	5,127	5,127	5,127	5,127	5,127	5,127	5,127	5,127	5,127	5,127	-	51,275	49,937	(1,338)
5809 Other taxes and fees	-	-	1,741	1,741	1,741	1,741	1,741	1,741	1,741	1,741	1,741	1,741	-	17,408	16,954	(454)
5810 Payroll Service Fee	826	826	826	826	826	826	826	826	826	826	826	826	-	9,917	9,659	(259)
5811 Management Fee	70,102	70,102	70,102	70,102	70,102	70,102	70,102	70,102	70,102	70,102	70,102	70,102	-	841,229	819,272	(21,956)
5812 District Oversight Fee	-	3,427	4,306	5,926	5,758	5,758	5,926	5,758	6,637	5,779	5,611	5,611	5,779	66,274	64,404	(1,870)
5813 County Fees	-	-	-	1,161	-	-	1,161	-	-	1,161	-	-	1,161	4,642	4,521	(121)
5814 SPED Encroachment	-	14,731	14,731	26,515	26,515	26,515	26,515	14,318	31,818	31,818	31,818	31,818	17,500	294,613	294,613	-
5815 Public Relations/Recruitment	-	-	665	665	665	665	665	665	665	665	665	665	-	6,647	6,473	(173)
	71,632	89,789	113,429	149,517	148,189	148,189	127,995	153,294	171,673	171,977	131,822	131,822	24,440	1,633,769	1,598,676	(35,093)
Depreciation																
6900 Depreciation Expense	7,631	7,631	7,631	7,631	7,631	7,631	7,631	7,631	7,631	7,631	7,631	7,631	-	91,577	89,187	(2,390)
	7,631	7,631	7,631	7,631	7,631	7,631	7,631	7,631	7,631	7,631	7,631	7,631	-	91,577	89,187	(2,390)
Interest																
7438 Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	325,109	688,910	713,004	749,092	747,763	742,477	715,906	740,226	756,645	755,968	715,814	715,814	24,440	8,391,168	8,199,563	(191,605)
Monthly Surplus (Deficit)	(305,341)	(302,468)	(175,246)	(76,957)	10,732	(5,531)	233,694	(73,387)	47,470	(25,372)	56,177	(63,626)	951,659	271,803	380,344	(108,540)

TEACH Tech Charter High

Monthly Cash Flow/Forecast FY28-29

Revised 5/28/26

ADA = 336.70



	Jul-28	Aug-28	Sep-28	Oct-28	Nov-28	Dec-28	Jan-29	Feb-29	Mar-29	Apr-29	May-29	Jun-29	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(305,341)	(302,468)	(175,246)	(76,957)	10,732	(5,531)	233,694	(73,387)	47,470	(25,372)	56,177	(63,626)	951,659	271,803		
Cash flows from operating activities																
Depreciation/Amortization	7,631	7,631	7,631	7,631	7,631	7,631	7,631	7,631	7,631	7,631	7,631	7,631	-	91,577		
Public Funding Receivables	588,607	120,047	46,707	-	-	-	211,515	-	-	-	-	-	(976,099)	(9,223)		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable	(24,241)	-	-	-	-	-	-	-	-	-	-	-	24,440	199		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Change in Cash	266,656	(174,789)	(120,908)	(69,326)	18,363	2,100	452,840	(65,756)	55,102	(17,741)	63,808	(55,994)				
Cash, Beginning of Month	7,725,979	7,992,636	7,817,846	7,696,939	7,627,613	7,645,976	7,648,077	8,100,916	8,035,160	8,090,262	8,072,522	8,136,330				
Cash, End of Month	7,992,636	7,817,846	7,696,939	7,627,613	7,645,976	7,648,077	8,100,916	8,035,160	8,090,262	8,072,522	8,136,330	8,080,336				

TEACH Prep Elementary School

Monthly Cash Flow/Forecast FY26-27

Revised 5/28/26

Actuals Through:

ADA = 288.90



Revenues

State Aid - Revenue Limit

8011	LCFF State Aid
8012	Education Protection Account
8019	State Aid - Prior Year
8096	In Lieu of Property Taxes

Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals
-	141,201	141,201	254,162	254,162	254,162	254,162	254,162	374,954	374,954	374,954	374,954	374,954
-	-	14,445	-	-	14,445	-	-	14,445	-	-	-	14,445
-	-	-	-	-	-	-	-	-	-	-	-	-
-	62,134	124,269	82,846	82,846	82,846	82,846	82,846	218,805	109,402	109,402	109,402	109,402
-	203,335	279,915	337,007	337,007	351,452	337,007	337,007	608,203	484,356	484,356	484,356	498,801

Annual Budget
3,427,977
57,780
1,257,047
4,742,804

Original Budget Total	Favorable / (Unfav.)
ADA = 288.90	
3,427,977	-
57,780	-
1,257,047	-
4,742,804	-

Federal Revenue

8181	Special Education - Entitlement
8182	Special Education - Discretionary
8220	Federal Child Nutrition
8290	Title I, Part A - Basic Low Income
8291	Title II, Part A - Teacher Quality
8293	Title III - Limited English
8294	Title V, Part B - PCSG
8295	Charter Facility Incentive Grant
8296	Other Federal Revenue
8299	Prior Year Federal Revenue

-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	10,905	20,720	20,720	20,720	20,720	20,720	20,720	20,720	20,720	41,440
-	-	31,617	-	-	94,850	-	-	-	-	-	-	-
-	-	3,344	-	-	10,031	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	2,500	-	-	2,500	-	-	2,500	-	-	2,500
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	34,960	13,405	20,720	125,600	23,220	20,720	20,720	23,220	20,720	20,720	43,940

-
-
218,107
126,466
13,374
-
-
-
-
-
10,000
-
367,947

-	-
-	-
218,107	-
126,466	-
13,374	-
-	-
-	-
-	-
-	-
10,000	-
-	-
367,947	-

Other State Revenue

8311	State Special Education
8520	Child Nutrition
8545	School Facilities (SB740)
8550	Mandated Cost
8560	State Lottery
8598	Prior Year Revenue
8599	Other State Revenue

-	15,946	15,946	28,703	28,703	28,703	28,703	28,703	42,344	42,344	42,344	42,344	42,344
-	-	-	1,032	1,961	1,961	1,961	1,961	1,961	1,961	1,961	1,961	3,922
-	-	-	-	-	-	199,428	-	-	-	99,714	-	99,714
-	-	-	-	-	5,000	-	-	-	-	-	-	-
-	-	-	-	-	-	16,184	-	-	16,184	-	-	46,213
-	-	-	-	-	-	-	-	-	-	-	-	-
-	939	939	245,996	1,690	1,690	245,996	1,690	1,690	245,996	1,690	1,690	245,996
-	16,885	16,885	275,731	32,354	37,354	492,272	32,354	45,995	306,485	145,709	45,995	438,189

387,126
20,644
398,855
5,000
78,581
-
996,002
1,886,208

387,126	-
20,644	-
398,855	-
5,000	-
78,581	-
-	-
996,002	-
1,886,208	-

Other Local Revenue

8634	Food Service Sales
8650	Lease and Rental Income
8660	Interest Revenue
8689	Other Fees and Contracts
8690	Other Local Revenue
8698	ASB Fundraising
8699	School Fundraising

-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	-

-
-
150,000
-
-
-
-
150,000

-	-
-	-
150,000	-
-	-
-	-
-	-
-	-
150,000	-

Total Revenue

12,500	232,720	344,260	638,644	402,582	526,907	864,999	402,582	687,419	826,561	663,285	563,571	980,930

7,146,959

7,146,959	-

Expenses

Certificated Salaries

1100	Teachers' Salaries
1170	Teachers' Substitute Hours
1175	Teachers' Extra Duty/Stipends
1200	Pupil Support Salaries
1300	Administrators' Salaries
1900	Other Certificated Salaries

-	106,739	106,739	106,739	106,739	106,739	106,739	106,739	106,739	106,739	106,739	106,739	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	7,114	7,114	7,114	7,114	7,114	7,114	7,114	7,114	7,114	7,114	7,114	-
-	-	-	-	-	-	-	-	-	-	-	-	-
21,886	21,886	21,886	21,886	21,886	21,886	21,886	21,886	21,886	21,886	21,886	21,886	-
-	11,662	11,662	11,662	11,662	11,662	11,662	11,662	11,662	11,662	11,662	11,662	-
21,886	147,401	147,401	147,401	147,401	147,401	147,401	147,401	147,401	147,401	147,401	147,401	-

1,174,133
-
78,252
-
262,627
128,283
1,643,296

1,174,133	-
-	-
78,252	-
-	-
262,627	-
128,283	-
1,643,296	-

Classified Salaries

2100	Instructional Salaries
2200	Support Salaries
2300	Classified Administrators' Salaries
2400	Clerical and Office Staff Salaries
2900	Other Classified Salaries

-	25,375	25,375	25,375	25,375	25,375	25,375	25,375	25,375	25,375	25,375	25,375	-
-	2,667	2,667	2,667	2,667	2,667	2,667	2,667	2,667	2,667	2,667	2,667	-
-	-	-	-	-	-	-	-	-	-	-	-	-
10,882	10,882	10,882	10,882	10,882	10,882	10,882	10,882	10,882	10,882	10,882	10,882	-
11,688	15,023	15,023	15,023	15,023	15,023	15,023	15,023	15,023	15,023	15,023	15,023	-
22,570	53,947	53,947	53,947	53,947	53,947	53,947	53,947	53,947	53,947	53,947	53,947	-

279,130
29,333
-
130,582
176,943
615,988

279,130	-
29,333	-
-	-
130,582	-
176,943	-
615,988	-

TEACH Prep Elementary School

Monthly Cash Flow/Forecast FY26-27

Revised 5/28/26

Actuals Through:

ADA = 288.90



		Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Benefits																	
3101	STRS	4,180	28,154	28,154	28,154	28,154	28,154	28,154	28,154	28,154	28,154	28,154	28,154	-	313,870	313,870	-
3202	PERS	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3301	OASDI	1,399	3,345	3,345	3,345	3,345	3,345	3,345	3,345	3,345	3,345	3,345	3,345	-	38,191	38,191	-
3311	Medicare	645	2,920	2,920	2,920	2,920	2,920	2,920	2,920	2,920	2,920	2,920	2,920	-	32,760	32,760	-
3401	Health and Welfare	29,000	29,000	29,000	29,000	29,000	29,000	29,000	29,000	29,000	29,000	29,000	29,000	-	348,000	348,000	-
3501	State Unemployment	980	980	980	980	980	980	4,900	3,920	1,960	980	980	980	-	19,600	19,600	-
3601	Workers' Compensation	622	2,819	2,819	2,819	2,819	2,819	2,819	2,819	2,819	2,819	2,819	2,819	-	31,630	31,630	-
3901	Other Benefits	222	1,007	1,007	1,007	1,007	1,007	1,007	1,007	1,007	1,007	1,007	1,007	-	11,296	11,296	-
		37,049	68,223	68,223	68,223	68,223	68,223	72,143	71,163	69,203	68,223	68,223	68,223	-	795,347	795,347	-
Books and Supplies																	
4100	Textbooks and Core Curricula	-	27,675	27,675	27,675	27,675	-	-	-	-	-	-	-	-	110,700	110,700	-
4200	Books and Other Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4302	School Supplies	3,617	3,617	3,617	3,617	3,617	3,617	3,617	3,617	3,617	3,617	3,617	3,617	-	43,400	43,400	-
4305	Software	13,958	13,958	13,958	13,958	13,958	13,958	13,958	13,958	13,958	13,958	13,958	13,958	-	167,500	167,500	-
4310	Office Expense	5,125	5,125	5,125	5,125	5,125	5,125	5,125	5,125	5,125	5,125	5,125	5,125	-	61,500	61,500	-
4311	Business Meals	108	108	108	108	108	108	108	108	108	108	108	108	-	1,300	1,300	-
4312	School Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4400	Noncapitalized Equipment	-	10,800	10,800	10,800	10,800	10,800	-	-	-	-	-	-	-	54,000	54,000	-
4700	Food Services	-	21,705	21,705	21,705	21,705	21,705	21,705	21,705	21,705	21,705	21,705	21,705	-	238,751	238,751	-
		22,808	82,988	82,988	82,988	82,988	55,313	44,513	44,513	44,513	44,513	44,513	44,513	-	677,151	677,151	-
Subagreement Services																	
5101	Nursing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5102	Special Education	-	59,482	59,482	59,482	59,482	59,482	59,482	59,482	59,482	59,482	59,482	59,482	-	654,300	654,300	-
5103	Substitute Teacher	-	9,727	9,727	9,727	9,727	9,727	9,727	9,727	9,727	9,727	9,727	9,727	-	107,000	107,000	-
5104	Transportation	-	5,145	5,145	5,145	5,145	5,145	5,145	5,145	5,145	5,145	5,145	5,145	-	56,600	56,600	-
5105	Security	-	5,773	5,773	5,773	5,773	5,773	5,773	5,773	5,773	5,773	5,773	5,773	-	63,500	63,500	-
5106	Other Educational Consultants	-	-	35,130	35,130	35,130	35,130	35,130	35,130	35,130	35,130	35,130	35,130	-	351,300	351,300	-
		-	80,127	115,257	115,257	115,257	115,257	115,257	115,257	115,257	115,257	115,257	115,257	-	1,232,700	1,232,700	-
Operations and Housekeeping																	
5201	Auto and Travel	-	27	27	27	27	27	27	27	27	27	27	27	-	300	300	-
5300	Dues & Memberships	1,175	1,175	1,175	1,175	1,175	1,175	1,175	1,175	1,175	1,175	1,175	1,175	-	14,100	14,100	-
5400	Insurance	7,208	7,208	7,208	7,208	7,208	7,208	7,208	7,208	7,208	7,208	7,208	7,208	-	86,500	86,500	-
5501	Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5502	Janitorial Services	8,383	8,383	8,383	8,383	8,383	8,383	8,383	8,383	8,383	8,383	8,383	8,383	-	100,600	100,600	-
5516	Miscellaneous Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5531	ASB Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5900	Communications	3,125	3,125	3,125	3,125	3,125	3,125	3,125	3,125	3,125	3,125	3,125	3,125	-	37,500	37,500	-
5901	Postage and Shipping	-	-	450	450	450	450	450	450	450	450	450	450	-	4,500	4,500	-
		19,892	19,919	20,369	20,369	20,369	20,369	20,369	20,369	20,369	20,369	20,369	20,369	-	243,500	243,500	-
Facilities, Repairs and Other Leases																	
5601	Rent	53,108	53,108	53,108	53,108	53,108	53,108	53,108	53,108	53,108	53,108	53,108	53,108	-	637,300	637,300	-
5602	Additional Rent	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5603	Equipment Leases	1,817	1,817	1,817	1,817	1,817	1,817	1,817	1,817	1,817	1,817	1,817	1,817	-	21,800	21,800	-
5604	Other Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5605	Real/Personal Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5610	Repairs and Maintenance	3,725	3,725	3,725	3,725	3,725	3,725	3,725	3,725	3,725	3,725	3,725	3,725	-	44,700	44,700	-
		58,650	58,650	58,650	58,650	58,650	58,650	58,650	58,650	58,650	58,650	58,650	58,650	-	703,800	703,800	-
Professional/Consulting Services																	
5801	IT	250	250	250	250	250	250	250	250	250	250	250	250	-	3,000	3,000	-
5802	Audit & Taxes	-	-	-	23,867	23,867	23,867	-	-	-	-	-	-	-	71,600	71,600	-
5803	Legal	833	833	833	833	833	833	833	833	833	833	833	833	-	10,000	10,000	-
5804	Professional Development	-	-	1,040	1,040	1,040	1,040	1,040	1,040	1,040	1,040	1,040	1,040	-	10,400	10,400	-
5805	General Consulting	-	-	11,364	11,364	11,364	11,364	11,364	11,364	11,364	11,364	11,364	11,364	-	113,644	113,644	-
5806	Special Activities/Field Trips	-	-	-	-	-	10,867	10,867	10,867	-	-	-	-	-	32,600	32,600	-
5807	Bank Charges	-	-	130	130	130	130	130	130	130	130	130	130	-	1,300	1,300	-
5808	Printing	-	-	4,740	4,740	4,740	4,740	4,740	4,740	4,740	4,740	4,740	4,740	-	47,400	47,400	-
5809	Other taxes and fees	-	-	930	930	930	930	930	930	930	930	930	930	-	9,300	9,300	-
5810	Payroll Service Fee	958	958	958	958	958	958	958	958	958	958	958	958	-	11,500	11,500	-
5811	Management Fee	43,314	43,314	43,314	43,314	43,314	43,314	43,314	43,314	43,314	43,314	43,314	43,314	-	519,773	519,773	-
5812	District Oversight Fee	-	2,033	2,799	3,370	3,370	3,515	3,370	3,370	6,082	4,844	4,844	4,844	4,988	47,428	47,428	-
5813	County Fees	-	-	-	1,250	-	-	1,250	-	-	1,250	-	-	1,250	5,000	5,000	-
5814	SPED Encroachment	-	1,435	1,435	2,583	2,583	2,583	2,583	2,583	3,811	3,811	3,811	3,811	3,811	34,841	34,841	-
5815	Public Relations/Recruitment	-	-	730	730	730	730	730	730	730	730	730	730	-	7,300	7,300	-
		45,356	48,825	68,525	95,360	94,110	105,122	82,360	81,110	74,183	74,195	72,945	72,945	10,049	925,086	925,086	-
Depreciation																	
6900	Depreciation Expense	5,275	5,275	5,275	5,275	5,275	5,275	5,275	5,275	5,275	5,275	5,275	5,275	-	63,300	63,300	-
		5,275	5,275	5,275	5,275	5,275	5,275	5,275	5,275	5,275	5,275	5,275	5,275	-	63,300	63,300	-
Interest																	
7438	Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses		233,486	565,355	620,636	647,471	646,221	629,557	599,916	597,686	588,799	587,831	586,581	586,581	10,049	6,900,169	6,900,169	-
Monthly Surplus (Deficit)		(220,986)	(332,635)	(276,376)	(8,828)	(243,640)	(102,650)	265,083	(195,105)	98,619	238,730	76,704	(23,009)	970,881	246,790	246,790	-

TEACH Prep Elementary School

Monthly Cash Flow/Forecast FY26-27

Revised 5/28/26

Actuals Through:

ADA = 288.90



	Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(220,986)	(332,635)	(276,376)	(8,828)	(243,640)	(102,650)	265,083	(195,105)	98,619	238,730	76,704	(23,009)	970,881	246,790		
Cash flows from operating activities																
Depreciation/Amortization	5,275	5,275	5,275	5,275	5,275	5,275	5,275	5,275	5,275	5,275	5,275	5,275	-	63,300		
Public Funding Receivables	374,628	-	495,195	-	242,550	29,718	189,163	-	-	-	-	-	(980,930)	350,323		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable	-	-	-	-	-	-	-	-	-	-	-	-	10,049	10,049		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Change in Cash	158,917	(327,360)	224,094	(3,553)	4,186	(67,658)	459,521	(189,830)	103,894	244,005	81,979	(17,734)				
Cash, Beginning of Month	5,163,769	5,322,686	4,995,326	5,219,420	5,215,867	5,220,053	5,152,395	5,611,916	5,422,086	5,525,981	5,769,986	5,851,966				
Cash, End of Month	5,322,686	4,995,326	5,219,420	5,215,867	5,220,053	5,152,395	5,611,916	5,422,086	5,525,981	5,769,986	5,851,966	5,834,231				

TEACH Prep Elementary School

Monthly Cash Flow/Forecast FY27-28

Revised 5/28/26

ADA = 288.90



	Jul-27	Aug-27	Sep-27	Oct-27	Nov-27	Dec-27	Jan-28	Feb-28	Mar-28	Apr-28	May-28	Jun-28	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Revenues																
State Aid - Revenue Limit															ADA = 288.90	
8011 LCFF State Aid	-	179,019	179,019	322,234	322,234	322,234	322,234	322,234	322,234	322,234	322,234	322,234	322,234	3,580,381	3,427,977	152,404
8012 Education Protection Account	-	-	-	14,445	-	-	14,445	-	-	14,445	-	-	14,445	57,780	57,780	-
8019 State Aid - Prior Years	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8096 In Lieu of Property Taxes	-	75,423	150,846	100,564	100,564	100,564	100,564	100,564	175,987	87,993	87,993	87,993	87,993	1,257,047	1,257,047	-
	-	254,442	329,865	437,243	422,798	422,798	437,243	422,798	498,221	424,673	410,228	410,228	424,673	4,895,208	4,742,804	152,404
Federal Revenue																
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	129,438	129,438	-	129,438
8182 Special Education - Discretionary	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8220 Federal Child Nutrition	-	-	11,123	11,123	22,247	22,247	22,247	22,247	22,247	22,247	22,247	22,247	22,247	222,469	218,107	4,362
8290 Title I, Part A - Basic Low Income	-	-	32,249	-	-	32,249	-	-	32,249	-	-	-	32,249	128,995	126,466	2,529
8291 Title II, Part A - Teacher Quality	-	-	3,410	-	-	3,410	-	-	3,410	-	-	-	3,410	13,641	13,374	267
8293 Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8294 Title V, Part B - PCSG	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8295 Charter Facility Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8296 Other Federal Revenue	-	-	-	2,500	-	-	2,500	-	-	2,500	-	-	2,500	10,000	10,000	-
8299 Prior Year Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	46,783	13,623	22,247	57,906	24,747	22,247	57,906	24,747	22,247	22,247	189,845	504,544	367,947	136,597
Other State Revenue																
8311 State Special Education	-	19,995	19,995	35,991	35,991	35,991	35,991	35,991	35,991	35,991	35,991	35,991	35,991	399,901	387,126	12,775
8520 Child Nutrition	-	-	1,066	1,066	2,133	2,133	2,133	2,133	2,133	2,133	2,133	2,133	2,133	21,326	20,644	681
8545 School Facilities (SB740)	-	-	-	-	-	-	206,009	-	-	-	103,004	-	103,004	412,018	398,855	
8550 Mandated Cost	-	-	-	-	-	6,270	-	-	-	-	-	-	-	6,270	5,000	1,270
8560 State Lottery	-	-	-	-	-	-	20,038	-	-	20,038	-	-	40,076	80,152	78,581	1,572
8598 Prior Year Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8599 Other State Revenue	-	-	-	-	828,164	-	-	-	-	318,525	-	-	127,410	1,274,099	996,002	278,097
	-	19,995	21,061	37,057	866,288	44,394	264,171	38,124	38,124	376,686	141,128	38,124	308,614	2,193,766	1,886,208	294,395
Other Local Revenue																
8634 Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8650 Lease and Rental Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8660 Interest Revenue	12,750	12,750	12,750	12,750	12,750	12,750	12,750	12,750	12,750	12,750	12,750	12,750	-	153,000	150,000	3,000
8689 Other Fees and Contracts	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8690 Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8698 ASB Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8699 School Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	12,750	12,750	12,750	12,750	12,750	12,750	12,750	12,750	12,750	12,750	12,750	12,750	-	153,000	150,000	3,000
Total Revenue	12,750	287,187	410,459	500,674	1,324,083	537,848	738,911	495,919	607,001	838,856	586,353	483,348	923,131	7,746,518	7,146,959	599,559
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	-	109,675	109,675	109,675	109,675	109,675	109,675	109,675	109,675	109,675	109,675	109,675	-	1,206,422	1,174,133	(32,289)
1170 Teachers' Substitute Hours	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1175 Teachers' Extra Duty/Stipends	-	7,309	7,309	7,309	7,309	7,309	7,309	7,309	7,309	7,309	7,309	7,309	-	80,404	78,252	(2,152)
1200 Pupil Support Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1300 Administrators' Salaries	22,487	22,487	22,487	22,487	22,487	22,487	22,487	22,487	22,487	22,487	22,487	22,487	-	269,850	262,627	(7,222)
1900 Other Certificated Salaries	-	11,983	11,983	11,983	11,983	11,983	11,983	11,983	11,983	11,983	11,983	11,983	-	131,811	128,283	(3,528)
	22,487	151,454	151,454	151,454	151,454	151,454	151,454	151,454	151,454	151,454	151,454	151,454	-	1,688,487	1,643,296	(45,191)
Classified Salaries																
2100 Instructional Salaries	-	26,073	26,073	26,073	26,073	26,073	26,073	26,073	26,073	26,073	26,073	26,073	-	286,806	279,130	(7,676)
2200 Support Salaries	-	2,740	2,740	2,740	2,740	2,740	2,740	2,740	2,740	2,740	2,740	2,740	-	30,139	29,333	(807)
2300 Classified Administrators' Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2400 Clerical and Office Staff Salaries	11,181	11,181	11,181	11,181	11,181	11,181	11,181	11,181	11,181	11,181	11,181	11,181	-	134,173	130,582	(3,591)
2900 Other Classified Salaries	12,010	15,436	15,436	15,436	15,436	15,436	15,436	15,436	15,436	15,436	15,436	15,436	-	181,809	176,943	(4,866)
	23,191	55,431	55,431	55,431	55,431	55,431	55,431	55,431	55,431	55,431	55,431	55,431	-	632,928	615,988	(16,940)

TEACH Prep Elementary School

Monthly Cash Flow/Forecast FY27-28

Revised 5/28/26

ADA = 288.90



	Jul-27	Aug-27	Sep-27	Oct-27	Nov-27	Dec-27	Jan-28	Feb-28	Mar-28	Apr-28	May-28	Jun-28	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Benefits																
3101 STRS	4,295	28,928	28,928	28,928	28,928	28,928	28,928	28,928	28,928	28,928	28,928	28,928	-	322,501	313,870	(8,631)
3202 PERS	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3301 OASDI	1,438	3,437	3,437	3,437	3,437	3,437	3,437	3,437	3,437	3,437	3,437	3,437	-	39,242	38,191	(1,050)
3311 Medicare	662	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	-	33,661	32,760	(901)
3401 Health and Welfare	29,798	29,798	29,798	29,798	29,798	29,798	29,798	29,798	29,798	29,798	29,798	29,798	-	357,570	348,000	(9,570)
3501 State Unemployment	980	980	980	980	980	980	4,900	3,920	1,960	980	980	980	-	19,600	19,600	-
3601 Workers' Compensation	639	2,896	2,896	2,896	2,896	2,896	2,896	2,896	2,896	2,896	2,896	2,896	-	32,500	31,630	(870)
3901 Other Benefits	228	1,034	1,034	1,034	1,034	1,034	1,034	1,034	1,034	1,034	1,034	1,034	-	11,607	11,296	(311)
	38,041	70,073	70,073	70,073	70,073	70,073	73,993	73,013	71,053	70,073	70,073	70,073	-	816,680	795,347	(21,333)
Books and Supplies																
4100 Textbooks and Core Curricula	-	28,436	28,436	28,436	28,436	-	-	-	-	-	-	-	-	113,744	110,700	(3,044)
4200 Books and Other Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4302 School Supplies	3,716	3,716	3,716	3,716	3,716	3,716	3,716	3,716	3,716	3,716	3,716	3,716	-	44,594	43,400	(1,194)
4305 Software	14,342	14,342	14,342	14,342	14,342	14,342	14,342	14,342	14,342	14,342	14,342	14,342	-	172,106	167,500	(4,606)
4310 Office Expense	5,266	5,266	5,266	5,266	5,266	5,266	5,266	5,266	5,266	5,266	5,266	5,266	-	63,191	61,500	(1,691)
4311 Business Meals	111	111	111	111	111	111	111	111	111	111	111	111	-	1,336	1,300	(36)
4312 School Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4400 Noncapitalized Equipment	-	11,097	11,097	11,097	11,097	11,097	-	-	-	-	-	-	-	55,485	54,000	(1,485)
4700 Food Services	-	22,302	22,302	22,302	22,302	22,302	22,302	22,302	22,302	22,302	22,302	22,302	-	245,317	238,751	(6,566)
	23,436	85,270	85,270	85,270	85,270	56,834	45,737	45,737	45,737	45,737	45,737	45,737	-	695,773	677,151	(18,622)
Subagreement Services																
5101 Nursing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5102 Special Education	-	61,118	61,118	61,118	61,118	61,118	61,118	61,118	61,118	61,118	61,118	61,118	-	672,293	654,300	(17,993)
5103 Substitute Teacher	-	9,995	9,995	9,995	9,995	9,995	9,995	9,995	9,995	9,995	9,995	9,995	-	109,943	107,000	(2,943)
5104 Transportation	-	5,287	5,287	5,287	5,287	5,287	5,287	5,287	5,287	5,287	5,287	5,287	-	58,157	56,600	(1,557)
5105 Security	-	5,931	5,931	5,931	5,931	5,931	5,931	5,931	5,931	5,931	5,931	5,931	-	65,246	63,500	(1,746)
5106 Other Educational Consultants	-	-	36,096	36,096	36,096	36,096	36,096	36,096	36,096	36,096	36,096	36,096	-	360,961	351,300	(9,661)
	-	82,331	118,427	118,427	118,427	118,427	118,427	118,427	118,427	118,427	118,427	118,427	-	1,266,599	1,232,700	(33,899)
Operations and Housekeeping																
5201 Auto and Travel	-	28	28	28	28	28	28	28	28	28	28	28	-	308	300	(8)
5300 Dues & Memberships	1,207	1,207	1,207	1,207	1,207	1,207	1,207	1,207	1,207	1,207	1,207	1,207	-	14,488	14,100	(388)
5400 Insurance	7,407	7,407	7,407	7,407	7,407	7,407	7,407	7,407	7,407	7,407	7,407	7,407	-	88,879	86,500	(2,379)
5501 Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5502 Janitorial Services	8,614	8,614	8,614	8,614	8,614	8,614	8,614	8,614	8,614	8,614	8,614	8,614	-	103,367	100,600	(2,767)
5516 Miscellaneous Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5531 ASB Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5900 Communications	3,211	3,211	3,211	3,211	3,211	3,211	3,211	3,211	3,211	3,211	3,211	3,211	-	38,531	37,500	(1,031)
5901 Postage and Shipping	-	-	462	462	462	462	462	462	462	462	462	462	-	4,624	4,500	(124)
	20,439	20,467	20,929	20,929	20,929	20,929	20,929	20,929	20,929	20,929	20,929	20,929	-	250,196	243,500	(6,696)
Facilities, Repairs and Other Leases																
5601 Rent	53,108	53,108	53,108	53,108	53,108	53,108	53,108	53,108	53,108	53,108	53,108	53,108	-	637,300	637,300	-
5602 Additional Rent	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5603 Equipment Leases	1,867	1,867	1,867	1,867	1,867	1,867	1,867	1,867	1,867	1,867	1,867	1,867	-	22,400	21,800	(600)
5604 Other Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5605 Real/Personal Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5610 Repairs and Maintenance	3,827	3,827	3,827	3,827	3,827	3,827	3,827	3,827	3,827	3,827	3,827	3,827	-	45,929	44,700	(1,229)
	58,802	58,802	58,802	58,802	58,802	58,802	58,802	58,802	58,802	58,802	58,802	58,802	-	705,629	703,800	(1,829)
Professional/Consulting Services																
5801 IT	257	257	257	257	257	257	257	257	257	257	257	257	-	3,083	3,000	(83)
5802 Audit & Taxes	-	-	-	24,523	24,523	24,523	-	-	-	-	-	-	-	73,569	71,600	(1,969)
5803 Legal	856	856	856	856	856	856	856	856	856	856	856	856	-	10,275	10,000	(275)
5804 Professional Development	-	-	1,069	1,069	1,069	1,069	1,069	1,069	1,069	1,069	1,069	1,069	-	10,686	10,400	(286)
5805 General Consulting	-	-	11,677	11,677	11,677	11,677	11,677	11,677	11,677	11,677	11,677	11,677	-	116,769	113,644	(3,125)
5806 Special Activities/Field Trips	-	-	-	-	-	-	-	11,166	11,166	11,166	-	-	-	33,497	32,600	(897)
5807 Bank Charges	-	-	134	134	134	134	134	134	134	134	134	134	-	1,336	1,300	(36)
5808 Printing	-	-	4,870	4,870	4,870	4,870	4,870	4,870	4,870	4,870	4,870	4,870	-	48,704	47,400	(1,304)
5809 Other taxes and fees	-	-	956	956	956	956	956	956	956	956	956	956	-	9,556	9,300	(256)
5810 Payroll Service Fee	985	985	985	985	985	985	985	985	985	985	985	985	-	11,816	11,500	(316)
5811 Management Fee	44,506	44,506	44,506	44,506	44,506	44,506	44,506	44,506	44,506	44,506	44,506	44,506	-	534,067	519,773	(14,294)
5812 District Oversight Fee	-	2,544	3,299	4,372	4,228	4,228	4,372	4,228	4,982	4,247	4,102	4,102	4,247	48,952	47,428	(1,524)
5813 County Fees	-	-	-	1,284	-	-	1,284	-	-	1,284	-	-	1,284	5,138	5,000	(138)
5814 SPED Encroachment	-	1,800	1,800	3,239	3,239	3,239	3,239	3,239	3,239	3,239	3,239	3,239	14,889	47,641	34,841	(12,799)
5815 Public Relations/Recruitment	-	-	750	750	750	750	750	750	750	750	750	750	-	7,501	7,300	(201)
	46,603	50,947	71,157	99,477	98,049	98,049	74,954	84,691	85,445	85,994	73,400	73,400	20,420	962,587	925,086	(37,501)
Depreciation																
6900 Depreciation Expense	5,420	5,420	5,420	5,420	5,420	5,420	5,420	5,420	5,420	5,420	5,420	5,420	-	65,041	63,300	(1,741)
	5,420	5,420	5,420	5,420	5,420	5,420	5,420	5,420	5,420	5,420	5,420	5,420	-	65,041	63,300	(1,741)
Interest																
7438 Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	238,419	580,195	636,963	665,284	663,855	635,419	605,148	613,904	612,699	612,268	599,673	599,673	20,420	7,083,920	6,900,169	(183,751)
Monthly Surplus (Deficit)	(225,669)	(293,008)	(226,504)	(164,610)	660,228	(97,571)	133,763	(117,986)	(5,698)	226,588	(13,321)	(116,325)	902,711	662,598	246,790	415,808

TEACH Prep Elementary School

Monthly Cash Flow/Forecast FY27-28

Revised 5/28/26

ADA = 288.90



	Jul-27	Aug-27	Sep-27	Oct-27	Nov-27	Dec-27	Jan-28	Feb-28	Mar-28	Apr-28	May-28	Jun-28	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(225,669)	(293,008)	(226,504)	(164,610)	660,228	(97,571)	133,763	(117,986)	(5,698)	226,588	(13,321)	(116,325)	902,711	662,598		
Cash flows from operating activities																
Depreciation/Amortization	5,420	5,420	5,420	5,420	5,420	5,420	5,420	5,420	5,420	5,420	5,420	5,420	-	65,041		
Public Funding Receivables	544,164	-	245,996	-	99,714	46,213	44,844	-	-	-	-	-	(923,131)	57,799		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable	(10,049)	-	-	-	-	-	-	-	-	-	-	-	20,420	10,371		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	(109,480)	-	(109,480)		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Change in Cash	313,866	(287,588)	24,912	(159,190)	765,362	(45,938)	184,027	(112,566)	(278)	232,008	(7,901)	(220,385)				
Cash, Beginning of Month	5,834,231	6,148,097	5,860,509	5,885,420	5,726,230	6,491,592	6,445,654	6,629,681	6,517,115	6,516,837	6,748,845	6,740,945				
Cash, End of Month	6,148,097	5,860,509	5,885,420	5,726,230	6,491,592	6,445,654	6,629,681	6,517,115	6,516,837	6,748,845	6,740,945	6,520,560				

TEACH Prep Elementary School

Monthly Cash Flow/Forecast FY28-29

Revised 5/28/26

ADA = 288.90



	Jul-28	Aug-28	Sep-28	Oct-28	Nov-28	Dec-28	Jan-29	Feb-29	Mar-29	Apr-29	May-29	Jun-29	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Revenues																
State Aid - Revenue Limit															ADA = 288.90	
8011 LCFF State Aid	-	186,571	186,571	335,827	335,827	335,827	335,827	335,827	335,827	335,827	335,827	335,827	335,827	3,731,411	3,580,381	151,030
8012 Education Protection Account	-	-	-	14,445	-	-	14,445	-	-	14,445	-	-	14,445	57,780	57,780	-
8019 State Aid - Prior Years	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8096 In Lieu of Property Taxes	-	75,423	150,846	100,564	100,564	100,564	100,564	100,564	175,987	87,993	87,993	87,993	87,993	1,257,047	1,257,047	-
	-	261,993	337,416	450,836	436,391	436,391	450,836	436,391	511,814	438,265	423,820	423,820	438,265	5,046,238	4,895,208	151,030
Federal Revenue																
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	132,027	132,027	129,438	2,589
8182 Special Education - Discretionary	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8220 Federal Child Nutrition	-	-	11,346	11,346	22,692	22,692	22,692	22,692	22,692	22,692	22,692	22,692	22,692	226,918	222,469	4,449
8290 Title I, Part A - Basic Low Income	-	-	32,894	-	-	32,894	-	-	32,894	-	-	-	32,894	131,575	128,995	2,580
8291 Title II, Part A - Teacher Quality	-	-	3,479	-	-	3,479	-	-	3,479	-	-	-	3,479	13,914	13,641	273
8293 Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8294 Title V, Part B - PCSG	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8295 Charter Facility Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8296 Other Federal Revenue	-	-	-	2,500	-	-	2,500	-	-	2,500	-	-	2,500	10,000	10,000	-
8299 Prior Year Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	47,718	13,846	22,692	59,064	25,192	22,692	59,064	25,192	22,692	22,692	193,591	514,435	504,544	9,891
Other State Revenue																
8311 State Special Education	-	20,613	20,613	37,103	37,103	37,103	37,103	37,103	37,103	37,103	37,103	37,103	37,103	412,258	399,901	12,357
8520 Child Nutrition	-	-	1,099	1,099	2,198	2,198	2,198	2,198	2,198	2,198	2,198	2,198	2,198	21,985	21,326	659
8545 School Facilities (SB740)	-	-	-	-	-	-	205,590	-	-	-	102,795	-	102,795	411,180	412,018	-
8550 Mandated Cost	-	-	-	-	-	6,270	-	-	-	-	-	-	194	6,464	6,270	194
8560 State Lottery	-	-	-	-	-	-	20,439	-	-	20,439	-	-	40,878	81,755	80,152	1,603
8598 Prior Year Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8599 Other State Revenue	-	-	-	-	664,746	-	-	-	-	255,671	-	-	102,269	1,022,685	1,274,099	(251,413)
	-	20,613	21,712	38,202	704,047	45,572	265,331	39,302	39,302	315,412	142,097	39,302	285,437	1,956,327	2,193,766	(236,601)
Other Local Revenue																
8634 Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8650 Lease and Rental Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8660 Interest Revenue	13,005	13,005	13,005	13,005	13,005	13,005	13,005	13,005	13,005	13,005	13,005	13,005	-	156,060	153,000	3,060
8689 Other Fees and Contracts	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8690 Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8698 ASB Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8699 School Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	13,005	13,005	13,005	13,005	13,005	13,005	13,005	13,005	13,005	13,005	13,005	13,005	-	156,060	153,000	3,060
Total Revenue	13,005	295,611	419,852	515,889	1,176,135	554,032	754,363	511,389	623,184	791,874	601,614	498,819	917,293	7,673,061	7,746,518	(73,457)
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	-	112,614	112,614	112,614	112,614	112,614	112,614	112,614	112,614	112,614	112,614	112,614	-	1,238,754	1,206,422	(32,332)
1170 Teachers' Substitute Hours	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1175 Teachers' Extra Duty/Stipends	-	7,505	7,505	7,505	7,505	7,505	7,505	7,505	7,505	7,505	7,505	7,505	-	82,559	80,404	(2,155)
1200 Pupil Support Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1300 Administrators' Salaries	23,090	23,090	23,090	23,090	23,090	23,090	23,090	23,090	23,090	23,090	23,090	23,090	-	277,082	269,850	(7,232)
1900 Other Certificated Salaries	-	12,304	12,304	12,304	12,304	12,304	12,304	12,304	12,304	12,304	12,304	12,304	-	135,344	131,811	(3,533)
	23,090	155,513	155,513	155,513	155,513	155,513	155,513	155,513	155,513	155,513	155,513	155,513	-	1,733,738	1,688,487	(45,251)
Classified Salaries																
2100 Instructional Salaries	-	26,772	26,772	26,772	26,772	26,772	26,772	26,772	26,772	26,772	26,772	26,772	-	294,493	286,806	(7,686)
2200 Support Salaries	-	2,813	2,813	2,813	2,813	2,813	2,813	2,813	2,813	2,813	2,813	2,813	-	30,947	30,139	(808)
2300 Classified Administrators' Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2400 Clerical and Office Staff Salaries	11,481	11,481	11,481	11,481	11,481	11,481	11,481	11,481	11,481	11,481	11,481	11,481	-	137,769	134,173	(3,596)
2900 Other Classified Salaries	12,332	15,850	15,850	15,850	15,850	15,850	15,850	15,850	15,850	15,850	15,850	15,850	-	186,682	181,809	(4,872)
	23,812	56,916	56,916	56,916	56,916	56,916	56,916	56,916	56,916	56,916	56,916	56,916	-	649,891	632,928	(16,962)

TEACH Prep Elementary School

Monthly Cash Flow/Forecast FY28-29

Revised 5/28/26

ADA = 288.90



	Jul-28	Aug-28	Sep-28	Oct-28	Nov-28	Dec-28	Jan-29	Feb-29	Mar-29	Apr-29	May-29	Jun-29	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Benefits																
3101 STRS	4,410	29,703	29,703	29,703	29,703	29,703	29,703	29,703	29,703	29,703	29,703	29,703	-	331,144	322,501	(8,643)
3202 PERS	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3301 OASDI	1,476	3,529	3,529	3,529	3,529	3,529	3,529	3,529	3,529	3,529	3,529	3,529	-	40,293	39,242	(1,052)
3311 Medicare	680	3,080	3,080	3,080	3,080	3,080	3,080	3,080	3,080	3,080	3,080	3,080	-	34,563	33,661	(902)
3401 Health and Welfare	30,596	30,596	30,596	30,596	30,596	30,596	30,596	30,596	30,596	30,596	30,596	30,596	-	367,153	357,570	(9,583)
3501 State Unemployment	980	980	980	980	980	980	4,900	3,920	1,960	980	980	980	-	19,600	19,600	-
3601 Workers' Compensation	657	2,974	2,974	2,974	2,974	2,974	2,974	2,974	2,974	2,974	2,974	2,974	-	33,371	32,500	(871)
3901 Other Benefits	235	1,062	1,062	1,062	1,062	1,062	1,062	1,062	1,062	1,062	1,062	1,062	-	11,918	11,607	(311)
	39,034	71,924	71,924	71,924	71,924	71,924	75,844	74,864	72,904	71,924	71,924	71,924	-	838,042	816,680	(21,362)
Books and Supplies																
4100 Textbooks and Core Curricula	-	29,198	29,198	29,198	29,198	-	-	-	-	-	-	-	-	116,793	113,744	(3,048)
4200 Books and Other Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4302 School Supplies	3,816	3,816	3,816	3,816	3,816	3,816	3,816	3,816	3,816	3,816	3,816	3,816	-	45,789	44,594	(1,195)
4305 Software	14,727	14,727	14,727	14,727	14,727	14,727	14,727	14,727	14,727	14,727	14,727	14,727	-	176,719	172,106	(4,612)
4310 Office Expense	5,407	5,407	5,407	5,407	5,407	5,407	5,407	5,407	5,407	5,407	5,407	5,407	-	64,885	63,191	(1,694)
4311 Business Meals	114	114	114	114	114	114	114	114	114	114	114	114	-	1,372	1,336	(36)
4312 School Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4400 Noncapitalized Equipment	-	11,394	11,394	11,394	11,394	11,394	-	-	-	-	-	-	-	56,972	55,485	(1,487)
4700 Food Services	-	22,899	22,899	22,899	22,899	22,899	22,899	22,899	22,899	22,899	22,899	22,899	-	251,891	245,317	(6,574)
	24,064	87,555	87,555	87,555	87,555	58,357	46,963	46,963	46,963	46,963	46,963	46,963	-	714,420	695,773	(18,647)
Subagreement Services																
5101 Nursing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5102 Special Education	-	62,756	62,756	62,756	62,756	62,756	62,756	62,756	62,756	62,756	62,756	62,756	-	690,311	672,293	(18,017)
5103 Substitute Teacher	-	10,263	10,263	10,263	10,263	10,263	10,263	10,263	10,263	10,263	10,263	10,263	-	112,889	109,943	(2,946)
5104 Transportation	-	5,429	5,429	5,429	5,429	5,429	5,429	5,429	5,429	5,429	5,429	5,429	-	59,715	58,157	(1,559)
5105 Security	-	6,090	6,090	6,090	6,090	6,090	6,090	6,090	6,090	6,090	6,090	6,090	-	66,995	65,246	(1,749)
5106 Other Educational Consultants	-	-	37,063	37,063	37,063	37,063	37,063	37,063	37,063	37,063	37,063	37,063	-	370,634	360,961	(9,674)
	-	84,537	121,601	121,601	121,601	121,601	121,601	121,601	121,601	121,601	121,601	121,601	-	1,300,544	1,266,599	(33,945)
Operations and Housekeeping																
5201 Auto and Travel	-	29	29	29	29	29	29	29	29	29	29	29	-	317	308	(8)
5300 Dues & Memberships	1,240	1,240	1,240	1,240	1,240	1,240	1,240	1,240	1,240	1,240	1,240	1,240	-	14,876	14,488	(388)
5400 Insurance	7,605	7,605	7,605	7,605	7,605	7,605	7,605	7,605	7,605	7,605	7,605	7,605	-	91,261	88,879	(2,382)
5501 Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5502 Janitorial Services	8,845	8,845	8,845	8,845	8,845	8,845	8,845	8,845	8,845	8,845	8,845	8,845	-	106,137	103,367	(2,770)
5516 Miscellaneous Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5531 ASB Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5900 Communications	3,297	3,297	3,297	3,297	3,297	3,297	3,297	3,297	3,297	3,297	3,297	3,297	-	39,564	38,531	(1,033)
5901 Postage and Shipping	-	-	475	475	475	475	475	475	475	475	475	475	-	4,748	4,624	(124)
	20,986	21,015	21,490	21,490	21,490	21,490	21,490	21,490	21,490	21,490	21,490	21,490	-	256,902	250,196	(6,705)
Facilities, Repairs and Other Leases																
5601 Rent	53,108	53,108	53,108	53,108	53,108	53,108	53,108	53,108	53,108	53,108	53,108	53,108	-	637,300	637,300	-
5602 Additional Rent	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5603 Equipment Leases	1,917	1,917	1,917	1,917	1,917	1,917	1,917	1,917	1,917	1,917	1,917	1,917	-	23,000	22,400	(600)
5604 Other Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5605 Real/Personal Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5610 Repairs and Maintenance	3,930	3,930	3,930	3,930	3,930	3,930	3,930	3,930	3,930	3,930	3,930	3,930	-	47,160	45,929	(1,231)
	58,955	58,955	58,955	58,955	58,955	58,955	58,955	58,955	58,955	58,955	58,955	58,955	-	707,460	705,629	(1,831)
Professional/Consulting Services																
5801 IT	264	264	264	264	264	264	264	264	264	264	264	264	-	3,165	3,083	(83)
5802 Audit & Taxes	-	-	-	25,180	25,180	25,180	-	-	-	-	-	-	-	75,541	73,569	(1,972)
5803 Legal	879	879	879	879	879	879	879	879	879	879	879	879	-	10,550	10,275	(275)
5804 Professional Development	-	-	1,097	1,097	1,097	1,097	1,097	1,097	1,097	1,097	1,097	1,097	-	10,972	10,686	(286)
5805 General Consulting	-	-	11,990	11,990	11,990	11,990	11,990	11,990	11,990	11,990	11,990	11,990	-	119,899	116,769	(3,129)
5806 Special Activities/Field Trips	-	-	-	-	-	-	-	11,465	11,465	11,465	-	-	-	34,394	33,497	(898)
5807 Bank Charges	-	-	137	137	137	137	137	137	137	137	137	137	-	1,372	1,336	(36)
5808 Printing	-	-	5,001	5,001	5,001	5,001	5,001	5,001	5,001	5,001	5,001	5,001	-	50,009	48,704	(1,305)
5809 Other taxes and fees	-	-	981	981	981	981	981	981	981	981	981	981	-	9,812	9,556	(256)
5810 Payroll Service Fee	1,011	1,011	1,011	1,011	1,011	1,011	1,011	1,011	1,011	1,011	1,011	1,011	-	12,133	11,816	(317)
5811 Management Fee	45,698	45,698	45,698	45,698	45,698	45,698	45,698	45,698	45,698	45,698	45,698	45,698	-	548,380	534,067	(14,313)
5812 District Oversight Fee	-	2,620	3,374	4,508	4,364	4,364	4,508	4,364	5,118	4,383	4,238	4,238	4,383	50,462	48,952	(1,510)
5813 County Fees	-	-	-	1,319	-	-	1,319	-	-	1,319	-	-	1,319	5,275	5,138	(138)
5814 SPED Encroachment	-	1,855	1,855	3,339	3,339	3,339	3,339	3,339	3,339	3,339	3,339	3,339	15,222	48,986	47,641	(1,345)
5815 Public Relations/Recruitment	-	-	770	770	770	770	770	770	770	770	770	770	-	7,702	7,501	(201)
	47,852	52,327	73,058	102,176	100,712	100,712	76,995	86,997	87,751	88,334	75,406	75,406	20,923	988,651	962,587	(26,064)
Depreciation																
6900 Depreciation Expense	5,565	5,565	5,565	5,565	5,565	5,565	5,565	5,565	5,565	5,565	5,565	5,565	-	66,784	65,041	(1,743)
	5,565	5,565	5,565	5,565	5,565	5,565	5,565	5,565	5,565	5,565	5,565	5,565	-	66,784	65,041	(1,743)
Interest																
7438 Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	243,359	594,310	652,579	681,696	680,233	651,035	619,843	628,865	627,659	627,262	614,334	614,334	20,923	7,256,431	7,083,920	(172,511)
Monthly Surplus (Deficit)	(230,354)	(298,698)	(232,727)	(165,807)	495,902	(97,003)	134,520	(117,475)	(4,474)	164,612	(12,720)	(115,515)	896,370	416,630	662,598	(245,968)

TEACH Prep Elementary School

Monthly Cash Flow/Forecast FY28-29

Revised 5/28/26

ADA = 288.90



	Jul-28	Aug-28	Sep-28	Oct-28	Nov-28	Dec-28	Jan-29	Feb-29	Mar-29	Apr-29	May-29	Jun-29	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(230,354)	(298,698)	(232,727)	(165,807)	495,902	(97,003)	134,520	(117,475)	(4,474)	164,612	(12,720)	(115,515)	896,370	416,630		
Cash flows from operating activities																
Depreciation/Amortization	5,565	5,565	5,565	5,565	5,565	5,565	5,565	5,565	5,565	5,565	5,565	5,565	-	66,784		
Public Funding Receivables	449,052	103,004	40,076	-	-	-	330,999	-	-	-	-	-	(917,293)	5,838		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable	(20,420)	-	-	-	-	-	-	-	-	-	-	-	20,923	503		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Change in Cash	203,843	(190,129)	(187,085)	(160,241)	501,467	(91,437)	471,084	(111,910)	1,091	170,177	(7,155)	(109,950)				
Cash, Beginning of Month	6,520,560	6,724,403	6,534,274	6,347,189	6,186,948	6,688,415	6,596,978	7,068,062	6,956,152	6,957,243	7,127,420	7,120,265				
Cash, End of Month	6,724,403	6,534,274	6,347,189	6,186,948	6,688,415	6,596,978	7,068,062	6,956,152	6,957,243	7,127,420	7,120,265	7,010,315				

TEACH Public Schools
Monthly Cash Flow/Forecast FY26-27

Revised 2/26/26

Actuals Through:

ADA = 0.01



Revenues

State Aid - Revenue Limit

Other Local Revenue

8660 Interest Revenue
8689 Other Fees and Contracts

Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
														ADA = 0.01	
3,831	3,831	3,831	3,831	3,831	3,831	3,831	3,831	3,831	3,831	3,831	3,831	-	45,972	45,972	-
184,239	184,239	184,239	184,239	184,239	184,239	184,239	184,239	184,239	184,239	184,239	184,239	-	2,210,873	2,210,873	-
188,070	188,070	188,070	188,070	188,070	188,070	188,070	188,070	188,070	188,070	188,070	188,070	-	2,256,845	2,256,845	-

Total Revenue

188,070	188,070	188,070	188,070	188,070	188,070	188,070	188,070	188,070	188,070	188,070	188,070	0	2,256,846	2,256,846	-

Expenses

Certificated Salaries

1100 Teachers' Salaries
1170 Teachers' Substitute Hours
1175 Teachers' Extra Duty/Stipends
1200 Pupil Support Salaries
1300 Administrators' Salaries
1900 Other Certificated Salaries

-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2,095	2,095	2,095	2,095	2,095	2,095	2,095	2,095	2,095	2,095	2,095	2,095	-	25,137	25,137	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
41,895	41,895	41,895	41,895	41,895	41,895	41,895	41,895	41,895	41,895	41,895	41,895	-	502,738	502,738	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
43,990	43,990	43,990	43,990	43,990	43,990	43,990	43,990	43,990	43,990	43,990	43,990	-	527,875	527,875	-

Classified Salaries

2100 Instructional Salaries
2200 Support Salaries
2300 Classified Administrators' Salaries
2400 Clerical and Office Staff Salaries
2900 Other Classified Salaries

-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2,991	2,991	2,991	2,991	2,991	2,991	2,991	2,991	2,991	2,991	2,991	2,991	-	35,889	35,889	-
32,470	32,470	32,470	32,470	32,470	32,470	32,470	32,470	32,470	32,470	32,470	32,470	-	389,635	389,635	-
10,105	10,105	10,105	10,105	10,105	10,105	10,105	10,105	10,105	10,105	10,105	10,105	-	121,257	121,257	-
17,240	17,240	17,240	17,240	17,240	17,240	17,240	17,240	17,240	17,240	17,240	17,240	-	206,886	206,886	-
62,806	62,806	62,806	62,806	62,806	62,806	62,806	62,806	62,806	62,806	62,806	62,806	-	753,666	753,666	-

TEACH Public Schools
Monthly Cash Flow/Forecast FY26-27

Revised 2/26/26

Actuals Through:

ADA = 0.01



	Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	39,693	34,782	30,982	29,649	29,649	29,649	31,532	31,875	32,560	32,903	32,903	32,903	0	389,081		
Cash flows from operating activities																
Depreciation/Amortization	3,450	3,450	3,450	3,450	3,450	3,450	3,450	3,450	3,450	3,450	3,450	3,450	-	41,400		
Public Funding Receivables	-	-	-	-	-	-	297,370	-	-	-	-	-	(0)	297,370		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Change in Cash	43,143	38,232	34,432	33,099	33,099	33,099	332,353	35,325	36,010	36,353	36,353	36,353				
Cash, Beginning of Month	2,241,410	2,284,553	2,322,786	2,357,218	2,390,317	2,423,416	2,456,516	2,788,868	2,824,193	2,860,203	2,896,556	2,932,908				
Cash, End of Month	2,284,553	2,322,786	2,357,218	2,390,317	2,423,416	2,456,516	2,788,868	2,824,193	2,860,203	2,896,556	2,932,908	2,969,261				

Coversheet

Consider and Approve the 2026 Local Control and Accountability Plans (LCAP) for TEACH Prep Elementary, TEACH Academy of Technologies and TEACH Tech Charter High School

Section:	III. Items for Potential Action
Item:	B. Consider and Approve the 2026 Local Control and Accountability Plans (LCAP) for TEACH Prep Elementary, TEACH Academy of Technologies and TEACH Tech Charter High School
Purpose:	Vote
Submitted by:	
Related Material:	2026HIGHLCAP.pdf 2026MiddleLCAP.pdf 2026elemLCAP.pdf



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: TEACH Tech Charter High School

CDS Code: 19647330129627

School Year: 2026-27

LEA contact information:

Mr. James Cordero

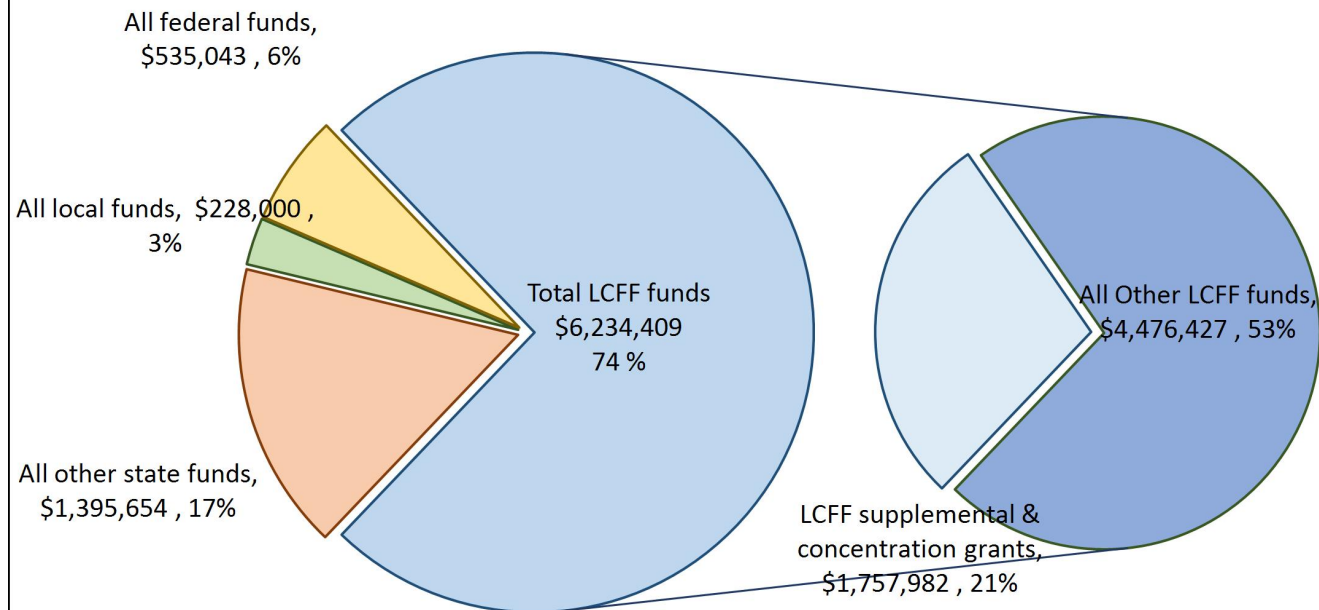
Principal

323-326-6065

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

Budget Overview for the 2026-27 School Year

Projected Revenue by Fund Source

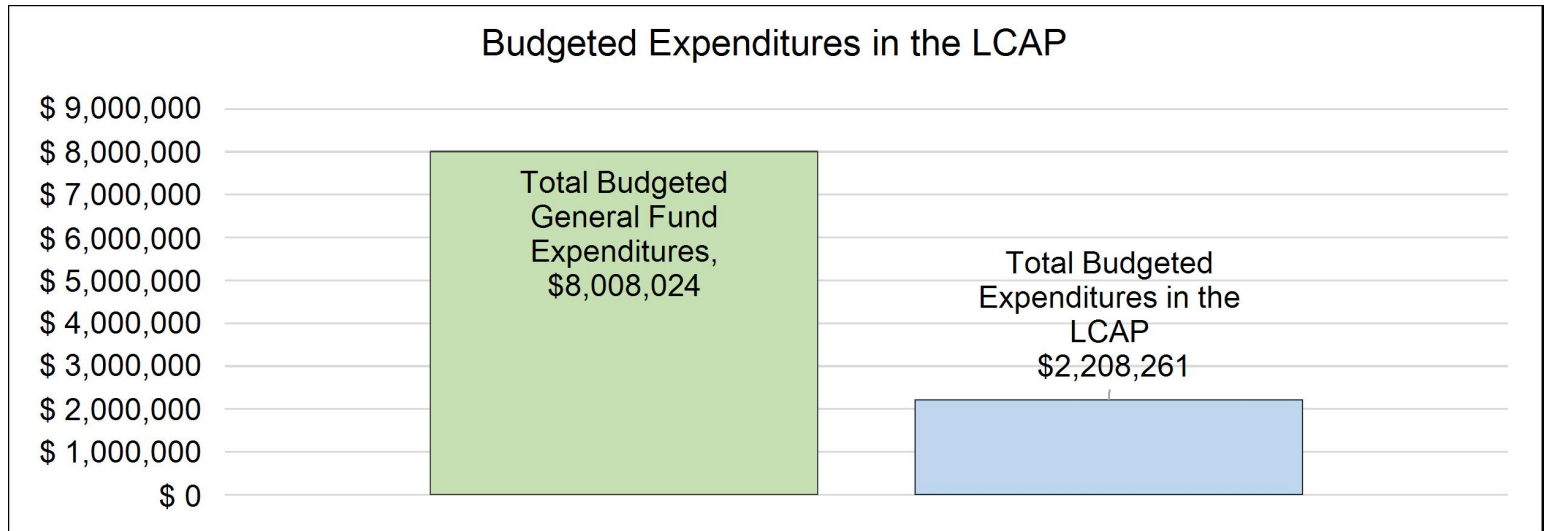


This chart shows the total general purpose revenue TEACH Tech Charter High School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for TEACH Tech Charter High School is \$8,393,106, of which \$6,234,409 is Local Control Funding Formula (LCFF), \$1,395,654 is other state funds, \$228,000 is local funds, and \$535,043 is federal funds. Of the \$6,234,409 in LCFF Funds, \$1,757,982 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much TEACH Tech Charter High School plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: TEACH Tech Charter High School plans to spend \$8,008,024 for the 2026-27 school year. Of that amount, \$2,208,261 is tied to actions/services in the LCAP and \$5,799,763 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Funds not included in the LCAP include 90% of teacher salaries, Administrator Salaries, some Instructional Aide salaries, facility related salaries and supply costs, utilities, after school program salaries consulting, and supply costs. Legal fees, contracted services, educational consulting. Special Education salaries, consulting and supply costs. Transportation costs, office supplies, food service salaries, vendor, and supply costs.

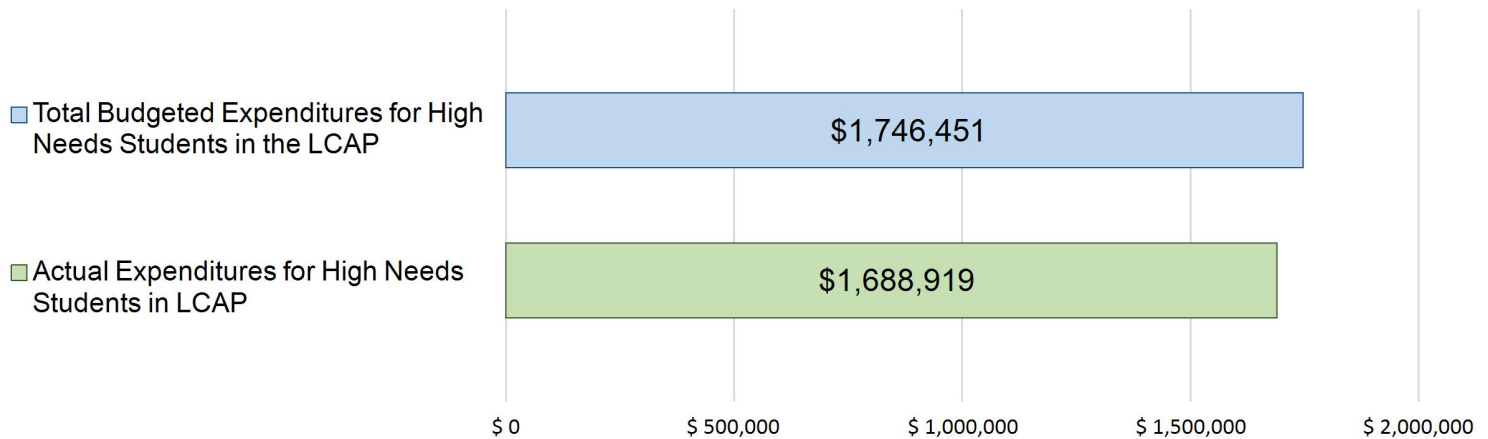
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, TEACH Tech Charter High School is projecting it will receive \$1,757,982 based on the enrollment of foster youth, English learner, and low-income students. TEACH Tech Charter High School must describe how it intends to increase or improve services for high needs students in the LCAP. TEACH Tech Charter High School plans to spend \$1,757,982 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26

Prior Year Expenditures: Increased or Improved Services for High Needs Students



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

The text description of the above chart is as follows: In 2025-26, TEACH Tech Charter High School's LCAP budgeted \$1,746,451 for planned actions to increase or improve services for high needs students. TEACH Tech Charter High School actually spent \$1,688,919 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of \$57,532 had the following impact on TEACH Tech Charter High School's ability to increase or improve services for high needs students:

There was no negative impact as the drop in expenses was due primarily to a decrease in actual ADA from budgeted ADA. The per pupil ADA projected expenditure is higher than budgeted.



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
TEACH Tech Charter High School	Mr. James Cordero Principal	JCordero@teachps.org 323-326-6065

Plan Summary [2026-27]

General Information

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

TEACH Tech Charter High School (TEACH Tech) is an independent public charter school located in South Los Angeles, California, at 10616 S. Western Ave. The school is nestled in a neighborhood surrounded by residential homes, small businesses, and is close to Los Angeles Southwest College. TEACH Tech serves approximately 406 students in grades 9-12. The student demographics include: 13.30% Students with Special Needs, 23.65% English Language Learners, 1% Foster Youth, and 94.63% Socioeconomically Disadvantaged.

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

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

Reflections: Annual Performance

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

Reflection Summary Narrative: 2024 to 2025 School Results

TEACH Tech Charter High School 2024 and 2025 Academic Performance Report, the school's results present a clear and important reflection point: TEACH Tech is demonstrating strong outcomes in English Language Arts while facing a significant and urgent challenge in Mathematics.

TEACH Tech's 2024 to 2025 ELA performance reflects a meaningful school-wide strength. Overall, students performed slightly above the California state average, with an All Students gap of +4.8 points. More importantly, the school's historically underserved student groups outperformed their state peers by wide margins. Hispanic students exceeded the state comparison by +37.9 points, African American students by +31.8 points, Socioeconomically Disadvantaged students by +27.6 points, English Learners by +27.1 points, and Students with Disabilities by +34.6 points. These results suggest that TEACH Tech's ELA instructional program is not only effective overall, but also produces comparatively strong equity outcomes for student groups that are often underserved across the state.

At the same time, the Mathematics results show a very different picture. Math represents the school's most pressing academic concern. TEACH Tech underperformed compared to the state across every reportable student group, with the All Students group trailing the state by -100.3 points. The gaps were especially concerning for African American students, who trailed the state by -89.1 points, Students with Disabilities by -75.2 points, and Socioeconomically Disadvantaged students by -73.5 points. English Learners and Hispanic students also performed below state comparison levels, with gaps of -54.6 and -50.4 respectively. These results indicate that math performance is not isolated to one subgroup or course level, but reflects a broader school-wide instructional and systems challenge.

The contrast between ELA and Math is especially important. In ELA, TEACH Tech appears to be outperforming the state and narrowing equity gaps. In Math, however, the school is experiencing deep and consistent performance gaps across nearly all student populations. The school will continue to strengthen instructional planning, assessment practices, intervention structures, teacher collaboration, student engagement strategies, and supplemental support into mathematics.

Overall, the results call for a balanced reflection. TEACH Tech celebrates its ELA outcomes, particularly the strong performance of historically underserved students compared with state peers. At the same time, the school must treat math performance as an urgent priority requiring immediate and coordinated action. A focused math improvement plan has included root cause analysis, strengthened math intervention, targeted support for all students and will strengthen regular data cycles, math-specific professional learning communities, and curriculum mapping with external instructional support.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/a

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents, students, teachers and other personnel and community partners	Participation in a comprehensive data analysis, identifying priority areas for school improvement and identifying key strategies to increase student achievement. Additional individuals reviewed a discussion draft of the LCAP and provided feedback and comments.
Community groups, educational partners and the public at large	A public hearing was held prior to the adoption of the LCAP that was opened to the public.
Parents, Parent groups (ELAC and SSC)	At regular meetings, (ELAC, SSC, Coffee with the Principal) parent groups reviewed dashboard data and provided input on what should be prioritized.

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

TEACH understands that family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.). TEACH involved parents, students, educators, and other educational partners in a significant and purposeful way at various stages of the development of the LCAP. Specifically, TEACH included those representing each of the applicable student subgroups identified by the LCFF.

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

These results were shared with a larger pool of parents during School Site Council, and Coffee with the Principal meetings. School Leadership incorporated input and feedback and shared a revised version with staff and other stakeholders. Updates were given at monthly governing board meetings and finally the school held a Public Hearing for final input and feedback. Feedback and authentic participation at each stage of developing the LCAP influenced the final product. Specifically, parent groups stressed the importance of improving the performance of Emerging Bilinguals.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

Attendance to school is critical to student achievement. In SY 23-24 TEACH Tech reduced the rate of chronic absenteeism by 10%. This was accomplished by improving school engagement on several fronts: improving the culture and climate of the school by integrating community peace circles that resulted in increased feelings of psychological safety and overall well-being and engagement; improved instructional strategies that impacted student learning and ability to access the curriculum. In addition, TEACH Tech improved outreach to families when students were absent. TEACH Tech plans to continue these efforts and implement a common policy for tardiness and absences among all three divisions with uniform interventions. In addition, all three divisions will conduct parent education sessions to emphasize the importance of school attendance.

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

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

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

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

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

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

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

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

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Chronic Absenteeism Rates	45% chronic absenteeism rate 22-23SY	24-25 SY	25-26SY- Pending	20% or lower 26-27	

Goal Analysis [2025-26]

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

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

Chronic Absenteeism at the high school dropped from 50% in 24-25 to 30% in 25-26. (anticipated year end result).

In 2025-26, the high school's approach to reducing chronic absenteeism relied on a coordinated combination of staff roles and outreach strategies. The Community Liaison engaged directly with families, built trust, and connected families to resources that addressed barriers to attendance, including transportation and health-related challenges. The CMO provided data analysis support, shared best practices across schools, and monitored progress to ensure the school stayed on track toward its reduction targets.

Office staff monitored daily attendance, contacted families promptly when students were absent, and tracked trends to identify students needing intervention. Counselors worked with students at risk of chronic

absenteeism to address social-emotional and academic barriers, and collaborated with office staff and the community liaison to coordinate outreach for the highest-need cases.

This coordinated approach produced significant results: chronic absenteeism dropped from 50% in 2024-25 to an anticipated 30% in 2025-26. Improved communication between families and the school led to better understanding of attendance barriers, and early identification allowed staff to intervene before absenteeism became chronic for many students. School climate improved as families saw the school's consistent commitment to student success.

Challenges remained. Some families were difficult to engage, particularly those facing housing instability or health crises. Ensuring consistent communication across roles required ongoing coordination, and external factors sometimes limited the school's ability to resolve attendance barriers. These findings directly informed the decision to formalize the Chronic Absenteeism Committee structure for 2026-27.

Action 1.1: Community Liaison Position

The Community Liaison (shared across the three TEACH divisions) provides direct outreach to families, implements attendance interventions, and conducts home visits. The liaison builds relationships with families who are hardest to engage and connects them to community resources that address underlying barriers to attendance.

Action 1.2: Chronic Absenteeism Committee (CMO-Supported)

The CMO will support the school's new Chronic Absenteeism Committee, which meets weekly to review attendance data, assign and track intervention responsibilities, and hold the school accountable for timely action on absenteeism cases. The CMO will provide a network-wide framework, facilitate inter-school data sharing and best-practice exchange, and supply coaching to committee members. A common K-12 policy and uniform set of interventions will be implemented across all three TEACH schools.

Action 1.3: Office Staff

Office staff will support family involvement and the implementation of attendance interventions when students are absent or chronically absent. In 2026-27, office staff will participate in the weekly Chronic Absenteeism Committee and will maintain up-to-date attendance tracking to support timely data review.

Action 1.4: Counselor Support

Counselors will provide interventions and family outreach for students who are absent or chronically absent. Counselors will also address social-emotional and academic barriers that contribute to absenteeism, and will participate in the weekly Chronic Absenteeism Committee to coordinate case management for high-priority

The high school's approach to reducing chronic absenteeism relied on a combination of staff roles and coordinated strategies:

Community Liaison Position: A dedicated staff member engaged with families, built trust, and addressed barriers to attendance by connecting families to resources and support.

CMO Support: Central office staff provided data analysis, shared best practices, and monitored progress to ensure the school was on track.

Office Staff Support: The front office team monitored daily attendance, contacted families, and tracked data to identify trends and target interventions.

Counselor Support: Counselors worked directly with students at risk of chronic absenteeism to address social-emotional and academic barriers.

All these actions contributed to a comprehensive approach that combined outreach, data monitoring, and direct student support. **Planned vs. Actual Implementation:**

The school implemented all planned strategies without any major deviations. The community liaison, counselors, office staff, and CMO personnel collaborated as intended.

Challenges Experienced:

Some families were difficult to engage, especially those facing housing instability or health issues.

Ensuring consistent communication between roles (community liaison, counselors, office staff) required ongoing coordination.

External factors, like transportation issues or family crises, sometimes limited the school's impact.

Successes Experienced:

Improved communication between families and the school led to better understanding of attendance barriers.

Early identification and outreach allowed staff to intervene before absenteeism became a larger issue.

School climate improved as staff demonstrated commitment to student success and family engagement.

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

There were no significant material differences between budgeted and actual expenditures because the main costs—salaries for the community liaison and other staff—were in line with projections.

Minor Variances:

Any minor differences may have come from:

Variations in overtime or extra hours for staff doing outreach.

Small shifts in how resources were allocated to support the community liaison's work (e.g., outreach materials or transportation for home visits).

Improved Services:

The percentage of improved services offered to students matched what was planned, with no substantive difference in the actual versus planned impact.

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

Effectiveness:

The coordinated support system (community liaison, counselors, office staff) was effective in addressing barriers to attendance and supporting students.

Data indicates the school is on track to meet its chronic absenteeism reduction goal.

Strong relationships with families helped build trust and accountability, making families more likely to prioritize attendance.

Ineffectiveness:

Some external barriers, like unstable housing or mental health challenges, were beyond the school's immediate control, limiting the impact of these strategies for certain students.

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

Reflections and Adjustments:

The school found that the community liaison and coordinated staff approach worked well, so no major changes to the goal or actions are planned for the coming year.

Staff will explore additional partnerships with community agencies to better support families facing housing or mental health challenges—an area identified as a limitation this past year.

Metrics and Target Outcomes:

The metrics and target outcomes will remain the same since they continue to be effective and relevant.

The school may consider adding data on the specific reasons for absenteeism to better tailor interventions and refine family outreach strategies.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Community Liaison Position	The Community Liaison position (shared among the three divisions) supports attendance by providing direct outreach to families, implementing interventions and conducting home visits.	\$93,396.00	Yes
1.2	CMO support to develop and implement an intervention policy to improve attendance	The CMO will support a system-wide policy and set of interventions to support increased attendance.	\$456,536.00	Yes
1.3	Office Staff	The office staff will support family involvement and the implementation of interventions when students are absent or chronically absent.	\$234,376.00	Yes
1.4	Counselor Support	The Counselors will also support improved attendance by providing interventions and family outreach when students are absent or chronically absent.	\$151,165.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Improve Academic Achievement in Math. In SY 22-23, 87% of students tested below grade level in math, trailing both state and district numbers. TEACH Tech In the area of math achievement, in 2021-2022, the proficiency rate was 16% and this decreased slightly in 2022-2023 to 13%. The goal is to increase proficiency rates to 20% in SY 24-25, 25% in SY 25-26 and 30% in SY 26-27. The goal metrics have been revised to reflect the state reporting of Distance From Standard (DFS)	Focus Goal

State Priorities addressed by this goal.

- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

In 2025-2026 the school's performance declined slightly in math, with a DFS drop of 12.8 DFS points. High turnover in math teachers and new math teachers who lacked experience. Currently the school is retaining those teachers for the upcoming 26-27 SY and will be continuing their intensive professional development over the summer with designated time to study instructional strategies specific to the curriculum. The High school added a math specific instructional coach in 25-26 and this position has focused on supporting math teachers to design and deliver effective lessons and understand data and performance trends.

In SY23-24 TEACH tech adopted CPM math curriculum and delivered teacher training on effective use of the curriculum. Interim assessments throughout the year indicate positive growth in math and the use of this curriculum will be continued.

Strategy: TEACH Tech will continue to use the CPM math curriculum and will provide teacher professional development on how to improve instructional strategies in math that are aligned to the curriculum.

Using the same instructional materials for several years can benefit teachers and reduce gaps in student knowledge in several ways:

Curriculum Familiarity: Teachers become more familiar with the instructional materials over time, which allows them to plan and deliver lessons more effectively. This familiarity enables teachers to anticipate common student difficulties and develop strategies to address them.

Consistency and Continuity: Consistent use of instructional materials ensures that all students receive the same foundational knowledge year after year. This helps to build a solid base of understanding and reduces the likelihood of gaps in knowledge as students progress through grades.

Improved Lesson Planning: Teachers can refine and improve their lesson plans each year, based on what worked well and what didn't. This continuous improvement process leads to more effective instruction and better learning outcomes.

Professional Development: Teachers can focus their professional development efforts on mastering the specific instructional materials they will use year after year. This targeted approach can enhance their teaching effectiveness and confidence in delivering the curriculum.

Collaborative Teaching: When all teachers use the same materials, they can collaborate more easily, sharing best practices and resources. This collaboration can lead to more consistent and high-quality instruction across different classrooms and grade levels.

Student Confidence: Students benefit from a predictable and coherent learning experience. Familiarity with the structure and format of instructional materials can make learning less intimidating and more accessible, helping to build student confidence.

Resource Optimization: Reusing instructional materials can be cost-effective, freeing up resources that can be used for other educational needs, such as additional support for struggling students or enrichment programs.

Data-Driven Instruction: Consistent use of the same materials allows for better tracking of student performance over time. Teachers can use this data to identify patterns, address areas of weakness, and tailor instruction to meet the needs of all students.

Alignment with Standards: When instructional materials are carefully chosen to align with educational standards, consistent use ensures that students are meeting the required benchmarks at each grade level, reducing the likelihood of knowledge gaps.

Strategy: Finding qualified math teachers has been challenging. To improve teacher retention, TEACH Tech will continue to offer bonuses for hard to fill positions such as math. Offering teacher bonuses for hard-to-fill positions can support student academic achievement in several ways:

Attracting Qualified Teachers: Higher bonuses can attract more qualified and experienced teachers to positions that are typically hard to fill, such as in STEM subjects, special education, or schools in underprivileged areas. Qualified teachers are more likely to deliver effective instruction, leading to better student outcomes.

Retaining Talent: Bonuses can help retain skilled teachers in challenging positions. Consistency in teaching staff can lead to a more stable learning environment, fostering better relationships between teachers and students, and improving academic achievement.

Encouraging Professional Development: Financial incentives can motivate teachers to pursue further training and certifications in their subject areas, improving their teaching skills and the quality of education they provide to students.

Addressing Teacher Shortages: By filling vacancies in critical areas, schools can ensure that all students have access to the full curriculum. This prevents disruptions in learning and ensures that students receive instruction from teachers who are experts in their subjects.

Enhancing Teacher Morale: Financial recognition for taking on difficult positions can boost teacher morale. Motivated and satisfied teachers are generally more effective in the classroom, positively impacting student engagement and achievement.

Reducing Class Sizes: Filling hard-to-staff positions can help reduce class sizes, allowing for more individualized attention and support for each student, which can improve academic performance.

Promoting Equity: Offering bonuses for positions in under-resourced schools can help ensure that students in these areas receive a quality education comparable to their peers in more advantaged schools, thereby promoting educational equity and improving overall student achievement.

Strategy: Improve access to capstone level math courses by grouping high school students by ability in math, to offer the following benefits:

Tailored Instruction: Teachers can adjust their teaching pace and style to match the abilities of the students in each group. Advanced students can be challenged with more complex problems, while those who need more help can receive additional support.

Enhanced Learning Environment: Students are less likely to feel left behind or bored. Those who struggle with math can build confidence in a supportive environment, and advanced students can avoid the frustration of a slower-paced class.

Efficient Use of Resources: Teachers can focus their resources more effectively. Remedial groups can spend more time on foundational skills, while advanced groups can explore topics in greater depth.

Improved Student Engagement: Students may be more engaged and motivated when the material is appropriate for their skill level. This can lead to better attendance, participation, and overall enthusiasm for the subject.

Higher Achievement: Research has shown that ability grouping can lead to higher academic achievement for students at all levels, as it allows for more targeted and effective instruction.

Positive Peer Interaction: Students can benefit from working with peers at a similar ability level, fostering collaboration and mutual support.

Preparation for Future Challenges: Advanced students can be better prepared for college-level math and STEM careers, while those needing more help can build a stronger foundation for future coursework.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CAASPP Math scores	SY 22-23 -16.1%	SY 24-25 -3.3 DFS	SY 25-26 Pending	SY 26-27 35%	

Goal Analysis [2025-26]

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

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

Mathematics achievement remains one of TEACH Tech's most pressing academic challenges. The school's 13% proficiency rate at baseline was well below both district and state levels, and while interim assessment data and teacher observations suggest positive growth trends, the gap to close is significant. In 2025-26, the school's DFS (Distance from Standard) declined by 12.8 points, underscoring that improvement in this area requires sustained, strategic effort.

In 2025-26, the school added a dedicated Math Instructional Coach — a position focused entirely on supporting math teachers in designing and delivering effective lessons, analyzing student performance data, and building instructional consistency across the math department. This investment in coaching capacity is among the most significant changes the school has made to its math improvement strategy, and the coach

will continue in 2026-27 with an expanded focus on data-driven instructional cycles.

In 2026-27, TEACH Tech will also add a new Assistant Principal focused on instructional leadership. This position is new for the 26-27 school year and will work in close partnership with the Math Coach to strengthen the quality of instruction across all content areas, with particular attention to math and ELA. The AP will conduct regular classroom observations, provide feedback to teachers, support PLC facilitation, and work with the principal to build a schoolwide culture of high academic expectations.

The school will continue to use the CPM (College Preparatory Mathematics) curriculum, adopted in SY 2023-24. As teachers gain familiarity with CPM's collaborative, problem-based approach, instruction quality improves. Math teachers are being retained through competitive salaries and bonuses, providing the stability needed for sustained professional growth. Students will continue to be grouped based on diagnostic assessments to allow for targeted instruction, with flexible structures to support students who progress or need additional support mid-year.

Professional development over the summer will give teachers dedicated time to study CPM instructional strategies and collaborate on lesson planning before the school year begins. This preparation, combined with ongoing coaching from both the Math Coach and the new AP, represents the most coordinated approach to math improvement the school has implemented.

Goal 2 Analysis (Reflecting on 2025-26)

In 2025-26, the high school focused on three core strategies to improve math achievement: implementing the CPM curriculum with fidelity, retaining high-quality math teachers through competitive compensation, and grouping students by ability level to allow for more targeted instruction.

The CPM curriculum was implemented consistently across math classes. Teachers used CPM's collaborative, problem-based learning approach, which emphasizes conceptual understanding. Students showed growth in math reasoning and problem-solving skills. Interim assessments throughout the year indicated positive growth trends, though CAASPP proficiency data remained below the school's targets. Staff retention improved through competitive salary structures and bonuses for hard-to-fill positions. Math teachers who remained at the school reported feeling supported and motivated, contributing to greater instructional consistency. However, earlier turnover among math teachers had left some instructional gaps, and the school recognized that stability needs to be built over multiple years before its full benefit is realized. The Math Instructional Coach, added in 2025-26, worked with teachers to design lessons aligned to CPM standards and to analyze classroom performance data. Teachers who received regular coaching reported increased confidence in delivering the CPM curriculum and in using data to adjust instruction. This investment will continue and deepen in 2026-27.

Ability grouping allowed teachers to tailor instruction more precisely to students' skill levels. Students in remedial groups received focused foundational support, while advanced students accessed higher-level content. Some students who moved between groups mid-year required additional transition support, and the

school identified this as an area for procedural refinement.

Action 2.1: CPM Math Curriculum and Professional Development

TEACH Tech will continue to implement the CPM math curriculum and provide professional development to increase teacher capacity. Summer PD will give teachers dedicated collaborative time to study CPM instructional strategies, plan lessons, and build on what they learned in 2025-26. Ongoing in-year PD will support continued growth.

Action 2.2: Retain Qualified Math Teachers Through Competitive Compensation

TEACH Tech will continue to offer competitive salaries and retention bonuses for math teachers, who represent a hard-to-fill position in the Los Angeles market. Retaining experienced math teachers provides instructional continuity and reduces the year-over-year disruption that impedes student progress.

Action 2.3: Ability Grouping Based on Diagnostic Assessment

Students will continue to be placed in math groups based on diagnostic assessment results. Grouping structures will be flexible to allow movement as students progress, with clear protocols for supporting students who transition between groups. The Math Coach and AP will support teachers in managing flexible grouping effectively.

Action 2.4: Math Instructional Coach (Continuing from 25-26)

The dedicated Math Instructional Coach position — added in 2025-26 — will continue in 2026-27. The coach will provide regular classroom coaching cycles, lead math-focused PLC sessions, support teachers in analyzing student performance data, and collaborate with the new AP on instructional improvement priorities. In 2026-27, the coach will also take a lead role in ensuring that CPM implementation is consistent and high-quality across all math classrooms.

Action 2.5: Assistant Principal — Instructional Leadership (New for 26-27)

TEACH Tech will add a new Assistant Principal position in 2026-27 with a primary focus on instructional leadership. The AP will conduct regular classroom observations, provide structured feedback to teachers, co-facilitate PLCs, and serve as an instructional resource for teachers across all content areas. The AP will work in close partnership with the Math Instructional Coach to strengthen the quality of math and ELA instruction and will support the school's overall culture of continuous instructional improvement.

The high school focused on three key actions to support the goal of improving math scores:

Curriculum Implementation: The CPM (College Preparatory Mathematics) curriculum was used in math classes. Teachers consistently used CPM's collaborative, problem-based learning approach, which emphasizes conceptual understanding and student-centered learning.

Staff Retention: The school prioritized retaining high-quality math teachers by offering competitive salaries and performance-based bonuses. This helped ensure stability and continuity in math instruction.

Ability Grouping: Students were grouped based on their math proficiency levels, enabling teachers to tailor instruction more precisely and meet students' varied learning needs.

These strategies were implemented consistently throughout the year, with teachers receiving ongoing support and feedback. **Planned vs. Actual Implementation:**

The planned actions were carried out as intended. CPM curriculum was fully adopted in math classes, quality math teachers were retained, and ability grouping was implemented without major deviations.

Challenges Experienced:

Teachers needed support to fully implement the CPM approach, as it differs from more traditional math instruction. Some professional development and collaborative planning time were necessary to address this.

Ability grouping required careful scheduling and flexible grouping structures, which sometimes stretched staffing and resource capacity.

Successes Experienced:

Teachers reported feeling supported and motivated by the competitive compensation and bonus structures, contributing to higher job satisfaction and reduced turnover.

CPM's collaborative approach helped students develop deeper conceptual understanding and math reasoning skills.

Ability grouping allowed for more targeted instruction, helping students close learning gaps and build confidence.

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

There were no significant material differences between budgeted and actual expenditures. Budgeted expenditures included teacher salaries, retention bonuses, and CPM curriculum materials, all of which were implemented as planned.

Minor Variances: If there were any minor differences, they may have related to adjustments in teacher retention bonuses or incidental costs (like additional training materials or teacher planning time) but these did not significantly impact the overall budget or percentage of improved services provided to students.

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

Effectiveness or Ineffectiveness of Actions in Making Progress Toward the Goal

Effectiveness:

Data indicates that the high school is on track to meet its math improvement goal, demonstrating that the combined strategies of CPM curriculum, teacher retention, and ability grouping are effective.

Teacher stability contributed to more consistent and high-quality instruction.

Students in different ability groups were able to access math instruction that met their specific needs, contributing to improved math performance across the board.

Ineffectiveness:

A small number of students who moved between ability groups mid-year required additional support to adjust to new group expectations, though overall progress was positive.

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

Reflections and Adjustments:

Given the success of the CPM curriculum and the importance of teacher stability, the high school plans to maintain these strategies.

No changes are planned for the core goal, metrics, or target outcomes.

Possible Refinements:

Based on teacher feedback, there may be an increased focus on differentiated professional development around CPM instructional strategies to further strengthen math instruction.

School leaders may also consider refining the ability grouping process to ensure smoother transitions for students who move between groups during the year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	CPM math curriculum	TEACH Tech will continue to implement the CPM math curriculum and provide professional development to teachers to increase capacity and instructional strategies specific to the curriculum.	\$75,000.00	Yes
2.2	Retain qualified math teachers through competitive salaries/bonuses	TEACH Tech will offer competitive salaries and or bonus structures for teacher retention in hard to fill positions such as math.	\$456,402.00	Yes
2.3	Ability grouping	Students will be placed according to diagnostic assessments.	\$402,419.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Increase English Language Proficiency of Emerging Bilinguals. Goal metrics have been revised or modified to reflect state reporting of Distance From Standard (DFS)	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

TEACH Tech's Emerging Bilingual (EB) students represent approximately 23.65% of enrollment. Despite the school's overall progress in ELA, EB students scored significantly below their non-EB peers at baseline (18.75% proficient vs. 56% schoolwide). This gap reflects the compounding challenges of simultaneously developing English language proficiency and accessing grade-level academic content — challenges that require targeted, specialized support.

In 2025-26, the school established a Bilingual Coordinator position dedicated to supporting EB students and coaching teachers on effective instructional strategies for language acquisition. This position proved effective and will continue in 2026-27. The Bilingual Coordinator will deepen teacher capacity around scaffolding, cultural competency, and differentiated language supports, with increased focus on students at lower proficiency levels who need more intensive intervention.

Professional development for all teachers will continue, with a deeper focus on differentiated strategies for specific language proficiency levels. The school will also explore co-teaching and peer collaboration opportunities where the Bilingual Coordinator can model effective ELD instructional practices alongside classroom teachers. Parent feedback — particularly from the ELAC — has emphasized the importance of this goal, and the school will continue engaging EB families as informed partners in their children's language development journey of bilingual students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	ELA Proficiency rates of students identified as Emerging Bilinguals as measured by the SBAC (CAAASP)	18.75% of students identified as Emerging Bilinguals scored proficient in ELA on the SBAC. 22-23SY	24-25SY 16%	25-26SY Pending	35% of students identified as Emerging Bilinguals score proficient in ELA on the SBAC	

Goal Analysis [2025-26]

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

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

In 2025-26, the school implemented two main strategies to improve ELA performance for Emerging Bilingual students: hiring a Bilingual Coordinator dedicated to EB student support, and providing professional development for all teachers on language acquisition strategies.

The Bilingual Coordinator was hired and took on the role as planned, working closely with teachers to ensure instructional strategies and resources were aligned to support language acquisition and literacy development. The coordinator also provided direct support to individual EB students and helped build teacher capacity for scaffolding and differentiated instruction. Teachers whose students received consistent coordinator support showed growth in their use of language development techniques.

Professional development sessions were implemented as planned, focusing on strategies for integrating language development with ELA instruction. Teachers had varying levels of prior experience with language acquisition strategies, requiring differentiated PD and ongoing coaching. Overall, PD was well-received and led to more consistent use of scaffolding and language supports across classrooms.

Evidence indicated the school was on track to approach its Year 2 target, with improved EB student engagement and confidence observed in classrooms where teachers adjusted their instructional practices. However, students new to the country or with very limited English proficiency continued to need more intensive support than the current model fully provided. This subgroup will be a priority focus area for the coordinator.

Based on 2025-26 implementation, the following practices showed positive impact on Emerging Bilingual student outcomes:

The Bilingual Coordinator model demonstrated that a dedicated specialist embedded within the school —

rather than a part-time or pull-out service — can more effectively build teacher capacity and directly support students. Classrooms where the coordinator provided regular coaching showed more consistent use of language development strategies.

Professional development on scaffolding techniques and cultural competency helped teachers feel more confident in supporting EB students. Structured vocabulary routines, sentence frames, and collaborative dialogue protocols were especially effective in increasing EB student participation and oral language development.

Parent engagement through ELAC and translated communications helped families understand the school's EB support strategies and the reclassification process. When families are informed partners, students are more likely to engage in language-building activities both at school and at home.

From 2024-2025:

The high school implemented two main strategies to improve ELA performance for Emerging Bilingual Students:

Hiring a Bilingual Coordinator: This role was dedicated to supporting the ELA needs of Emerging Bilingual Students. The coordinator worked closely with teachers to ensure instructional strategies and resources were aligned to support language acquisition and literacy development.

Professional Development: Teachers received training on best practices for supporting Emerging Bilingual Students, including instructional strategies, cultural competency, and scaffolding techniques to make ELA content more accessible.

These actions created a strong foundation for tailored support and professional growth, aligning with the goal of boosting ELA outcomes for this group of students.

Planned vs. Actual Implementation:

The bilingual coordinator was hired and took on the role as planned.

Professional development sessions were implemented as intended, focusing on strategies for integrating language development with ELA instruction.

Challenges Experienced:

Teachers had varying levels of familiarity with language acquisition strategies, requiring differentiated professional development and ongoing support.

Limited resources for specific language supports in some classrooms initially posed a challenge, but these gaps were addressed through coaching and resource sharing.

Successes Experienced:

The bilingual coordinator helped build teacher capacity and provided direct support to Emerging Bilingual Students.

Professional development sessions were well-received, leading to more effective instructional strategies in ELA classes.

Increased student engagement and confidence among Emerging Bilingual Students as teachers adjusted instructional practices to better meet their needs.

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

There were no significant material differences between budgeted and actual expenditures because the main expenses (salary for the bilingual coordinator and professional development activities) were in line with what was projected.

Minor Variances:

Small adjustments may have occurred if professional development resources (like training materials or external facilitators) cost slightly more or less than anticipated.

Any minor variances did not significantly affect the planned percentage of improved services provided to Emerging Bilingual Students.

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

Effectiveness:

Evidence indicates that the school is on track to meet its goal of improving ELA performance for Emerging Bilingual Students.

Teachers demonstrated growth in using effective strategies, such as scaffolding and language supports, to boost comprehension and literacy skills.

The bilingual coordinator's targeted support ensured that instructional practices were responsive to student needs, leading to better student outcomes.

Ineffectiveness:

Some students continued to need more intensive support, especially those new to the country or with very limited English proficiency. While the strategies were effective overall, there may be room for additional targeted supports for these subgroups.

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

Reflections and Adjustments:

Given the success of the bilingual coordinator's role and the professional development for teachers, the school plans to continue these core actions next year.

The school may expand professional development opportunities to dive deeper into differentiated strategies for specific language proficiency levels.

Leaders may also explore leveraging the bilingual coordinator's expertise to facilitate peer collaboration or to co-teach lessons in some classrooms.

Metrics and Target Outcomes:

The goal, metrics, and target outcomes will remain unchanged, as they continue to effectively measure progress.

The school may consider adding qualitative data (e.g., student surveys, teacher reflections) to track the impact of instructional shifts more holistically.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Emerging Bilingual Coordinator position	the position of Emerging Bilingual Coordinator dedicated to serving ELD students and to supporting teachers in serving ELD studen	\$138,967.00	No Yes
3.2	Professional Development	Professional development for all teachers to support English Language acquisition across disciplines	\$20,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2025-26]

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2025-26]

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$1,757,982.00	\$

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
40.293%	0.000%	\$0.00	40.293%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	Action: Community Liaison Position Need: Chronic absenteeism was identified as an improvement goal. Scope:	Community Liaison will connect families to the school, improve family and student engagement and build community relations.	reduced chronic absenteeism, improved academic outcomes

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide Schoolwide		
1.2	Action: CMO support to develop and implement an intervention policy to improve attendance Need: Chronic absenteeism was identified as an improvement goal. Scope: LEA-wide Schoolwide	The CMO will support the school to develop school-wide systems and structures that support academic success.	Improved academic outcomes, reduced chronic absenteeism
1.3	Action: Office Staff Need: Chronic absenteeism was identified as an improvement goal. Scope: LEA-wide Schoolwide	Office staff supports family engagement efforts and outreach for students who are absent.	Reduced chronic absenteeism, improved academic outcomes, implementation of interventions.
1.4	Action: Counselor Support Need: Chronic absenteeism was identified as an improvement goal. Scope:	Counselors support family engagement efforts, provide strategies for academic success to students.	Improved academic performance and reduced chronic absenteeism.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide Schoolwide		
2.1	Action: CPM math curriculum Need: Academic achievement in math was identified as an improvement goal. Scope: LEA-wide Schoolwide	Provides standards-based, rigorous and engaging curriculum for students.	Improved academic performance in math.
2.2	Action: Retain qualified math teachers through competitive salaries/bonuses Need: Academic achievement in math was identified as an improvement goal. Scope: LEA-wide Schoolwide	Retaining experienced teachers provides continuity and increases overall staff capacity to deliver effective instruction and increase student mastery of standards and overall student well-being.	Improved academic achievement; improved engagement.
2.3	Action: Ability grouping Need: Academic achievement in math was identified as an improvement goal. Scope:	Ability grouping allows acceleration and allows more students to access higher level math courses	Enrollment in advanced math courses, improved academic performance in math.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide Schoolwide		
3.1	Action: Emerging Bilingual Coordinator position Need: Emerging Bilinguals were identified as needing to improve their DSF. Scope: LEA-wide Schoolwide	Supports teachers to improve instructional strategies for Emerging Bilinguals; supports individual students to make academic gains.	ELA proficiency rates of Emerging bilinguals; increased teacher capacity to serve Emerging Bilinguals.
3.2	Action: Professional Development Need: Emerging Bilinguals were identified as needing to improve their DSF. Scope: LEA-wide Schoolwide	Develop teacher capacity and effectiveness.	Improve student academic performance.

Limited Actions

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

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

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

Additional Concentration Grant Funding

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

The additional concentration grant funding will allow for the retention of 8.0 high-quality FTE's that will provide direct services to students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		1:91
Staff-to-student ratio of certificated staff providing direct services to students		1:18

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	4,362,959.00	1,757,982.00	40.293%	0.000%	40.293%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,757,982.00	\$44,358.00	\$0.00	\$225,921.00	\$2,028,261.00	\$1,486,725.00	\$541,536.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Community Liaison Position	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income			\$93,396.00	\$0.00	\$40,956.00			\$52,440.00	\$93,396.00	
1	1.2	CMO support to develop and implement an intervention policy to improve attendance	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income			\$0.00	\$456,536.00	\$456,536.00				\$456,536.00	
1	1.3	Office Staff	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income			\$234,376.00	\$0.00	\$234,376.00				\$234,376.00	
1	1.4	Counselor Support	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income			\$151,165.00	\$0.00	\$151,165.00				\$151,165.00	
2	2.1	CPM math curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income			\$10,000.00	\$65,000.00	\$65,000.00			\$10,000.00	\$75,000.00	
2	2.2	Retain qualified math teachers through competitive salaries/bonuses	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income			\$456,402.00	\$0.00	\$456,402.00				\$456,402.00	
2	2.3	Ability grouping	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income			\$402,419.00	\$0.00	\$211,757.00	\$44,358.00		\$146,304.00	\$402,419.00	
3	3.1	Emerging Bilingual Coordinator position	English Learners Foster Youth Low Income Emerging Bilinguals	No Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income			\$138,967.00	\$0.00	\$138,967.00				\$138,967.00	
3	3.2	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth			\$0.00	\$20,000.00	\$2,823.00			\$17,177.00	\$20,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					ide	Low Income										

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
4,362,959.00	1,757,982.00	40.293%	0.000%	40.293%	\$1,757,982.00	0.000%	40.293 %	Total:	\$1,757,982.00
								LEA-wide Total:	\$1,757,982.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$1,757,982.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Community Liaison Position	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$40,956.00	
1	1.2	CMO support to develop and implement an intervention policy to improve attendance	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$456,536.00	
1	1.3	Office Staff	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$234,376.00	
1	1.4	Counselor Support	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$151,165.00	
2	2.1	CPM math curriculum	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$65,000.00	
2	2.2	Retain qualified math teachers through competitive salaries/bonuses	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$456,402.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.3	Ability grouping	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$211,757.00	
3	3.1	Emerging Bilingual Coordinator position	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$138,967.00	
3	3.2	Professional Development	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$2,823.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,746,451.00	\$1,688,919.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Community Liaison Position	No	\$122,255.00	\$49,846.00
			Yes		
1	1.2	CMO support to develop and implement an intervention policy to improve attendance	No	\$325,843.00	\$325,843.00
			Yes		
1	1.3	Office Staff	No	\$381,227.00	\$397,202.00
			Yes		
1	1.4	Counselor Support	No	\$135,788.00	\$140,093.00
			Yes		
2	2.1	CPM math curriculum	No	\$72,000.00	\$72,000.00
			Yes		
2	2.2	Retain qualified math teachers through competitive salaries/bonuses	No	\$413,046.00	\$419,839.00
			Yes		
2	2.3	Ability grouping	No	\$158,675.00	\$140,646.00
			Yes		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Emerging Bilingual Coordinator position	No Yes	\$117,617.00	\$128,530.00
3	3.2	Professional Development	No Yes	\$20,000.00	\$14,920.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$1,667,641.00	\$1,746,451.00	\$1,688,919.00	\$57,532.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Community Liaison Position	Yes	\$122,255.00	\$49,846.00		
1	1.2	CMO support to develop and implement an intervention policy to improve attendance	Yes	\$325,843.00	\$325,843.00		
1	1.3	Office Staff	Yes	\$381,227.00	\$397,202.00		
1	1.4	Counselor Support	Yes	\$135,788.00	\$140,093.00		
2	2.1	CPM math curriculum	Yes	\$72,000.00	\$72,000.00		
2	2.2	Retain qualified math teachers through competitive salaries/bonuses	Yes	\$413,046.00	\$419,839.00		
2	2.3	Ability grouping	Yes	\$158,675.00	\$140,646.00		
3	3.1	Emerging Bilingual Coordinator position	Yes	\$117,617.00	\$128,530.00		
3	3.2	Professional Development	Yes	\$20,000.00	\$14,920.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$4,132,884.00	\$1,667,641.00	0.00	40.351%	\$1,688,919.00	0.000%	40.865%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: TEACH Academy of Technologies

CDS Code: 19647330122242

School Year: 2026-27

LEA contact information:

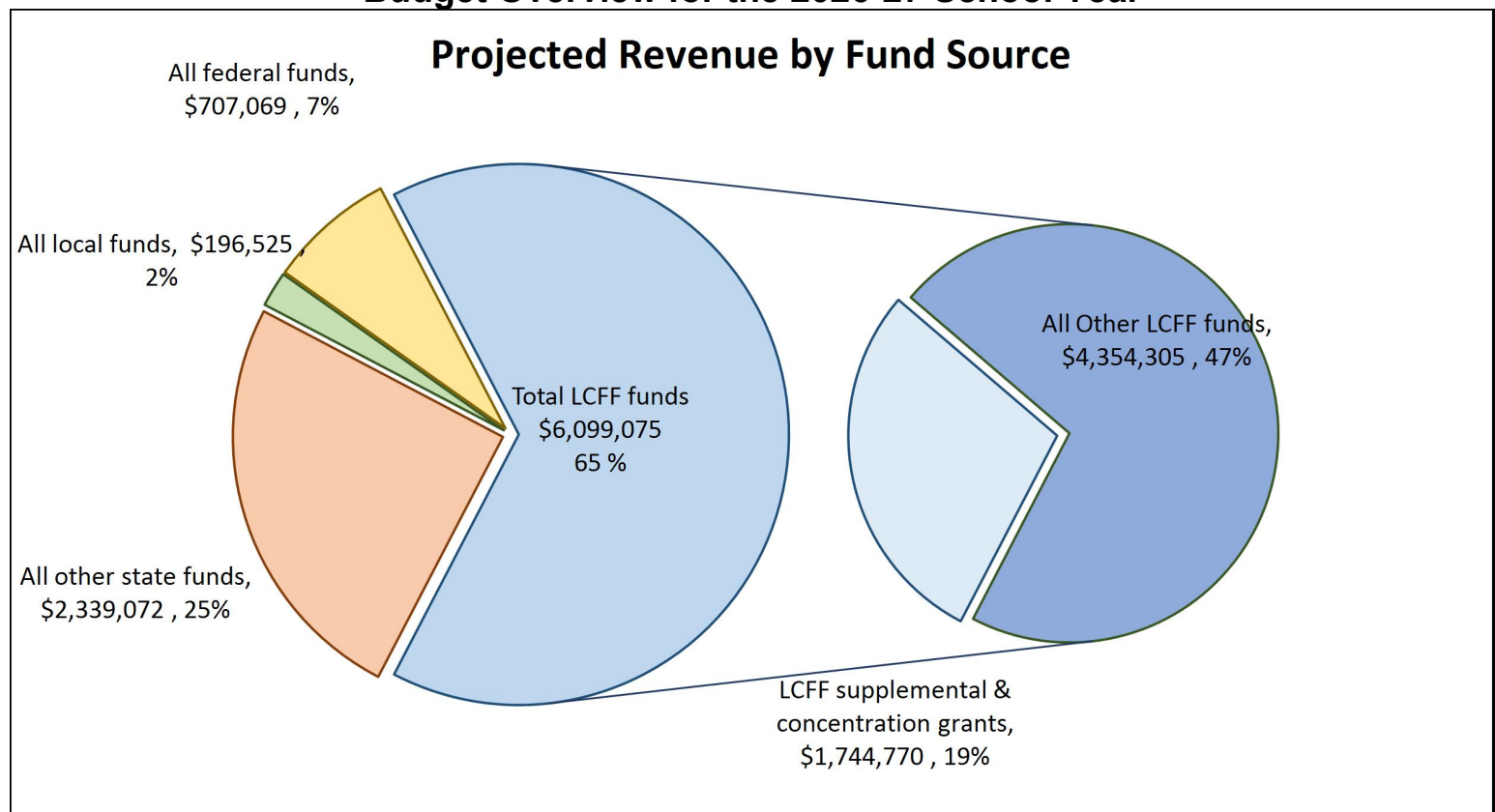
Christian Gomez

Principal

323-872-0809

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

Budget Overview for the 2026-27 School Year

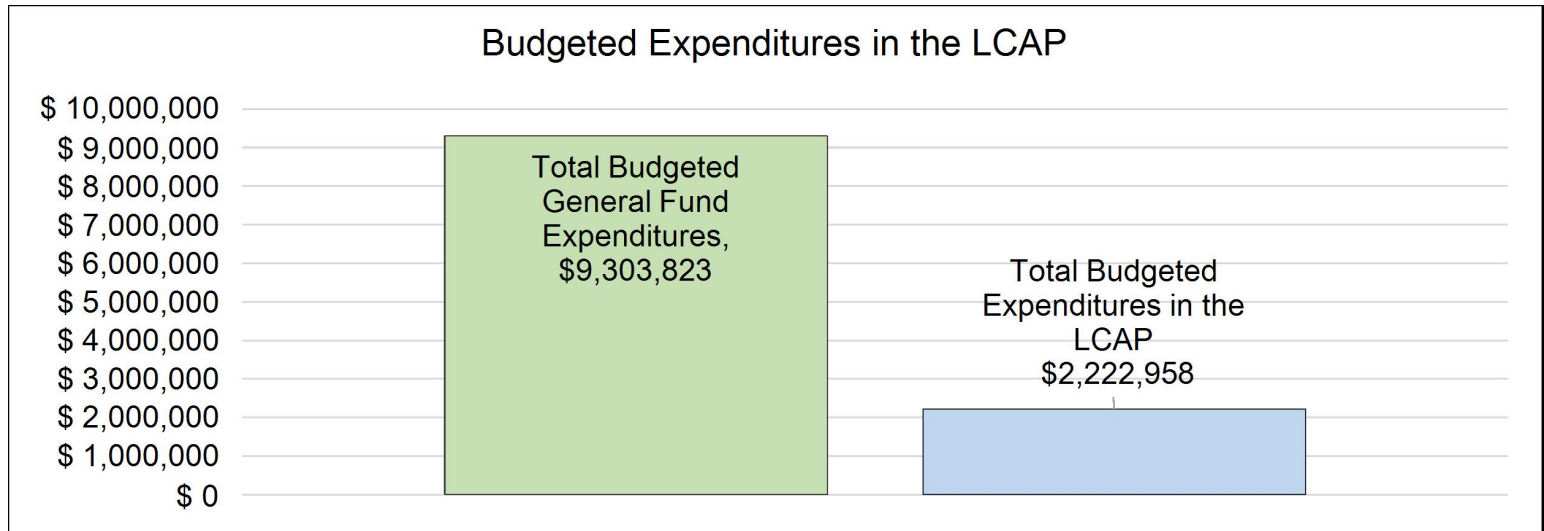


This chart shows the total general purpose revenue TEACH Academy of Technologies expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for TEACH Academy of Technologies is \$9,341,741, of which \$6,099,075 is Local Control Funding Formula (LCFF), \$2,339,072 is other state funds, \$196,525 is local funds, and \$707,069 is federal funds. Of the \$6,099,075 in LCFF Funds, \$1,744,770 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much TEACH Academy of Technologies plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: TEACH Academy of Technologies plans to spend \$9,303,823 for the 2026-27 school year. Of that amount, \$2,222,958 is tied to actions/services in the LCAP and \$7,080,865 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

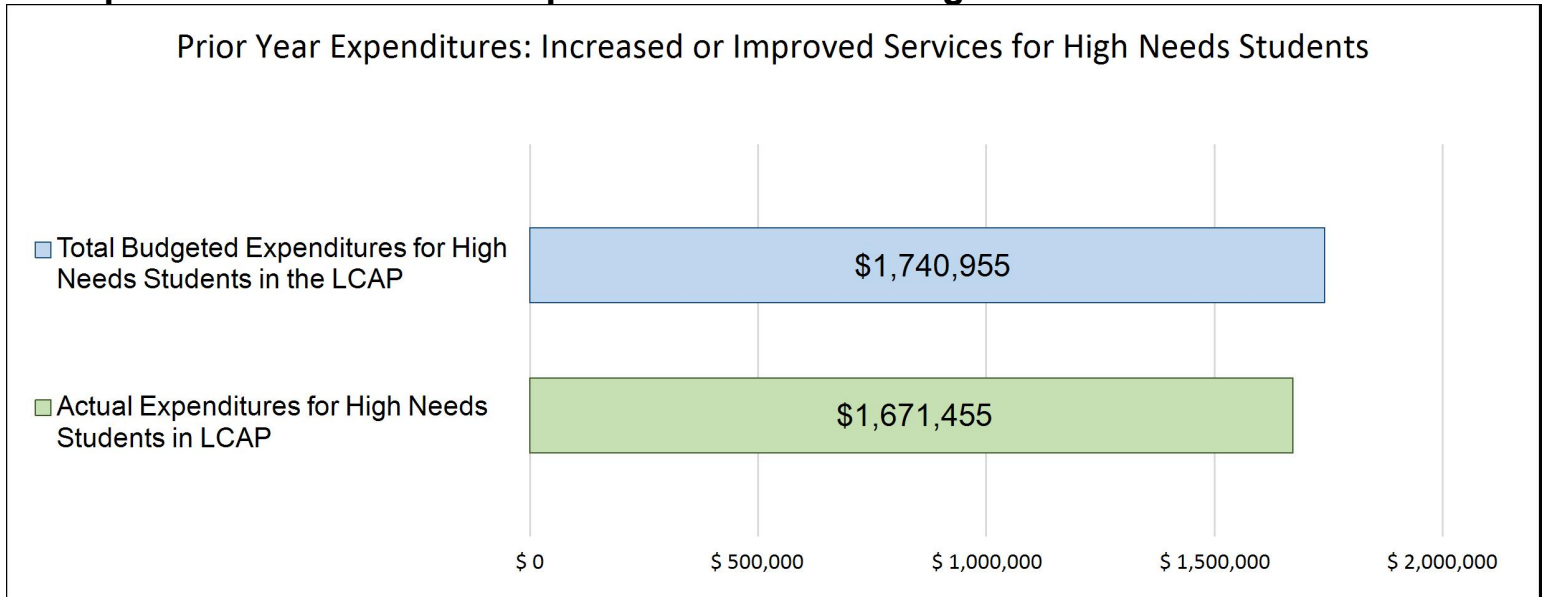
Funds not included in the LCAP include 85% of teacher salaries, some Instructional Aide salaries, facility related salaries and supply costs. Utilities, after school program salaries and supply costs. Legal fees, contracted services, educational consulting, Special Education salaries, consulting, and supply costs. Transportation costs, office supplies, food service salaries, vendor, and supply costs.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, TEACH Academy of Technologies is projecting it will receive \$1,744,770 based on the enrollment of foster youth, English learner, and low-income students. TEACH Academy of Technologies must describe how it intends to increase or improve services for high needs students in the LCAP. TEACH Academy of Technologies plans to spend \$1,744,770 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



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

The text description of the above chart is as follows: In 2025-26, TEACH Academy of Technologies's LCAP budgeted \$1,740,955 for planned actions to increase or improve services for high needs students. TEACH Academy of Technologies actually spent \$1,671,455 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of \$69,500 had the following impact on TEACH Academy of Technologies's ability to increase or improve services for high needs students:

There was no negative impact as the drop in expenses was due primarily to a decrease in actual ADA from budgeted ADA. The per pupil ADA projected expenditure is higher than budgeted.



Local Control and Accountability Plan

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

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

Plan Summary [2026-27]

General Information

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

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

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

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

Reflections: Annual Performance

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

Based on TEACH Academy of Technologies 2024 and 2025 dashboard results, the school's results reflect meaningful progress, while also highlighting several urgent areas that must remain central to improvement planning. Overall, TEACH Academy demonstrated positive movement across most academic and climate indicators. English Language Arts and Mathematics both remained below standard, but the school moved in the right direction, with ELA improving from 118.2 points below standard in 2024 to 108.6 points below standard in 2025, and Math improving from 163.3 to 158.7 points below standard. Most notably, nearly all student groups moved from Red to Orange in both ELA and Math, showing that improvement was not limited to one subgroup but reflected broader school-wide academic gains.

The strongest evidence of progress appears in English Learner outcomes. English Learners improved in ELA by 22.1 points, and Long-Term English Learners improved by 31.8 points. English Learner Progress also increased from 10.8% to 15.3%, moving from Red to Orange, while Long-Term English Learner Progress rose from 12.7% to 25.0%, moving to Yellow. These results suggest that the school's instructional supports for language development are beginning to produce measurable impact. At the same time, EL progress remains far below the state average, which means the school should continue strengthening designated and integrated ELD, academic vocabulary development, language-rich instruction, and progress monitoring for English Learners.

The data also shows important improvement in school climate, particularly in suspension rates. The overall suspension rate decreased from 6.9% to 4.5%, moving from Orange to Green. English Learner suspensions dropped from 3.5% to 0.7%, Hispanic student suspensions dropped from 3.9% to 1.7%, and Long-Term English Learner suspensions reached 0.0%, earning a Blue rating. This indicates that the school made progress in reducing exclusionary discipline and may be building stronger systems for student behavior support, intervention, and relationship-based practices. These gains should be protected and deepened through continued implementation of PBIS, restorative practices, counseling supports, and consistent adult responses to student behavior.

Despite these gains, chronic absenteeism remains the school's most urgent concern. The rate worsened from 44.5% in 2024 to 48.3% in 2025, meaning nearly half of students were chronically absent. Absenteeism increased across most subgroups, including African American students, whose rate rose from 50.2% to 55.4%. This level of absenteeism limits the school's ability to accelerate academic recovery because students cannot benefit from improved instruction if they are not consistently present. Addressing attendance must therefore be treated as both an operational and instructional priority, with targeted outreach, family engagement, student connection strategies, attendance teams, early warning systems, and subgroup-specific interventions.

Math also remains a critical area for improvement. Although overall math performance improved modestly, the school continues to be far below standard, and Hispanic students, the largest subgroup, showed no improvement, remaining at 154.7 points below standard and staying in Red. This suggests a need for a more focused math improvement strategy that includes diagnostic assessment, targeted intervention, small-group instruction, grade-level standards alignment, and consistent monitoring of subgroup growth. The improvement

among Students with Disabilities in math, who gained 17.4 points, is encouraging and should be studied to identify practices that can be expanded across other student groups.

The local indicator data also reflects both progress and continuing need. Instructional materials access improved dramatically, with the percentage of students without their own standards-aligned materials dropping from 100% to 0%. This is a major systems improvement that supports stronger instruction. However, the percentage of teachers with clear credentials increased from 26.0% to only 37.6%, which remains far below the state average. This staffing challenge is significant because sustained academic improvement depends on stable, well-prepared, and fully credentialed teachers, especially in math, science, and intervention roles.

In reflection, the 2025 results show that TEACH Academy is making measurable progress and that several improvement efforts are beginning to take hold. The school improved academic performance for many subgroups, strengthened English Learner outcomes, reduced suspensions, improved access to instructional materials, and moved ELA and Math growth from Below Typical to Moderate. At the same time, the data makes clear that the school's work is not yet complete. Chronic absenteeism, low academic proficiency, math performance for Hispanic students, teacher credentialing, student safety perceptions, and science performance must remain priorities for 2025–26. The next phase of improvement should focus on sustaining the strategies that produced growth while building stronger attendance, math, staffing, and school climate systems so that progress becomes deeper, faster, and more consistent across all student groups.

Reflections: Technical Assistance

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

NA

Comprehensive Support and Improvement

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

Schools Identified

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

TEACH Academy of Technologies had been identified as CSI, and exited out of CSI status at the beginning of the 25-26 SY.

Support for Identified Schools

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

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

The LEA has been supporting TEACH Academy of Technologies through a comprehensive needs assessment process. This assessment is based on multiple data sources, including student academic performance on state assessments, chronic absenteeism rates, English learner

progress, suspension rates, and stakeholder feedback gathered from staff, parents, and students. The needs assessment also involved a detailed analysis of trends over time and comparison to state benchmarks. Using these data points, root cause analyses were conducted to identify underlying issues impacting student outcomes. These analyses formed the foundation of the school's CSI plan, which focuses on targeted interventions designed to address the specific needs revealed by the data.

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

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

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

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

Monitoring and Evaluating Effectiveness

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

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

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

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

The LEA has set up a continuous improvement framework to assess the effectiveness of the CSI plan. This framework includes the collection of both quantitative and qualitative data. Student achievement data, behavior metrics, and feedback from teachers, students, and parents will be analyzed regularly to evaluate the success of the interventions. The LEA will also utilize benchmark assessments to track student

progress and will compare results to pre-established success criteria. Based on this analysis, the LEA will work with the school to refine interventions to ensure they are having the desired impact on student outcomes.

Engaging Educational Partners

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Chronic absenteeism is TEACH Academy's most urgent challenge. Whether measured by Dashboard data or internal school tracking, a substantial portion of students miss enough school days to qualify as chronically absent — and research consistently shows that chronically absent students fall significantly behind academically, are less likely to pass their courses, and face greater barriers to long-term success. For a CSI school working to accelerate improvement across all indicators, attendance is not just an operational metric; it is a prerequisite for everything else the school is trying to accomplish. The school has implemented a coordinated, multi-role approach to attendance improvement, and prior results demonstrate that this approach can produce meaningful reductions when implemented with consistency. In 2026-27, TEACH Academy will formalize and strengthen this work by establishing a Chronic Absenteeism Committee — a network-wide initiative supported by the TEACH Public Schools CMO and implemented across all three TEACH schools.

The Chronic Absenteeism Committee will meet weekly and will operate under high standards of accountability for the timeliness and quality of interventions and supports provided to students and families. Committee membership will include the principal, counselors, office staff, the coaching position, and a CMO representative. At each meeting, the committee will review current attendance data, assign outreach responsibilities for students identified as at-risk or chronically absent, track follow-through on intervention plans, troubleshoot barriers for individual students, and escalate cases requiring additional support.

The committee will use a tiered intervention framework: Tier 1 strategies focus on universal prevention — positive school climate, attendance celebrations, and regular family communication. Tier 2 targets students who have missed five or more days with individualized attendance plans and direct family outreach. Tier 3 provides intensive case management for the most severely or persistently absent students, including home

visits and referrals to external agencies for families facing housing instability, mental health challenges, or other barriers the school cannot resolve alone.

A common K-12 policy across all three TEACH schools ensures consistent expectations and interventions throughout a student's entire educational journey. This consistency simplifies family communication, enables network-wide data analysis, and builds a culture of attendance that students and families carry from the elementary years through high school graduation.

Goal 1 Analysis (Reflecting on 2025-26)

In 2025-26, the school's goal of reducing chronic absenteeism was implemented through a coordinated TEACH developed a policy for tardiness and absences among all three divisions with uniform interventions and conducted parent education sessions to emphasize the importance of school attendance. As a result, the rate of chronic absenteeism for the 24-25 SY dropped to 38%. In order to continue reducing this rate, TEACH Academy of Technologies will continue to implement the plan but with stringent accountability for all levels of interventions. In addition, a committee will be meeting weekly to ensure interventions are implemented and to trouble shoot solutions for students experiencing barriers to attending school every day.

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

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

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

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

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

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

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

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

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Chronic Absenteeism Rate	56% 22-23SY	24-25 SY 48.3%	25-26SY	26-27 SY 35% or lower	

Goal Analysis [2025-26]

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

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

In 2025-26, the school's goal of reducing chronic absenteeism was implemented through a coordinated approach involving counselors, office staff, coaches, and CMO personnel. These team members collaborated to monitor attendance data, identify students with high absenteeism, and provide individualized outreach and support. Staff regularly reviewed attendance data, contacted families, and implemented strategies to re-engage students with the school environment.

The planned actions were largely implemented as intended, with no major substantive changes to the strategies employed. Data monitoring allowed staff to target support more effectively and adjust strategies for individual students. Improved relationships between families and the school led to more frequent and productive communication, and increased student awareness of the importance of attendance was observed.

Challenges included some families being difficult to reach, particularly those with complex home situations, and the need for additional training and communication to coordinate effectively across multiple staff roles. Some students faced external factors — housing instability, health issues — that limited the impact of the school's direct outreach. These findings informed the 2026-27 decision to build partnerships with external agencies (social services, mental health providers) to address barriers the school cannot resolve alone.

24-25 analysis:

The school's goal of reducing chronic absenteeism was implemented using a coordinated approach that included support from counselors, office staff, coaches, and CMO personnel. These stakeholders collaborated to monitor attendance data, identify students with high absenteeism, and provide individualized outreach and support. They regularly reviewed attendance data, contacted families, and implemented strategies to re-engage students with the school environment. Their efforts were supported by periodic data reviews and action plans tailored to student needs. Planned vs. Actual Implementation:

The planned actions—leveraging counselor support, office staff involvement, coaching support, and CMO-level oversight—were largely implemented as intended. There were no major substantive changes in the strategies employed compared to what was originally planned.

Challenges Experienced:

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

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

Successes Experienced:

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

Increased student engagement and awareness of the importance of attendance.

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

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

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

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

Effectiveness:

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

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

Early identification of students with emerging absenteeism issues.

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

Ineffectiveness:

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

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

Reflections on Prior Practice:

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

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

Metrics and Target Outcomes:

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Counselor	Counselor will support communication to families and support students with strategies that improve attendance.	\$131,794.00	Yes
1.2	Office Personnel	Support communication and notification to parents when students are absent.	\$467,284.00	Yes
1.3	Coaching	By focusing on developing teacher capacity for classroom management and to provide engaging lessons, the coaching positions improves the	\$267,815.00	Yes

Action #	Title	Description	Total Funds	Contributing
		school culture and climate and reduces barriers that keep students from coming to school.		
1.4	CMO support	CMO resources to develop and implement a policy and set of interventions for students who are chronically absent.	\$285,572.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

ELA proficiency at TEACH Academy dropped from 23% in 2021-22 to 15% in 2022-23, establishing an urgent baseline for improvement. The 2025 Dashboard data shows the school has reversed this trend — ELA DFS improved from -118.2 to -108.6 points — and nearly all student subgroups moved from Red to Orange. This progress demonstrates that the school's instructional improvement strategies are working. In 2026-27, the goal is to sustain and accelerate this trajectory by deepening implementation fidelity and adding structured peer learning to the improvement system.

The school's theory of action for ELA improvement rests on three interlocking strategies: culturally relevant teaching, teacher coaching, and strong instructional leadership. Culturally relevant teaching engages students by connecting learning to their lived experiences and cultural backgrounds. When students see their cultures reflected in texts and writing assignments, engagement, comprehension, and critical thinking improve — all of which are foundational to ELA achievement.

The AP-led coaching model provides teachers with regular, personalized support — including lesson observation, feedback, and collaborative planning — that improves instructional quality and builds teacher confidence. The principal reinforces these efforts through classroom observations, lesson plan feedback, and schoolwide professional development, ensuring that ELA instruction remains aligned with school goals and that a culture of continuous improvement is sustained across classrooms.

In 2026-27, the school will add teacher looping and peer-to-peer mentoring as a new strategy to accelerate instructional quality improvement. Teacher looping allows teachers to advance with their students across consecutive grade levels, building multi-year relationships that enable more personalized instruction, reduce transition time at the start of each year, and allow teachers to begin the year with deep knowledge of each student's strengths and needs. Peer-to-peer mentoring pairs newer teachers with more experienced colleagues, distributing instructional expertise across the school and building a collaborative professional culture.

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

Explanation:

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

Impact on ELA Achievement:

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

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

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

2. Teacher Coaching - Planning and Delivering Instruction

Explanation:

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

Impact on ELA Achievement:

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

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

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

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

Explanation:

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

Impact on ELA Achievement:

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

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

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

Combined Impact

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	ELA CAASPP	22-23SY- 15%	24-25SY -108.6 DFS	25-26SY Pending	26-27SY 0 DFS	

Goal Analysis [2025-26]

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

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

In 2025-26, the school's ELA improvement goal was addressed through a multipronged approach. Teachers implemented relevant, standards-aligned curriculum with instructional strategies designed to boost comprehension and literacy skills. The Assistant Principal provided coaching support focused on lesson planning, instructional delivery, and data-driven decision-making. The Principal reinforced these efforts through classroom observations, structured feedback, and a schoolwide culture of continuous improvement. The planned actions were implemented with fidelity. Curriculum updates and instructional planning were executed as intended. AP coaching cycles were consistent and targeted specific instructional practices. The Principal maintained regular observation and feedback routines with no significant deviations from the original plan. Teachers reported higher confidence and demonstrated improved instructional practices during classroom observations, and student performance data showed growth trends aligned with the ELA improvement goal.

Challenges included variability in teachers' comfort levels with new curriculum materials and pedagogical approaches, requiring differentiated coaching support. Balancing daily operational demands with intensive coaching was at times challenging for the AP and Principal. Some students with specific learning needs did not show as much growth, pointing to a need for more differentiated instructional approaches for certain subgroups — an area that peer observations and teacher looping will address in 2026-27.

Action 2.1: Culturally Relevant Curriculum and Instructional Practices

Teachers will be provided with curriculum, professional development, and resources to deliver engaging, culturally relevant lessons that connect ELA content to students' lived experiences and cultural backgrounds. PD will continue to focus on techniques for increasing student engagement, building academic vocabulary, and developing critical literacy skills.

Action 2.2: Assistant Principal — Instructional Coaching

The Assistant Principal will provide coaching, classroom observations, and targeted feedback to develop teacher capacity in ELA instruction. Coaching cycles will be differentiated to meet teachers' varying needs and will include collaborative lesson planning, modeling of instructional strategies, and structured follow-up to monitor implementation of feedback.

Action 2.3: Principal — Instructional Leadership

The Principal will provide instructional leadership schoolwide, support teachers with lesson planning and assessment development, and maintain regular classroom observation routines. The Principal will also lead or support professional development sessions and foster a schoolwide culture focused on developing optimal conditions for learning.

24-25 analysis

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

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

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

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

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

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

Planned vs. Actual Implementation:

The planned actions were implemented with fidelity:

Curriculum updates and instructional planning were executed as intended.

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

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

There were no significant deviations from the original plan.

Challenges Experienced:

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

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

Successes Experienced:

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

More consistent instructional practices across classrooms.

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

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

Based on 2025-26 implementation, the following practices showed positive impact on ELA student outcomes:

The AP coaching model demonstrated that sustained, personalized instructional coaching is among the highest-leverage investments the school can make in teacher quality. Teachers who received consistent, targeted coaching showed greater growth in instructional skill than those receiving only periodic feedback. The consistency of the AP's coaching cycles was a key success factor.

Culturally relevant instructional practices increased student engagement, particularly for students who had previously been disconnected from ELA content. When students encountered texts and writing prompts that reflected their own experiences and communities, participation increased and comprehension improved. Principal-led instructional leadership created the accountability and support structures needed to sustain improvement. Regular observations and structured feedback from the principal reinforced the coaching work done by the AP and signaled that instructional quality is a shared schoolwide priority.

24-25: There were no significant material differences between budgeted and actual expenditures. Most actions relied on staff time (the AP and Principal's roles) and existing curriculum resources. Minor adjustments may have occurred if additional instructional materials were purchased or if professional development costs shifted (e.g., a workshop or vendor session was rescheduled or canceled). Overall, any differences were likely minor reallocations rather than major deviations from the budget.

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

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

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

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

Ineffectiveness:

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

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

Reflections and Adjustments:

The school plans to continue the same actions next year: curriculum-based instruction, AP coaching, and Principal instructional leadership and has added the action of implementing teacher looping and peer to peer observation in order to accelerate the improvement of instructional quality.

While the core actions remain the same, the team will explore ways to refine coaching cycles to address teachers' differentiated needs even more precisely—perhaps by introducing peer observations or focusing on subgroup achievement gaps.

Metrics and Target Outcomes:

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Culturally relevant curriculum and instructional practices	Provide teachers with curriculum, PD, resources, and Instructional Aides (Using LREBG Revenue for the Aides) to provide engaging lessons.	\$417,564.00	Yes
2.2	Assistant Principal Position	Assistant Principal will provide coaching, observations, feedback, and support to develop teacher capacity.	\$159,810.00	Yes
2.3	Principal	Principal to provide instructional leadership school-wide, support teachers with lesson-planning and the development of assessments.	\$179,156.00	Yes
2.4		Counselors support a healthy school culture, provide students with coping skills and focus on student social-emotional well-being. Improved school culture allows for more productive learning time and improved student outcomes.		Yes
2.5	Teacher looping and peer-to-peer mentoring	Teacher looping and peer-to-peer mentoring pairs new teachers with more experienced teachers for support and capacity building. Looping teachers provides multiple benefits described above .	\$313,963.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2025-26]

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
4		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2025-26]

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2025-26]

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$1,744,770.00	\$

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
40.070%	0.000%	\$0.00	40.070%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
2.2	Action: Assistant Principal Position Need: Scope: Schoolwide	Support the development of teachers to deliver engaging and effective lessons; develop a school culture conducive to academic achievement.	Improved academic achievement
2.3	Action: Principal Need: Scope: Schoolwide	The Principal provides educational leadership, directs school operations and leads staff in creating a culture focused on developing optimal conditions for learning.	Improved academic outcomes, reduced chronic absenteeism.
2.4	Action: Need: Students have been identified as needing to build coping skills. Scope: Schoolwide	The school is sitewide Title I. Students will more productive learning time leading to improved outcomes.	Outcomes will be measured with benchmarking against the standards and overall growth.
2.5	Action: Teacher looping and peer-to-peer mentoring	Less experienced teachers will enhance their capacity with peer-to-peer mentoring.	Student outcomes will be compared at benchmarked

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: The need to improve achievement has been identified. Scope: Schoolwide		intervals to determine growth.

Limited Actions

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

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

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

Additional Concentration Grant Funding

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

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		1:78
Staff-to-student ratio of certificated staff providing direct services to students		1:21

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$4,354,305.00	\$1,744,770.00	40.070%	0.000%	40.070%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,744,770.00	\$175,964.00	\$0.00	\$302,224.00	\$2,222,958.00	\$1,519,822.00	\$703,136.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Counselor	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income			\$131,794.00	\$0.00	\$131,794.00				\$131,794.00	
1	1.2	Office Personnel	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income			\$467,284.00	\$0.00	\$322,737.00			\$144,547.00	\$467,284.00	
1	1.3	Coaching	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income			\$267,815.00	\$0.00	\$232,699.00			\$35,116.00	\$267,815.00	
1	1.4	CMO support	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income			\$0.00	\$285,572.00	\$285,572.00				\$285,572.00	
2	2.1	Culturally relevant curriculum and instructional practices	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income			\$0.00	\$417,564.00	\$206,935.00	\$175,964.00		\$34,665.00	\$417,564.00	
2	2.2	Assistant Principal Position	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income			\$159,810.00	\$0.00	\$71,914.00			\$87,896.00	\$159,810.00	
2	2.3	Principal	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income			\$179,156.00	\$0.00	\$179,156.00				\$179,156.00	
2	2.4		English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income										
2	2.5	Teacher looping and peer-to-peer mentoring	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income			\$313,963.00	\$0.00	\$313,963.00				\$313,963.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$4,354,305.00	\$1,744,770.00	40.070%	0.000%	40.070%	\$1,744,770.00	0.000%	40.070 %	Total:	\$1,744,770.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$1,744,770.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Counselor	Yes	Schoolwide	English Learners Foster Youth Low Income		\$131,794.00	
1	1.2	Office Personnel	Yes	Schoolwide	English Learners Foster Youth Low Income		\$322,737.00	
1	1.3	Coaching	Yes	Schoolwide	English Learners Foster Youth Low Income		\$232,699.00	
1	1.4	CMO support	Yes	Schoolwide	English Learners Foster Youth Low Income		\$285,572.00	
2	2.1	Culturally relevant curriculum and instructional practices	Yes	Schoolwide	English Learners Foster Youth Low Income		\$206,935.00	
2	2.2	Assistant Principal Position	Yes	Schoolwide	English Learners Foster Youth Low Income		\$71,914.00	
2	2.3	Principal	Yes	Schoolwide	English Learners Foster Youth		\$179,156.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	2.4		Yes	Schoolwide	English Learners Foster Youth Low Income			
2	2.5	Teacher looping and peer-to-peer mentoring	Yes	Schoolwide	English Learners Foster Youth Low Income		\$313,963.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$2,001,835.00	\$1,927,076.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Counselor	No	\$122,242.00	\$125,802.00
			Yes		
1	1.2	Office Personnel	No	\$419,466.00	\$418,632.00
			Yes		
1	1.3	Coaching Position	No	\$260,880.00	\$255,621.00
			Yes		
1	1.4	CMO support	No	\$305,776.00	\$305,776.00
			Yes		
2	2.1	Culturally relevant curriculum and instructional practices	No	\$243,300.00	\$235,322.00
			Yes		
2	2.2	Assistant Principal Position	No	\$157,299.00	\$161,032.00
			Yes		
2	2.3	Principal	No	\$193,309.00	\$189,188.00
			Yes		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.4		No		
2	2.5	Teacher looping and peer-to-peer mentoring	No Yes	\$299,563.00	\$235,703.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1,664,305.00	\$1,740,955.00	\$1,671,455.00	\$69,500.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Counselor	Yes	\$122,242.00	\$125,802.00		
1	1.2	Office Personnel	Yes	\$419,466.00	\$418,632.00		
1	1.3	Coaching Position	Yes				
1	1.4	CMO support	Yes	\$305,776.00	\$305,776.00		
2	2.1	Culturally relevant curriculum and instructional practices	Yes	\$243,300.00	\$235,322.00		
2	2.2	Assistant Principal Position	Yes	\$157,299.00	\$161,032.00		
2	2.3	Principal	Yes	\$193,309.00	\$189,188.00		
2	2.5	Teacher looping and peer-to-peer mentoring	Yes	\$299,563.00	\$235,703.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
4,155,775.00	1,664,305.00	0.00	40.048%	\$1,671,455.00	0.000%	40.220%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024



LCFF Budget Overview for Parents

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

CDS Code: 19647330138305

School Year: 2026-27

LEA contact information:

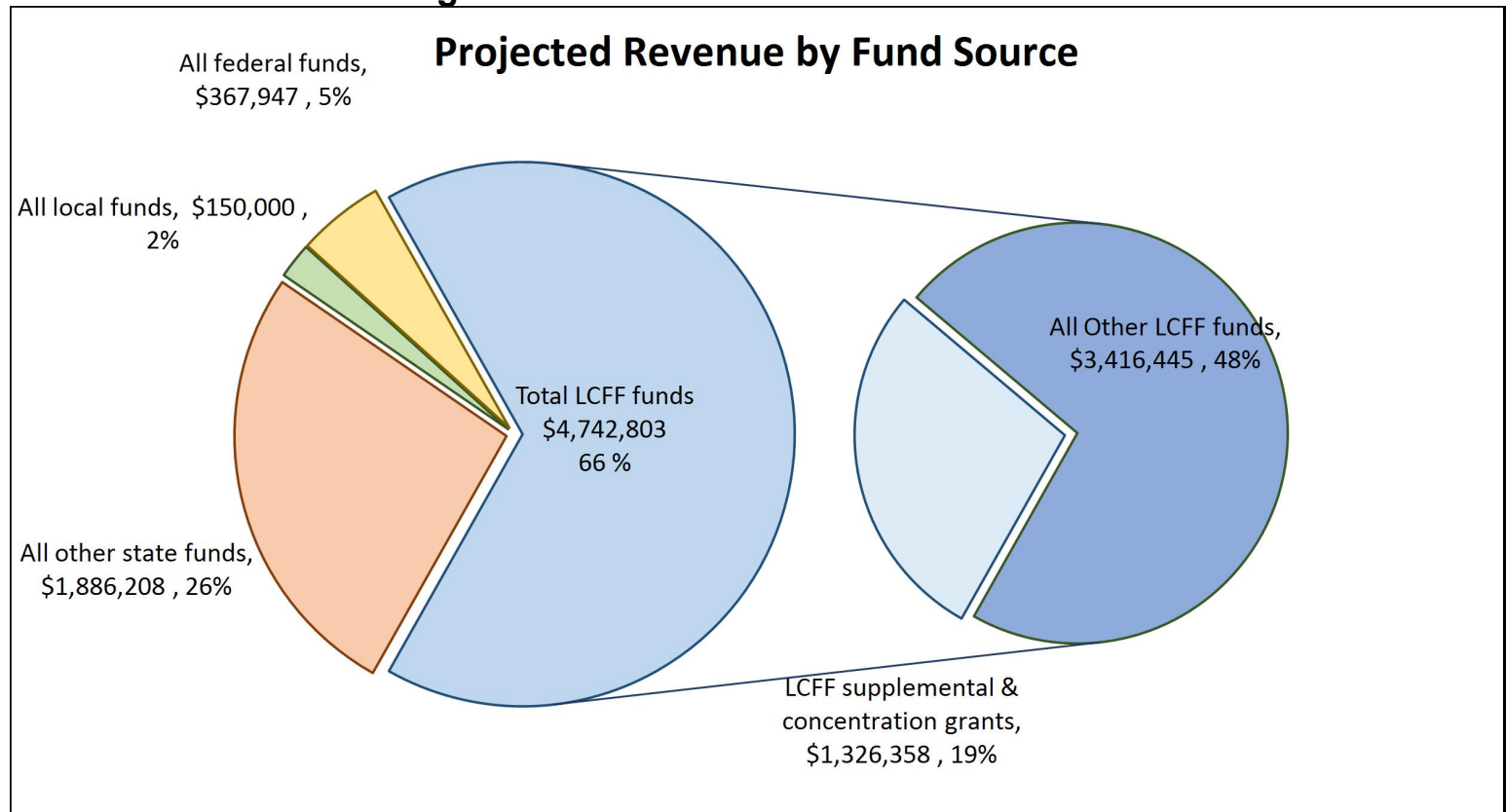
Sharon Rhee

Principal

323-872-0708

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

Budget Overview for the 2026-27 School Year

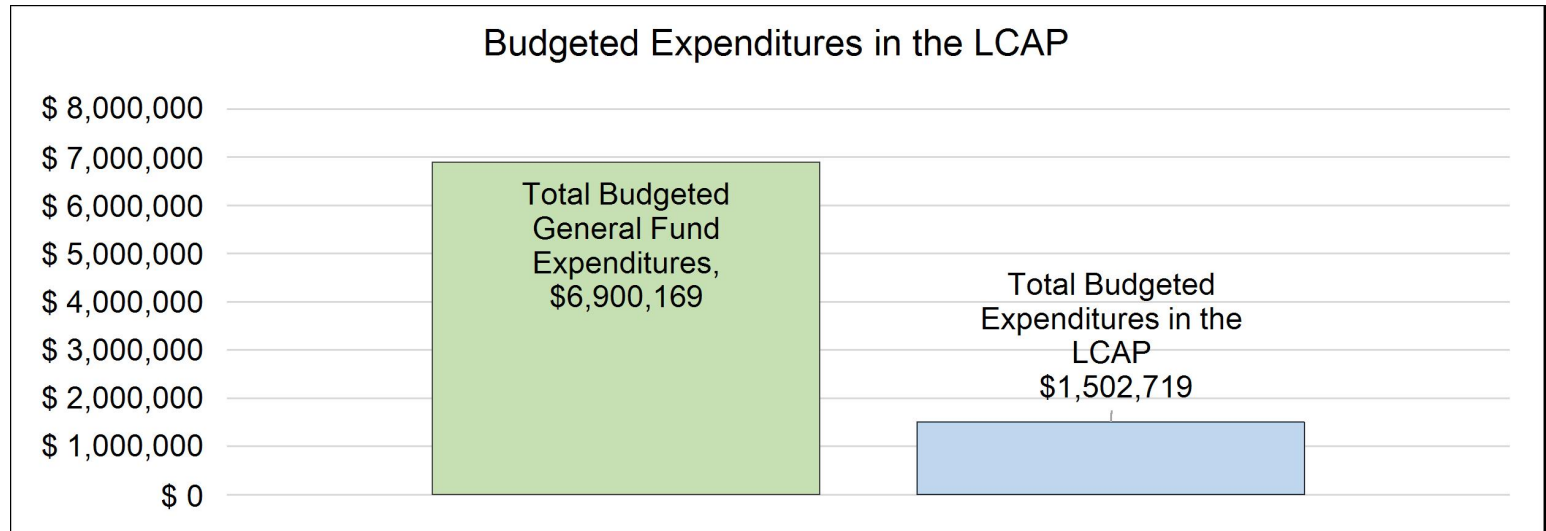


This chart shows the total general purpose revenue TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School is \$7,146,958, of which \$4,742,803 is Local Control Funding Formula (LCFF), \$1,886,208 is other state funds, \$150,000 is local funds, and \$367,947 is federal funds. Of the \$4,742,803 in LCFF Funds, \$1,326,358 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School plans to spend \$6,900,169 for the 2026-27 school year. Of that amount, \$1,502,719 is tied to actions/services in the LCAP and \$5,397,450 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Funds not included in the LCAP include 80% of teacher salaries, some Instructional Aide salaries, facility related salaries and supply costs, utilities, after school program salaries consulting, and supply costs. Legal fees, contracted services, educational consulting. Special Education salaries, consulting and supply costs. Office supplies, food service salaries, vendor, and supply costs.

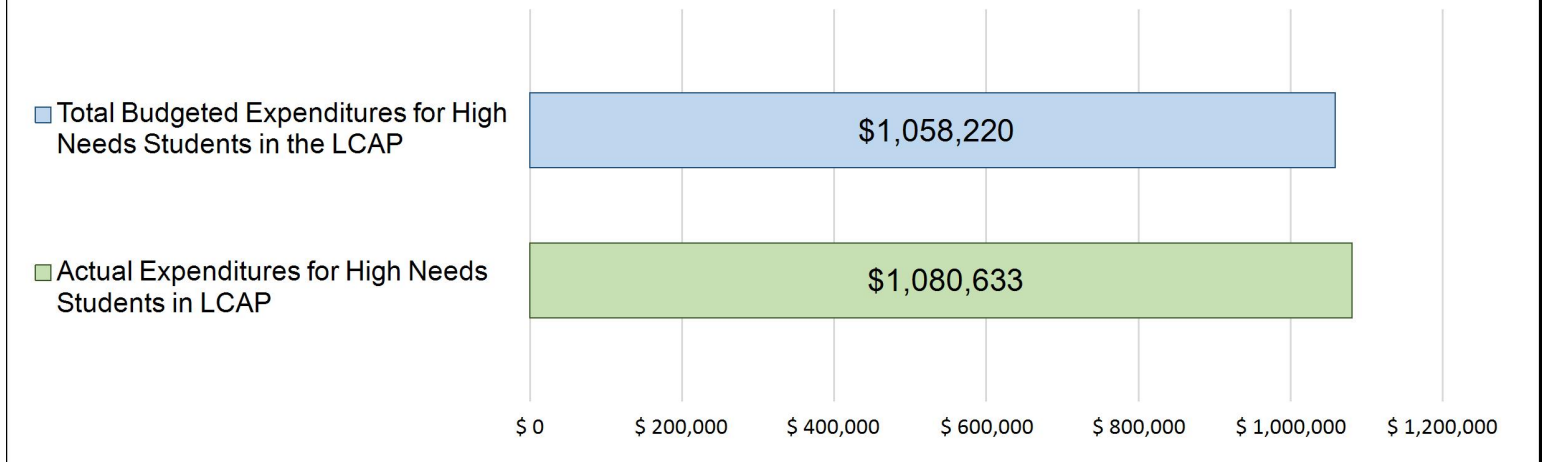
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School is projecting it will receive \$1,326,358 based on the enrollment of foster youth, English learner, and low-income students. TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School must describe how it intends to increase or improve services for high needs students in the LCAP. TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School plans to spend \$1,326,358 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26

Prior Year Expenditures: Increased or Improved Services for High Needs Students



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

The text description of the above chart is as follows: In 2025-26, TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School's LCAP budgeted \$1,058,220 for planned actions to increase or improve services for high needs students. TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School actually spent \$1,080,633 for actions to increase or improve services for high needs students in 2025-26.



Local Control and Accountability Plan

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

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

Plan Summary [2026-27]

General Information

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

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

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

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

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

Reflections: Annual Performance

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

Reflection Summary Narrative: 2024 to 2025 School Results

The 2024 to 2025 California Dashboard results for TEACH Preparatory Elementary show a school with clear instructional momentum, especially in core academic achievement, while also highlighting several urgent conditions that must be addressed to sustain and deepen student success. Overall, the data tells a story of meaningful academic recovery and growth, particularly in English Language Arts and Mathematics, alongside persistent challenges in chronic absenteeism, English Learner progress, and teacher credentialing.

One of the most encouraging findings is the substantial improvement in both ELA and Mathematics. In English Language Arts, the school moved from Red in 2024 to Yellow in 2025, improving from 105.5 points below standard to 51.3 points below standard. This represents a gain of 54.2 points. The improvement was not isolated to one group; every measurable student group demonstrated growth. African American students showed the largest ELA gain, improving by 71.3 points, while English Learners improved by 37.4 points. The school's ELA growth rating also improved from Below Typical to Accelerated, with 84.6% of students improving their scores from the prior year.

Mathematics results were similarly strong. The school improved from Orange to Yellow, moving from 89.5 points below standard to 38.5 points below standard, a gain of 51.1 points. The most notable math outcome was for English Learners, who moved from Red to Green and improved by 73 points. This was the strongest single-year, single-group gain in the report and suggests that instructional practices in mathematics are having a powerful impact for students who are acquiring English.

These gains reflect important progress and should be celebrated. They suggest that the school's instructional systems, including teacher looping and diagnostic assessment practices adopted during the 2024–25 school year, are beginning to produce measurable academic results. The data indicates that students are responding to instruction and that the school has built a stronger foundation for academic growth than in the prior year.

At the same time, the results point to significant areas requiring immediate and focused attention. Chronic absenteeism remains the school's most urgent challenge. The rate worsened from 50.0% in 2024 to 55.1% in 2025, moving the school from Yellow to Red. More than half of students missed 10% or more of instructional days, and every reportable subgroup declined. African American students had a chronic absenteeism rate of 62.1%, Students with Disabilities were at 64.7%, English Learners were at 49.3%, and Hispanic students were at 49.4%. This level of absenteeism creates a serious barrier to sustaining academic growth because students cannot fully benefit from improved instruction if they are not consistently present.

English Learner Progress is another major area of concern. Although English Learners demonstrated strong academic gains in ELA and especially Mathematics, their progress in English language proficiency declined. The English Learner Progress Indicator dropped from Orange at 36.4% in 2024 to Red at 24.5% in 2025. Even more concerning, 38.8% of English Learners decreased by at least one ELPI level.

This suggests a disconnect between content-area academic growth and English language development. The school will need to strengthen designated and integrated ELD practices, monitor reclassification readiness more closely, and ensure that English Learners receive consistent language development support across classrooms.

The school's suspension data remains a significant strength. TEACH Preparatory Elementary maintained a 0.0% suspension rate in both 2024 and 2025 and received a Blue rating, the highest possible performance level. This reflects a positive and supportive school culture and suggests that restorative and non-exclusionary discipline practices are being implemented effectively. Maintaining this strength will be important as the school addresses attendance and academic intervention needs.

The local indicators also show areas of stability and progress. All five state-required local indicators remained at Standard Met in both years. A particularly important equity improvement was the elimination of the instructional materials access gap. In 2024, the report noted that 100% of students lacked access to their own instructional materials; by 2025, that figure dropped to 0%, meaning all students had access to materials. This is a meaningful systems improvement that supports instructional consistency.

In reflection, the 2025 results show that TEACH Preparatory Elementary is moving in the right direction academically. The school made dramatic gains in ELA and Mathematics, with strong evidence of student growth across subgroups. These results indicate that the instructional work implemented during the year is having a positive effect. However, the school's next phase of improvement must focus on removing barriers that could limit long-term progress. Chronic absenteeism must become a school-wide priority, English Learner language development must be strengthened, and staffing systems must continue to improve.

The central reflection from the data is that TEACH Preparatory Elementary has demonstrated that students can grow at high levels when instructional systems are aligned and effective. The next challenge is ensuring that students attend school consistently, receive targeted language development support, and are served by a stable, fully credentialed instructional team. Sustaining the academic momentum from 2025 while addressing these urgent needs will be essential for continued improvement in the next planning cycle.

Reflections: Technical Assistance

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

NA

Comprehensive Support and Improvement

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

Schools Identified

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

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Engaging Educational Partners

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

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

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

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

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

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

TEACH Preparatory ES engaged educational partners throughout the 2025-26 school year and in preparation for the 2026-27 LCAP update. Engagement activities included School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, family surveys, and parent/guardian town halls. Students were engaged through student council and informal focus groups.

Feedback from educational partners emphasized four recurring priorities: (1) stronger communication between teachers and families about student progress; (2) expanded access to tutoring and intervention supports, especially in math; (3) more engaging instructional materials; and (4) continued focus on schoolwide attendance improvement. The chronic absenteeism committee model described in Goal 1 was directly informed by family and staff feedback requesting clearer structures and timelier outreach when attendance concerns arise.

The School Site Council reviewed and approved the LCAP prior to submission. The ELAC provided specific input regarding English Learner supports, endorsing continued investment in designated ELD and parent engagement for the EB/EL population. Feedback was collected from a representative student group, and input from all groups was incorporated into the goals, actions, and metrics described in this plan.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

In 2025-26, TEACH Preparatory ES continued to implement a multi-tiered approach to attendance improvement. Tier 1 strategies focused on building a positive school climate, celebrating attendance milestones, and communicating the importance of regular attendance with students and families. These universal supports helped maintain awareness across the school community.

For students identified as at-risk or chronically absent, the school deployed Tier 2 and Tier 3 interventions, including individualized attendance plans, home visits, and regular check-ins with families. Staff who built strong relationships with students and families have supported a reduction in absences for a portion of the targeted population, though chronic absenteeism remained above the school's goal.

During 2025-26, the school transitioned from an assistant principal position to a Data Director role. This change was designed to strengthen the school's capacity to use attendance and academic data systematically. The Data Director began building data tracking systems and protocols that will support more timely identification of students needing intervention in 2026-27. The assistant principal's instructional coaching responsibilities were redistributed to lead teachers and the principal.

Family engagement efforts around attendance included phone calls, attendance letters, and in-person conferences for students with significant absences. Parent/guardian feedback indicated that transportation, illness, and work schedule conflicts were among the primary barriers to regular attendance. This information will inform the design of the 2026-27 chronic absenteeism committee's outreach strategies.

Previously, In 22-23, 56% of students were chronically absent (missing 13 or more days per year). Having a common K-12 policy and set of interventions for student absences offers numerous benefits:

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

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

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

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

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

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

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

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Chronic Absenteeism	56% SY 22-23	24-25SY- 55.1%	25-26 pending results	30% or lower 26-27	

Goal Analysis [2025-26]

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

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

In 2026-27, TEACH Preparatory ES will establish a formal Chronic Absenteeism Committee to bring greater structure, accountability, and coordination to the school's attendance improvement efforts. This committee is part of a network-wide initiative supported by the TEACH Public Schools CMO and will operate at all three TEACH schools.

The Chronic Absenteeism Committee will meet weekly and will be held to high standards of accountability for the timeliness and quality of interventions and supports provided to students and families. Committee membership will include the principal, the Data Director, lead teachers, a family liaison, and a CMO representative. The committee will review current attendance data at each meeting, assign outreach responsibilities, track follow-through on intervention plans, and escalate cases as needed.

The committee will use a tiered intervention framework: Tier 1 strategies will include positive attendance recognition, classroom incentives, and regular family communication about the importance of attendance. Students who miss five or more days will move to Tier 2, which includes an individualized attendance plan, targeted family outreach, and check-in/check-out support. Tier 3 students — those who are severely or persistently absent — will receive intensive case management, home visits, and referrals to community resources.

The Data Director will maintain an up-to-date attendance dashboard that the committee reviews weekly. This real-time visibility will allow the school to intervene earlier and more consistently than in prior years. The CMO will provide coaching and professional development to support the committee's effectiveness.

Goal 1 Actions for 2026-27

The following actions support Goal 1.

Action 1.1: MTSS and Tiered Attendance Interventions

The school will continue to implement its Multi-Tiered System of Support (MTSS) framework, with the Chronic Absenteeism Committee providing the infrastructure for consistent, accountable Tier 2 and Tier 3 interventions. Staff will receive professional development on identifying early warning signs of chronic absenteeism and on effective family engagement strategies.

Action 1.2: Family Engagement for Attendance

The school will expand proactive family communication about attendance, including monthly attendance newsletters, translated materials for Spanish-speaking families, and family information nights focused on the importance of consistent attendance. The family liaison will coordinate outreach for students identified by the Chronic Absenteeism Committee.

Action 1.3: Data Director Position

The Data Director position — established in 2025-26 — will continue in 2026-27 with an expanded role supporting attendance tracking, academic data analysis, and PLC data cycles. The Data Director will also provide coaching support to teachers in using data to differentiate instruction, a function previously provided by the assistant principal.

Action 1.4: Transportation Support

The school provides bus transportation to reduce attendance barriers for students in areas with limited options for getting to school.

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

N/A

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	CMO resources	CMO will provide support to develop and implement a policy and interventions for when students are absent. The CMO will conduct a comprehensive analysis to determine core reasons students miss school and evidence-based solutions.	\$268,200.00	Yes
1.2	Office Staff	Office Staff will communicate with parents when students are absent.	\$229,457.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Assistant Principal Position	The AP will ensure implementation of policy and interventions to address chronic absenteeism. The position will support teachers, students and families to address the core reasons for students missing school.	\$151,284.00	Yes
1.4	Transportation Services	Provide transportation for students to reduce chronic absenteeism. This provided one bus ***	\$55,000.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The academic outcomes from the 2024–2025 school year demonstrated significant gains in both English Language Arts (ELA) and Mathematics, including measurable growth across multiple student subgroups. These improvements reflect the school's continued implementation of the instructional strategies and systems described below, as well as a sustained focus on building teacher capacity and strengthening standards-based instruction across all grade levels. In math, DFS Score was -38.5, an improvement of 51.1 points.

A key factor contributing to these gains was the ongoing instructional leadership support provided by the Assistant Principal, who worked closely with teachers on instructional planning, lesson delivery, data analysis, and assessment practices. Through regular coaching, classroom observations, feedback cycles, and collaborative planning sessions, teachers were able to strengthen their instructional practices and increase their effectiveness in meeting the diverse learning needs of students. This continuous support has helped build both teacher confidence and instructional expertise, resulting in more rigorous, engaging, and targeted classroom instruction.

In addition, teachers actively participated in Professional Learning Communities (PLCs) throughout the school year. These collaborative structures provided dedicated time for teachers to analyze student data, identify learning gaps, share best practices, and develop targeted instructional responses to improve student achievement. PLCs also fostered greater alignment and consistency in instruction across grade levels and content areas.

Teachers also engaged in ongoing, hands-on professional development focused on standards-based instruction and curriculum alignment. Professional learning opportunities included unpacking state standards, developing pacing guides and unit maps, aligning formative and summative assessments to standards, and strengthening instructional strategies designed to support mastery of grade-level content. Staff members were provided opportunities to collaboratively design lessons and assessments that emphasized rigor, student engagement, and data-driven instruction.

Additionally, the school continued to prioritize the use of student performance data to inform instructional decision-making. Teachers regularly reviewed assessment results to monitor progress, adjust instruction, and provide targeted interventions and enrichment opportunities for students. This intentional focus on continuous improvement, collaboration, and instructional coherence contributed to stronger academic outcomes and increased student achievement schoolwide.

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

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

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

Strategy: Teacher Looping- Teacher looping, where teachers serve the same cohort of students for two years in a row, offers several advantages:

Stronger Teacher-Student Relationships: Teachers and students have more time to build trust and rapport, leading to stronger relationships. This can create a more supportive and positive classroom environment, which can enhance student engagement and motivation.

Deeper Understanding of Student Needs: Teachers gain a better understanding of each student's strengths, weaknesses, and learning styles. This allows for more personalized and effective instruction, as teachers can tailor their approach to meet individual student needs.

Improved Continuity and Consistency: With looping, there is less disruption at the start of the second year since teachers already know their students. This continuity allows for a smoother transition and more consistent learning experiences, reducing the time spent on establishing routines and getting to know each other.

Enhanced Academic Progress: Teachers can build on the knowledge and skills students have acquired in the first year without needing to review as much material. This can lead to more continuous academic progress and deeper learning.

Better Classroom Management: Familiarity with students allows teachers to manage the classroom more effectively. They are more aware of potential behavior issues and can address them proactively, leading to a more orderly and focused learning environment.

Stronger Parental Involvement: Parents and teachers have more time to develop a relationship, which can improve communication and collaboration. This partnership can support student learning and address any concerns more effectively.

Reduced Anxiety for Students: Knowing their teacher and classmates for a second year can reduce anxiety and stress for students. This familiarity can create a more comfortable and safe learning environment, which can enhance student well-being and academic performance.

Opportunities for Long-Term Projects: Teachers can plan and implement long-term projects and activities that span two years. This allows for more in-depth exploration of subjects and can lead to more meaningful and comprehensive learning experiences.

Professional Growth for Teachers: Looping provides teachers with the opportunity to see the long-term impact of their teaching strategies and adjust their approaches based on students' progress over two years. This experience can contribute to professional growth and development.

Higher Student Retention and Attendance: Positive relationships and a supportive classroom environment can lead to higher student retention and attendance rates, as students are more likely to feel connected to their teacher and peers.

Strategy: Parent data nights- sharing diagnostic data with parents, explaining goals and ways to support student learning.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CAASPP Math scores	22-23SY -91.5 DFS	24-25SY -38.5 DFS	25-26SY- pending results	26-27 SY ten points DFS above state rate	

Goal Analysis [2025-26]

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

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

In 2025-26, the school made incremental progress toward its academic achievement goals, with more consistent gains in mathematics than in ELA. The implementation of i-Ready as the primary diagnostic and instructional tool in both subjects allowed teachers to more precisely identify skill gaps and assign targeted lessons. Students who engaged consistently with i-Ready's personalized learning pathways showed measurable growth over the course of the year.

In the primary grades, Smarty Ants continued to support foundational literacy skill-building. Teachers reported that students who used the program regularly improved phonics fluency and early reading skills. However, school-wide ELA proficiency remained below the state average on the CAASPP, and the school recognizes that deeper instructional shifts are needed to move students to grade-level proficiency. Mathematics instruction improved with more structured use of PLCs to examine student work and adjust instruction. Teachers used the teacher looping model to build multi-year relationships with students, which allowed for more personalized and continuous support as students progressed through grade levels. Over time, this approach has strengthened teacher knowledge of individual students' learning trajectories and contributed to more targeted instruction. Families have also expressed appreciation for the continuity the looping model provides, particularly for students who benefit from stable, trusting relationships with their teachers.

The AP's coaching support contributed to improvements in instructional consistency across classrooms. Note: The AP position is funded under Goal 1, Action 1.3, and provides instructional coaching that supports all three goals. The Data Director, a separate position, supports systematic use of student performance data and PLC data cycles.

Socioeconomically disadvantaged students and English Learners continued to face greater barriers to proficiency, and the school's intervention system was not always able to reach all students needing additional support. In 2026-27, the school plans to strengthen the fidelity of intervention implementation and improve the monitoring of student progress within the intervention cycle.

Action 2.1: Core Instruction and i-Ready Implementation

All K-5 classrooms will implement i-Ready as a diagnostic and instructional tool in both ELA and math. Teachers will administer the three annual diagnostic windows, use i-Ready reports to guide differentiated instruction and small-group work, and track student growth toward on-grade-level benchmarks.

Action 2.2: Foundational Literacy (Smarty Ants)

Grades K-2 will continue to use Smarty Ants to build phonics, phonemic awareness, and early reading skills. The school will monitor weekly usage data and use teacher coaching to ensure program implementation meets recommended time-on-task benchmarks.

Action 2.3: PLC Data Cycles and Teacher Collaboration

Weekly PLCs will follow a structured data cycle: reviewing current student performance data, identifying students needing additional support, collaborating on instructional adjustments, and following up on prior week's action items. The Data Director will prepare data summaries for each PLC meeting.

Action 2.4: Teacher Looping

The school will continue its teacher looping model, in which teachers advance with their students across consecutive grade levels. Looping teachers will use their longitudinal knowledge of each student's strengths and challenges to provide continuity of support and to strengthen family engagement.

Action 2.5: Intervention and Tutoring Supports

Students performing significantly below grade level will receive targeted intervention supports, including pull-out or push-in small group instruction, extended learning time opportunities, and additional access to i-Ready instructional pathways. Intervention assignments will be reviewed at each PLC cycle.

Goal 2: What Works — Evidence of Effectiveness

Based on 2025-26 implementation, the following practices showed evidence of positive impact on student academic outcomes:

The i-Ready platform provided teachers with detailed diagnostic data that enabled more targeted instruction than was previously possible. In classrooms where teachers used i-Ready data consistently in PLCs, student growth rates were higher than in classrooms where the tool was used less systematically. This finding reinforces the 2026-27 focus on implementation fidelity.

The teacher looping model continued to demonstrate value in building trust with students and families, reducing transition time at the start of the year, and enabling teachers to begin instruction with deep knowledge of each student. Teachers who looped reported spending significantly less time on re-establishing routines and more time on advancing content.

PLC structures improved in consistency during 2025-26. Teams that followed a structured data protocol reported higher confidence in using student data to inform instruction. Professional development will continue to build on this foundation.

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

Limited curriculum familiarity among teachers

Inconsistent teacher assignments

Variability in home support and student readiness

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

Adoption of i-Ready Math and Smarty Ants digital programs

Introduction of teacher looping

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

Implementation Successes and Challenges

Successes:

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

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

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

Challenges:

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

Inconsistent instructional pacing and rigor still affected some classrooms.

Effectiveness of Specific Actions

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

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

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

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

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

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

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

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

Effectiveness:

Very effective, instructional capacity continues to build and is reflected in academic gains.

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

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

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

Ineffectiveness:

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Curriculum	Continue use of iReady, Smarty Ants and other curriculum to support Tier one and Tier 2 and 3 interventions.	\$135,000.00	Yes
2.2	Teacher looping and peer-to-peer mentoring	Teacher looping and peer-to-peer mentoring pairs new teachers with more experienced teachers for support and capacity building. Looping teachers provides multiple benefits described above .	\$451,984.00	Yes
2.3	Assistant Principal	Supports teacher development, provides PD for teachers to maximize use of selected curriculum.	\$0.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	SBAC (CAASP) Proficiency rates	7.5% 22-23SY	24-25SY - 16%	25-26SY pending results	25% Proficient or higher	

Goal Analysis [2025-26]

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

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

In 2025-26, TEACH Preparatory ES focused on strengthening both designated and integrated English Language Development instruction for its EL/EB student population. The California School Dashboard's English Learner Progress Indicator (ELPI) reflected continued movement, with a portion of EL/EB students progressing along the ELPAC proficiency continuum.

Designated ELD blocks were implemented daily in all classrooms serving EL/EB students. Teachers used structured academic conversations, sentence frames, and vocabulary routines to build language proficiency alongside content knowledge. However, implementation varied across classrooms, and some students — particularly those at lower proficiency levels — did not make the progress expected. This variability was identified as a priority area for 2026-27.

Reclassification rates remained below the school's targets. Analysis of the reclassification data revealed that the primary barrier was ELPAC oral language performance, where students were strongest in reading and writing but struggled with the speaking and listening domains. The school is exploring targeted instructional strategies to address oral language development more explicitly.

Family engagement for the EL/EB community improved through the use of Spanish interpretation at school events, translated parent communications, and ELAC meetings that provided families with tools to support language development at home. Families reported feeling more informed about the reclassification process and their children's progress on the ELPAC.

In 2026-27, TEACH Preparatory ES will continue its commitment to EL/EB students by deepening implementation of designated and integrated ELD instruction. The school will prioritize oral language development — particularly in the speaking and listening domains — as this has been identified as the primary barrier to reclassification for many students.

Teachers will receive professional development focused on high-leverage ELD strategies, including structured academic conversations, collaborative dialogue protocols, and explicit vocabulary instruction. PLCs will incorporate EL/EB student outcome data as a regular agenda item, ensuring that EL/EB progress is monitored with the same rigor as overall academic achievement. The school will also strengthen its reclassification support process, including more proactive communication with families of students approaching reclassification eligibility and targeted ELPAC preparation for students in the intermediate proficiency band.

The Chronic Absenteeism Committee established under Goal 1 will specifically track attendance for EL/EB students, as research indicates that chronic absenteeism has a disproportionate impact on language development and academic progress for this population.

1. Analysis of How the Goal Was Carried Out 23-24

To improve the ELA performance of Emerging Bilingual Students, the elementary school focused on:

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

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

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

Planned vs. Actual Implementation:

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

Challenges Experienced:

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

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

Successes Experienced:

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

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

Students demonstrated increased engagement and participation in ELA activities.

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

No material differences

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

Effectiveness:

The academic outcomes from the 2024–2025 school year demonstrated significant gains in both English Language Arts (ELA) and Mathematics, including measurable growth across multiple student subgroups. These improvements reflect the school's continued implementation of the instructional strategies and systems described below, as well as a sustained focus on building teacher capacity and strengthening standards-based instruction across all grade levels.

A key factor contributing to these gains was the ongoing instructional leadership support provided by the Assistant Principal, who worked closely with teachers on instructional planning, lesson delivery, data analysis, and assessment practices. Through regular coaching, classroom observations, feedback cycles, and collaborative planning sessions, teachers were able to strengthen their instructional practices

and increase their effectiveness in meeting the diverse learning needs of students. This continuous support has helped build both teacher confidence and instructional expertise, resulting in more rigorous, engaging, and targeted classroom instruction.

In addition, teachers actively participated in Professional Learning Communities (PLCs) throughout the school year. These collaborative structures provided dedicated time for teachers to analyze student data, identify learning gaps, share best practices, and develop targeted instructional responses to improve student achievement. PLCs also fostered greater alignment and consistency in instruction across grade levels and content areas.

Teachers also engaged in ongoing, hands-on professional development focused on standards-based instruction and curriculum alignment. Professional learning opportunities included unpacking state standards, developing pacing guides and unit maps, aligning formative and summative assessments to standards, and strengthening instructional strategies designed to support mastery of grade-level content. Staff members were provided opportunities to collaboratively design lessons and assessments that emphasized rigor, student engagement, and data-driven instruction.

Additionally, the school continued to prioritize the use of student performance data to inform instructional decision-making. Teachers regularly reviewed assessment results to monitor progress, adjust instruction, and provide targeted interventions and enrichment opportunities for students. This intentional focus on continuous improvement, collaboration, and instructional coherence contributed to stronger academic outcomes and increased student achievement schoolwide.

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

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

Ineffectiveness:

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

For school year 25-26, English Learner (EL) progress has not yet been as robust as overall schoolwide academic progress across some indicators. While the school has seen encouraging growth in overall student achievement, data analysis indicates that additional targeted supports and instructional strategies are needed to accelerate language acquisition and academic achievement for English Learners.

In response, the school is increasing its investment in dedicated staffing and support structures focused specifically on improving EL outcomes. Additional staff members are being added to provide targeted instructional support, monitor student progress more closely, and assist teachers in implementing effective strategies for English Learners across content areas. These supports are intended to strengthen designated and integrated English Language Development (ELD) instruction while ensuring that EL students have increased access to rigorous grade-level content.

English Learners will also continue to benefit from the ongoing teacher capacity-building efforts described in the earlier section. Through professional development, instructional coaching, and collaborative Professional Learning Communities (PLCs), teachers are deepening their understanding of standards-based instruction, differentiated teaching practices, language acquisition strategies, and the use of data to inform instruction for multilingual learners. Teachers are also receiving support in designing lessons and assessments that intentionally incorporate academic language development and scaffolded instruction to better meet the needs of EL students.

Additionally, the school is continuing to strengthen systems for monitoring EL progress through regular data review cycles, targeted interventions, and increased collaboration among classroom teachers, intervention staff, and administrators. By combining enhanced staffing, improved instructional practices, and ongoing professional learning, the school aims to create more equitable learning opportunities and accelerate academic and language growth for English Learners across all grade levels.

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

Reflections and Adjustments:

Action 3.1: Designated and Integrated ELD Instruction

All classrooms serving EL/EB students will provide a minimum of 30 minutes of designated ELD instruction daily, using the adopted ELD curriculum and structured language routines. Integrated ELD strategies — embedding academic language development across content areas — will be a focus of instructional coaching and PLC discussions.

Action 3.2: EL Support Position Action 3.2: a new position dedicated to monitoring EL progress and supporting teachers across grade levels will be added.

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

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

Action 3.3: Family Engagement for EL/EB Families

The school will continue ELAC meetings, Spanish-language parent communications, and family information sessions to engage EL/EB families as active partners in their children's language development. Sessions will include information about the ELPAC, the reclassification process, and strategies families can use to support language development at home.

Action 3.4: ELPAC Preparation and Reclassification Support

Students who are in the intermediate ELPAC proficiency band and approaching reclassification eligibility will receive targeted support, including oral language practice, test familiarization, and academic language enrichment. Teachers will track ELPAC readiness as part of each student's individual learning plan.

I Metrics and Target Outcomes:

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Assistant Principal	The AP will build teacher capacity, provide coaching and PD on supporting Emerging Bilingual students in all grade levels.		Yes
3.2	Add an EL Position-TITLE	Literacy Coach, EL Specialist and Instructional Aide (Aide funded with LREBG Revenue) work together to provide structured and engaging lessons designed to reach students at their level of need.	\$211,794.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2025-26]

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2025-26]

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$1,326,358.00	\$

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
42.708%	0.000%	\$0.00	42.708%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide Schoolwide		
1.2	Action: Office Staff Need: Chronic absenteeism has been identified as a goal for improvement. Scope: LEA-wide Schoolwide	Office staff support family engagement by outreach and interventions to students who are absent.	Reduced chronic absenteeism.
1.3	Action: Assistant Principal Position Need: Chronic absenteeism has been identified as a goal for improvement. Scope: LEA-wide Schoolwide	Counselors and AP positions provide strategies for teachers and students to improve academic performance, overall student well-being and improved attendance and engagement.	Reduced chronic absenteeism; improved academic performance.
1.4	Action: Transportation Services Need: Chronic absenteeism has been identified as a goal for improvement. Scope:	Easier access to transportation will allow for students to have a reliable way to get to school to reduce absences.	Attendance will continually be monitored to verify if the provided transportation is having an effect.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide Schoolwide		
2.1	Action: Curriculum Need: Math outcomes have been identified as an improvement goal. Scope: LEA-wide Schoolwide	Materials for learning provide the base for instruction.	Improved academic performance in ELA and math.
2.2	Action: Teacher looping and peer-to-peer mentoring Need: Math outcomes have been identified as an improvement goal. Scope: Schoolwide	Looping provides continuity, reduces academic deficiencies or gaps and promotes mastery of standards and student well-being.	Improved academic performance, increased engagement, improved attendance.
2.3	Action: Assistant Principal Need: Math outcomes have been identified as an improvement goal. Scope: Schoolwide	Counselors and AP positions provide strategies for teachers and students to improve academic performance, overall student well-being and improved attendance and engagement.	Reduced chronic absenteeism; improved academic performance.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.1	Action: Assistant Principal Need: Improvement to ELA proficiency rates by emerging bilinguals has been identified as an improvement goal. Scope: Schoolwide	Improving teacher capacity with coaching and PD support as provided by the A.P. position.	Student outcomes will be measured at benchmarking periods for improvement.
3.2	Action: Add an EL Position- TITLE Need: Improvement to ELA proficiency rates by emerging bilinguals has been identified as an improvement goal. Scope: Schoolwide	Specialized staff will be provided to design engaging lessons to meet the student needs.	Student outcomes will be measured at benchmarking periods for improvement.

Limited Actions

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

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

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

Additional Concentration Grant Funding

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

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		1:55
Staff-to-student ratio of certificated staff providing direct services to students		1:21

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$3,105,670.00	\$1,326,358.00	42.708%	0.000%	42.708%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,326,358.00	\$24,731.00	\$0.00	\$151,630.00	\$1,502,719.00	\$879,861.00	\$622,858.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	CMO resources	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income			\$0.00	\$268,200.00	\$268,200.00				\$268,200.00	
1	1.2	Office Staff	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income			\$229,457.00	\$0.00	\$229,457.00				\$229,457.00	
1	1.3	Assistant Principal Position	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income			\$0.00	\$151,284.00	\$105,899.00			\$45,385.00	\$151,284.00	
1	1.4	Transportation Services	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income			\$0.00	\$55,000.00	\$55,000.00				\$55,000.00	
2	2.1	Curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income			\$0.00	\$135,000.00	\$125,000.00			\$10,000.00	\$135,000.00	
2	2.2	Teacher looping and peer-to-peer mentoring	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income			\$438,610.00	\$13,374.00	\$355,739.00			\$96,245.00	\$451,984.00	
2	2.3	Assistant Principal	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income			\$0.00	\$0.00	\$0.00				\$0.00	
3	3.1	Assistant Principal	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income										
3	3.2	Add an EL Position- TITLE	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income			\$211,794.00	\$0.00	\$187,063.00	\$24,731.00			\$211,794.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$3,105,670.00	\$1,326,358.00	42.708%	0.000%	42.708%	\$1,326,358.00	0.000%	42.708 %	Total:	\$1,326,358.00
								LEA-wide Total:	\$783,556.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$1,326,358.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	CMO resources	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$268,200.00	
1	1.2	Office Staff	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$229,457.00	
1	1.3	Assistant Principal Position	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$105,899.00	
1	1.4	Transportation Services	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$55,000.00	
2	2.1	Curriculum	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$125,000.00	
2	2.2	Teacher looping and peer-to-peer mentoring	Yes	Schoolwide	English Learners Foster Youth Low Income		\$355,739.00	
2	2.3	Assistant Principal	Yes	Schoolwide	English Learners Foster Youth		\$0.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
3	3.1	Assistant Principal	Yes	Schoolwide	English Learners Foster Youth Low Income			
3	3.2	Add an EL Position- TITLE	Yes	Schoolwide	English Learners Foster Youth Low Income		\$187,063.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,058,220.00	\$1,009,876.83

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	CMO resources	No	\$158,688.00	\$208,688.00
			Yes		
1	1.2	Office Staff	No	\$238,636.00	\$258,479.00
			Yes		
1	1.3	Assistant Principal Position	No	\$137,151.00	\$144,270.00
			Yes		
1	1.4	Transportation Services	Yes	\$200,000.00	\$110,000.00
2	2.1	Curriculum	No	\$70,827.00	\$70,827.00
			Yes		
2	2.2	Teacher looping and peer-to-peer mentoring	No	\$252,918.00	\$288,369.00
			Yes		
2	2.3	Assistant Principal	No	\$0.00	\$0.00
			Yes		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Assistant Principal	No Yes		0.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$1,007,154.00	\$1,058,220.00	\$1,080,633.00	(\$22,413.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	CMO resources	Yes	\$158,688.00	\$208,688.00		
1	1.2	Office Staff	Yes	\$238,636.00	\$258,479.00		
1	1.3	Assistant Principal Position	Yes	\$137,151.00	\$144,270.00		
1	1.4	Transportation Services	Yes	\$200,000.00	\$110,000.00		
2	2.1	Curriculum	Yes	\$70,827.00	\$70,827.00		
2	2.2	Teacher looping and peer-to-peer mentoring	Yes	\$252,918.00	288,369.00		
2	2.3	Assistant Principal	Yes	\$0.00			
3	3.1	Assistant Principal	Yes				

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$2,328,320.00	\$1,007,154.00	0.00	43.257%	\$1,080,633.00	0.000%	46.413%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: [EC Section 42238.024\(b\)\(1\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG](#)

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 CCR Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

2026-27 Local Control and Accountability Plan for TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School

Page 67 of 74

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024

Coversheet

Consider and Approve of Executive Director's Annual Salary

Section:	III. Items for Potential Action
Item:	C. Consider and Approve of Executive Director's Annual Salary
Purpose:	Vote
Submitted by:	
Related Material:	Matt Offer Letter 26-27.pdf



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

5/20/2026

Dear **Brown, Matthew**

We are excited to welcome you to TEACH, Inc. On behalf of TEACH, I am pleased to offer you employment as **CEO** at TEACH Inc., effective **7/1/2026**, under the terms and conditions outlined below.

At-a-glance summary of your offer:

Position	Executive Director
Reports To	Board of Directors
Start Date	7/1/2026
Annualized Pay	\$316,031.69
Pay Frequency	Semi-monthly

The full terms of your position are set forth below. Please review each section carefully.

1. Work Schedule

Your workdays and hours will be consistent with the Board-adopted TEACH CMO Work Calendar.

Employee Initials: _____

2. Compensation and Benefits

Salary

Your annualized base salary will be **\$316,031.69**, paid semi-monthly on TEACH's regularly scheduled pay dates. Compensation is subject to all standard payroll deductions and required withholdings, including applicable STRS, PERS, Social Security, Medicare, and tax withholdings.



Benefits

Full-time employees are eligible to:

- Enroll in TEACH's medical, dental, vision, and life insurance plans.
- Have TEACH pay 100% of the employee-only medical premium for the High-Deductible Health Plan (HDHP).
- Elect higher-cost medical plans with lower deductibles. If you elect a higher-cost plan, TEACH will contribute the equivalent of the HDHP premium amount, and you will be responsible for any additional premium cost through pre-tax payroll deductions.
- Receive employer contributions to a Health Savings Account (HSA) if enrolled in the HDHP. (Note: Monthly contribution amounts vary by coverage tier and are subject to eligibility requirements and IRS contribution limits.)
- Participate in TEACH's 403(b) retirement plan, including eligibility for employer matching contributions of up to 5.5% in accordance with plan terms.
- Participate in TEACH's 457 retirement plan.
- Participate in applicable retirement systems and payroll contributions, including STRS, PERS, Social Security, and Medicare, as required by law and based on position eligibility.
- Accrue paid sick leave (6 days per year) in accordance with TEACH policy and applicable law.
- Earn vacation days in accordance to the schedule detailed in the Employee Handbook. You may elect to cash out unused vacation days in June in accordance to the schedule in the Employee Handbook.

Additional benefit details, contribution amounts, waiting periods, and enrollment information will be provided separately during onboarding and open enrollment.

Employee Initials: _____



3. Employment Classification

This position is classified as Exempt / Non-Exempt under the Fair Labor Standards Act and applicable California wage orders.

Employee Initials: _____

4. Additional Compensation Information

If you remain employed with TEACH for the full school year, you may also be eligible for the following additional compensation opportunity:

Bonus Eligibility

You may be eligible for a discretionary bonus.

Specific eligibility criteria and payout terms will be established through Board-approved guidelines. Bonuses are discretionary, are not guaranteed, and may be modified or discontinued at TEACH's discretion. Bonus eligibility does not alter the at-will nature of your employment.

Employee Initials: _____

5. At-Will Employment

Your employment with TEACH is at-will. This means that either you or TEACH may terminate the employment relationship at any time, with or without cause or advance notice. Nothing in this letter, any TEACH policy, handbook, communication, or practice creates a contract of employment for any specified duration. The at-will nature of employment may only be modified through a written agreement signed by you, the Executive Director of TEACH Public Schools, and approved by the TEACH Public Schools Board of Directors.

Employee Initials: _____



6. Conditions of Employment

This offer of employment is contingent upon satisfactory completion of all pre-employment requirements, including:

- Verification of identity and authorization to work in the United States (Form I-9);
- Clearance of all applicable fingerprinting and background check requirements pursuant to Education Code § 44237;
- Verification of a current TB risk assessment and/or TB clearance, as required by law;
- Satisfactory professional reference checks; and
- For certificated positions, verification and maintenance of an appropriate California teaching credential or intern eligibility.

You may not begin work until all required clearances have been completed and confirmed by the TEACH Human Resources Department.

Employee Initials: _____

7. Professional Responsibilities and Confidentiality

Required Trainings and Professional Development

As a condition of employment, employees are required to attend designated professional development activities, trainings, and meetings. Employees must also complete all legally required compliance trainings, including but not limited to:

- Sexual harassment prevention training;
- Mandated reporter training; and
- Bloodborne pathogens training.

Training schedules and renewal requirements will be communicated by TEACH.



Confidentiality

During the course of employment, employees may have access to confidential or protected information, including student records protected by FERPA, personnel information, and TEACH operational and educational materials. Employees are expected to maintain confidentiality in accordance with TEACH policies and applicable law.

Equal Employment Opportunity

TEACH Public Schools is an equal opportunity employer and does not discriminate on the basis of race, color, religion, sex, gender identity, sexual orientation, national origin, age, disability, veteran status, or any other legally protected characteristic.

8. Entire Agreement

This letter, together with applicable TEACH policies and onboarding documents, constitutes the entire understanding regarding the terms and conditions of your employment and supersedes any prior discussions or representations, whether oral or written.

Employee Initials: _____

If you wish to accept this offer, please sign and return this letter by the requested deadline. We are excited about the opportunity to have you as part of the TEACH team and look forward to your contributions to our students and school community.

Cecilia Sandoval, Board Chair TEACH Inc.

Date: _____

Brown, Matthew

Date: _____

Coversheet

Approve the EPA Resolution

Section:	III. Items for Potential Action
Item:	D. Approve the EPA Resolution
Purpose:	Vote
Submitted by:	
Related Material:	EPA Spending Resolution FY26-27 -TPES.pdf EPA Spending Resolution FY26-27 - TTHS.pdf EPA Spending Resolution FY26-27 - TAT.pdf

TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary
RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT

WHEREAS, the voters approved Proposition 30 on November 6, 2012 and Proposition 55 on November 8, 2016;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012 (sun setting 12/31/2017), and Proposition 55 Article XIII, Section 36(e) to the California Constitution effective November 8, 2016 (commencing 01/01/2018);

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor, or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary has determined to spend the monies received from the Education Protection Act as attached.

DATED: June 2, 2026.

Board Member

Board Member

Board Member

Board Member

Board Member

TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary**Budgeted expenditures through: June 30, 2027****Resource 1400 Education Protection Account**

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Local Control Funding Formula Sources	8010-8099	57,780.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
TOTAL AVAILABLE		57,780.00
EXPENDITURES AND OTHER FINANCING USES		
Certificated Salaries	1000-1999	37,557.00
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	20,223.00
Books and Supplies	4000-4999	0.00
Services, Other Operating Expenses	5000-5999	0.00
Capital Outlay	6000-6599	0.00
Other Outgo (excluding Direct Support/Indirect Costs)	7100-7299	
	7400-7499	0.00
Direct Support/Indirect Costs	7300-7399	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		57,780.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

TEACH Tech Charter High

RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT

WHEREAS, the voters approved Proposition 30 on November 6, 2012 and Proposition 55 on November 8, 2016;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012 (sun setting 12/31/2017), and Proposition 55 Article XIII, Section 36(e) to the California Constitution effective November 8, 2016 (commencing 01/01/2018);

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor, or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of TEACH Tech Charter High;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the TEACH Tech Charter High has determined to spend the monies received from the Education Protection Act as attached.

DATED: June 2, 2026.

Board Member

Board Member

Board Member

Board Member

Board Member

TEACH Tech Charter High**Budgeted expenditures through: June 30, 2027****Resource 1400 Education Protection Account**

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Local Control Funding Formula Sources	8010-8099	67,340.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
TOTAL AVAILABLE		67,340.00
EXPENDITURES AND OTHER FINANCING USES		
Certificated Salaries	1000-1999	43,771.00
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	23,569.00
Books and Supplies	4000-4999	0.00
Services, Other Operating Expenses	5000-5999	0.00
Capital Outlay	6000-6599	0.00
Other Outgo (excluding Direct Support/Indirect Costs)	7100-7299	
	7400-7499	0.00
Direct Support/Indirect Costs	7300-7399	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		67,340.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

TEACH Academy of Technologies

RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT

WHEREAS, the voters approved Proposition 30 on November 6, 2012 and Proposition 55 on November 8, 2016;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012 (sun setting 12/31/2017), and Proposition 55 Article XIII, Section 36(e) to the California Constitution effective November 8, 2016 (commencing 01/01/2018);

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor, or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of TEACH Academy of Technologies;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of TEACH Academy of Technologies has determined to spend the monies received from the Education Protection Act as attached.

DATED: June 2, 2026.

Board Member

Board Member

Board Member

Board Member

Board Member

TEACH Academy of Technologies**Budgeted expenditures through: June 30, 2027****Resource 1400 Education Protection Account**

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Local Control Funding Formula Sources	8010-8099	1,066,428.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
TOTAL AVAILABLE		1,066,428.00
EXPENDITURES AND OTHER FINANCING USES		
Certificated Salaries	1000-1999	693,178.00
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	373,250.00
Books and Supplies	4000-4999	0.00
Services, Other Operating Expenses	5000-5999	0.00
Capital Outlay	6000-6599	0.00
Other Outgo (excluding Direct Support/Indirect Costs)	7100-7299	
	7400-7499	0.00
Direct Support/Indirect Costs	7300-7399	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		1,066,428.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

Coversheet

Consider and Approve the Following Substitute Staffing Vendor Contracts

Section:	III. Items for Potential Action
Item:	E. Consider and Approve the Following Substitute Staffing Vendor
Contracts	
Purpose:	Vote
Submitted by:	
Related Material:	Tradewinds Staffing 26_27.pdf TeachersOnReserve-26_27.pdf 1. SOW - TET (1).pdf 00) TET Combined Contract Documents - Billing (3) (1) (1).pdf TTCHS-Scoot Services 26-27 (1).docx TPES-Scoot Services 26-27 (1).docx TAT-Scoot Services 26-27 (1).docx



TERMS AND CONDITIONS FOR STAFFING SERVICES

THESE TERMS AND CONDITIONS FOR STAFFING SERVICES ("**Agreement**"), is entered into as of May 15th, 2026, by and between TRADEWIND RECRUITMENT, INC, a Delaware corporation with its principal office located at 915 Wilshire Blvd, Los Angeles CA, 90017 ("**TRADEWIND**") and TEACH Public Schools, with primary offices located at 10600 S. Western Avenue, Los Angeles, CA 90047 ("**CLIENT**"). TRADEWIND and CLIENT are referred to from time to time herein individually as a "**Party**" and collectively, as "**Parties.**"

TEACH Public School Locations & Accounts Payable Information:

TEACH Preparatory Elementary School

8506 S. Western Avenue
Los Angeles, CA 90047

Billing Address:

10600 S. Western Avenue
Los Angeles, CA 90047

Payable Email:

accountspayable@teachps.org

TEACH Academy of Technologies

10000 & 10045 S. Western Avenue
Los Angeles, CA 90047

Billing Address:

10600 S. Western Avenue
Los Angeles, CA 90047

Accounts Payable Email:

accountspayable@teachps.org

TEACH Tech Charter High School

10600 S. Western Avenue
Los Angeles, CA 90047

Billing Address:

10600 S. Western Avenue
Los Angeles, CA 90047

Accounts Payable Email:

accountspayable@teachps.org



In consideration of the following promises and mutual agreements and other good and valuable consideration the receipt and sufficiency of which is hereby acknowledged, the Parties agree as follows:

1. DEFINITIONS. The following terms shall have the meaning ascribed to them:

Annualized Compensation

Annualized Compensation" is the annualized base wages, any signing bonus (regardless of when paid), the value of any equity and/or options, and any other compensation expected to be earned by the individual Converted (regardless of whether paid or earned).

Assigned Employees

Each person supplied by TRADEWIND to CLIENT to provide services on a supplemental basis.

Assignment

Each placement of an Assigned Employee to perform Work for the CLIENT.

Billing Rates

Those rates set forth on Exhibit A to this Agreement which may be amended as set forth below.

Candidate

Individual who is seeking a regular position through TRADEWIND and about whom TRADEWIND has advised the CLIENT about individual's interest in a regular position.

Claims

Any claims, demands, complaints, losses, fines, penalties, citations, damages, causes of action, suits, judgments, orders, expenses, or costs, including without limitation, court costs and reasonable attorneys' fees and expenses.

CLIENT Group

Means CLIENT and its officers, directors, employees, and shareholders and their respective heirs, assigns, and successors.

CLIENT Request

Request for supplemental staffing services from CLIENT to TRADEWIND provided in the form of Exhibit A.

Confidential Information

Information that is proprietary to or confidential to a Party or its affiliated companies and is identified as confidential at the time of communication or which the receiving Party could reasonably be expected to know it is confidential.

**Conversion Fee**

The use the services of any Assigned Employee or prospective Assigned Employee as its direct employee, as an independent contractor, or through any person or firm (including another staffing firm) other than TRADEWIND.

Ten (10%) percent of the Assigned Employee's or prospective Assigned Employee's Annualized Compensation to be paid directly or indirectly by CLIENT.

Conversion Period

180 days after the last day that the Assigned Employee worked on an Assignment at the CLIENT or within 180 days after the prospective Assigned Employee was introduced by TRADEWIND to the CLIENT for consideration as an Assigned Employee.

Intellectual Property Rights

All copyright rights, patent rights, trademark rights, trade secret rights, mask work rights, moral rights, rights of publicity, authors' rights, contract and licensing rights, goodwill and all other intellectual property rights as may exist now and/or hereafter come into existence and all applications therefor and registrations, renewals, continuations, continuations in part and extensions thereof, that arise under the law of the United States.

Material Default

As defined in Section 8E below.

Placement

A Candidate who TRADEWIND refers to CLIENT that accepts any offer of employment with, or engagement to provide services on regular basis or on an engagement not through TRADEWIND.

Services

The recruiting and supplying of staffing services on a supplemental staffing and direct hire basis.

TRADEWIND Group

Means TRADEWIND and its officers, directors, employees, and shareholders and their respective heirs, assigns, and successors.

Work

The services provided by an Assigned Employee for the CLIENT while on the Assignment.

Worksite

Location of the Assignment.



2. **ACCEPTANCE.** This Agreement and any Job Order will be deemed accepted if the CLIENT:

- A. Signs and returns the Agreement;
- B. Otherwise accepts the terms of this Agreement in writing;
- C. Accepts Candidates from TRADEWIND or accepts the Work of an Assigned Employee;
- D. Requests in writing that Tradewind supplies Candidates or Assigned Employees; or
- E. Pays invoices for Assigned Employee(s) or Candidates.

3. **TRADEWIND DUTIES AND RESPONSIBILITIES AS TO ASSIGNED EMPLOYEES:**

- A. TRADEWIND will:
 - 1) Recruit, screen, interview, hire, and assign the Assigned Employees to perform the type of Work in reply to a CLIENT Request;
 - 2) Conduct appropriate background verifications of Assigned Employees as directed by CLIENT in writing or as otherwise required by law, including verification of required certifications and licenses;
 - 3) Confirm that Assigned Employee has attended college for at least two years (48 units), or has an associate's degree or higher; or Passed a State or District approved assessment demonstrating competency in assisting with instruction (if applicable to the role).
 - 4) Obtain and check three (3) professional references from the Assigned Employee including at least one former supervisor;
 - 5) Obtain documentation from the Assigned Employee of a Tuberculosis (TB) test;
 - 6) Ensure that the Assigned Employee presents themselves for a Live Scan;
 - 7) Require that the Assigned Employee demonstrates eligibility to work in the United States;
 - 8) Require that the Assigned Employee meets any special criteria specified by the CLIENT which criteria shall be in accordance with applicable law; and
 - 9) Locate additional Assigned Employees if the CLIENT fails to approve one that is presented.
- B. Once the Assigned Employee commences the Assignment, TRADEWIND will:
 - 1) Pay Assigned Employees' wages due (using a Monday to Sunday payroll period);



- 2) Pay, withhold, and transmit payroll taxes and handle unemployment and workers' compensation claims involving Assigned Employees;
 - 3) Require Assigned Employees to sign agreements acknowledging that they are not entitled to holidays, vacations, disability benefits, insurance, pensions, or retirement plans, or any other benefits offered or provided by CLIENT to its employees;
 - 4) Provide Assigned Employees with the benefits, if any, that TRADEWIND offers to its Assigned Employees or as otherwise required by applicable law including the provisions of the Patient Protection and Affordable Care Act, as amended or superseded ("ACA"), applicable to Assigned Employees, including the employer shared responsibility provisions relating to the offer of "minimum essential coverage" to "full-time" employees (as those terms are defined in Code §4980H and related regulations) and the applicable employer information reporting provisions under Code §6055 and §6056 and related regulations;
 - 5) Comply with federal, state, and local labor and employment laws applicable to Assigned Employees including providing the sexual harassment training required by applicable law;
 - 6) Provide general safety training to Assigned Employees, as appropriate; and
 - 7) Visit the Worksite, if it determines that it is appropriate, upon prior written notice to CLIENT to:
 - i. Confirm working conditions at the Worksite including upon notice to CLIENT;
 - ii. Inspect the Worksite and Work processes to assess any potential Worksite hazards to Assigned Employees;
 - iii. Conduct post-accident/incident investigations;
 - iv. Audit CLIENT's safety and training records;
 - v. Review and address, unilaterally or in coordination with CLIENT, Assigned Employee Work performance issues; and
 - vi. Enforce TRADEWIND's employment policies relating to Assigned Employee conduct at the Worksite.
- C. With regard to Candidates referred to or placed at CLIENT, CLIENT shall not rely on any inquiries made by TRADEWIND into the Candidate's authorization, credentials, background, or ability. CLIENT must conduct such background checks, investigations, and testing required by law or that it deems necessary or advisable to verify the accuracy of a Candidate's information. TRADEWIND does not warrant or guarantee the performance of any Candidate in, or suitability for, the position at CLIENT, or the accuracy of the information supplied to it by individuals whom it attempts to place, or by third parties. TRADEWIND disclaims any responsibility for claim, loss, or liability because of a Candidate's acts or omissions.

4. CLIENT DUTIES AND RESPONSIBILITIES. CLIENT will:



- A. Request in writing that TRADEWIND place Assigned Employees to perform the duties of a category of Assigned Employee set forth on Exhibit A, which is attached to this Agreement and made a part hereof.
- B. If it chooses to do so, request to interview Assigned Employee prior to their placement on the Assignment and determine if the Assigned Employee is satisfactory. Client may deny placement of such Assigned Employee on the Assignment, provided that such denial is not for an illegal reason;
- C. Cooperate with TRADEWIND and provide the data required for California's pay transparency and reporting laws;
- D. Properly direct, supervise, and train, in the same manner as its own employees, Assigned Employees performing the Work;
- E. Assess the Assigned Employee's skills and ability to perform the duties of the Assignment;
- F. Be solely responsible for its business operations, products, services, and intellectual property and properly supervise, control, and safeguard its premises, processes, and systems;
- G. Provide the Assigned Employee with Worksite-specific safety and health training required by applicable federal, state, or local laws and regulations;
- H. Advise the Assigned Employee of CLIENT's applicable work rules;
- I. Maintain the ongoing training and compliance associated with employing instructional and non-instructional staff in a K-12 setting as specified in California Education Code § 44000 et seq., and any other applicable statute or requirement;
- J. Request in writing TRADEWIND's approval prior to making any material change in the job duties, Assignment, or Worksite of any Assigned Employee;
- K. CLIENT will not permit Assigned Employees to operate any vehicle or mobile equipment, or entrust them with unattended premises, cash, checks, keys, credit cards, merchandise, Confidential Information or trade secret information, negotiable instruments, or other valuables without TRADEWIND's express prior written approval;
- L. Exclude Assigned Employees from CLIENT's benefit plans, policies, and practices, and not make any offer or promise relating to Assigned Employees' compensation, benefits, or future employment;
- M. Ensure that all time worked by the Assigned Employees is promptly and correctly recorded in TRADEWIND's timekeeping system;
- N. Approve that all working time submitted for Assigned Employees are correct and authorize TRADEWIND to bill CLIENT for those hours;



- O. Timely approve and submit to TRADEWIND all Assigned Employee's working time in the agreed time record system no later than 5:00 p.m. Pacific Time on the Tuesday the week following the workweek when the Services were provided;
- P. Ensure that all Assigned Employees receive meal and rest periods as required by the law applicable to the Worksite and be responsible for any meal premiums penalties that occur as the result of its failure to do so; and
- Q. Not compensate the Assigned Employees directly in any fashion and will not allow Assigned Employees to Work any off-the-clock hours.

5. PAYMENT TERMS, BILL RATES, AND FEES

- A. The rates for the Assignment and the Assigned Employees are contained in Exhibit A which is attached to this Agreement and made a part hereof.
- B. If the CLIENT changes the Assignment of an Assigned Employee, the CLIENT will advise TRADEWIND and if required, the applicable charge for the Assigned Employee will be adjusted.
- C. TRADEWIND will invoice CLIENT weekly for Work performed for the CLIENT by Assigned Employees for the CLIENT approved time at the rates set forth on Exhibit A and for all additional costs, expenses and fees due under this Agreement.
- D. If CLIENT fails to timely submit the approved time records:
 - 1) TRADEWIND will pay the Assigned Employee based on the time submitted by the Assigned Employee. CLIENT authorizes TRADEWIND to bill and CLIENT will pay TRADEWIND on that basis (adjusting if there are additional wages due to the Assigned Employee).
 - 2) CLIENT waives any right to object to payment based on the Assigned Employee's self-reported hours.
 - 3) CLIENT agrees to release, indemnify, protect, defend, and hold harmless TRADEWIND from all claims related to hours allegedly worked by the Assigned Employees but not reported to TRADEWIND.
- E. Payment of all invoices is due within thirty (30) days following receipt of invoice.
- F. Tradewind Subs will invoice each TEACH school campus individually for services rendered depending on need.
- G. Invoices that remain unpaid for more than 30 days after the date of the invoice will accrue late charges in the amount of the greater of 1.5% per month or the highest rate permitted by applicable law.



- H. If CLIENT disputes any invoice, it must give written notice of the dispute to TRADEWIND within fifteen (15) days of the date of the invoice and timely pay TRADEWIND the undisputed portion. CLIENT will cooperate in good faith with TRADEWIND to promptly resolve any payment disputes.
- I. If collection proceedings are commenced by TRADEWIND to collect any past due invoices, whether or not litigation is required, CLIENT will be liable for costs of collection (including without limitation legal and collection agency fees) in addition to the original invoiced amount and late charges.
- J. TRADEWIND expends a substantial amount of company resources in advertising, interviewing, reference checking, and otherwise sourcing each Assigned Employee prior to their referral to clients.
 - 1) Regardless of whether or not this Agreement has been terminated, during the Conversion Period, CLIENT will not Convert any Assigned Employee or prospective Assigned Employee except with the express written consent of TRADEWIND.
 - 2) If CLIENT seeks to Convert or hire the Assigned Employee or prospective Assigned Employee (whether for the same or a different position) prior to the expiration of the Conversion Period, CLIENT will immediately pay TRADEWIND a Conversion Fee.
 - 3) To Convert an Assigned Employee, the CLIENT must be current in all money due to TRADEWIND. A separate Conversion Fee shall be paid for each Assigned Employee or prospective Assigned Employee Converted. If CLIENT refers the Assigned Employee or prospective Assigned Employee to another entity including, but not limited to, successors, affiliates, assigns, subsidiaries, parents, or partners of CLIENT, or to another supplemental third party contractor, which, prior to the expiration of the Conversion Period, directly or indirectly hires or engages or otherwise uses the services of the Assigned Employee or prospective Assigned Employee for any position (direct, temporary, seasonal or otherwise), CLIENT shall be responsible to pay the Conversion Fee to TRADEWIND.
- K. If requested by the CLIENT, TRADEWIND may refer Candidates to the CLIENT for a Placement at the CLIENT. If a Candidate accepts a Placement, the Placement Date for purposes of fees due to TRADEWIND will be the date Candidate accepts any offer of employment with, or engagement to provide services to, the CLIENT. The fees for such Placement shall be calculated and due as set forth in Exhibit A.

6. INSURANCE

- A. CLIENT shall maintain, at its own expense and with deductibles for its own account:
 - 1) Professional liability insurance with a combined single limit of liability of not less than \$1,000,000.



- 2) Commercial general liability insurance coverage with a combined single limit of liability of not less than \$1,000,000 per occurrence (or such greater amount if required by the terms of any charter contract or applicable laws).
- 3) All Client insurance policies shall:
 - i. expressly waive subrogation as to TRADEWIND Group;
 - ii. include TRADEWIND Group as additional insureds for obligations undertaken and liabilities assumed by CLIENT under this Agreement; and
 - iii. shall be primary and non-contributory to any insurance of TRADEWIND with respect to the obligations undertaken and liabilities assumed by CLIENT under this Agreement.
- 4) The levels of insurance required to be maintained by Client are intended to assure certain minimum standards of protection, and the specification of any amount in this Agreement shall be construed to support, but not in any way limit, the liability and indemnity obligations of CLIENT or recommend the amount of insurance CLIENT shall maintain.

B. TRADEWIND shall maintain at its own expense:

- 1) Workers' Compensation Insurance on its employees and Assigned Employees as required by law; and
- 2) Employer's Liability Insurance on the Assigned Employees with limits of: Bodily Injury by accident of \$100,000 each accident; Bodily Injury by disease \$100,000 each person/\$500,000 aggregate.

7. LIABILITY AND INDEMNIFICATION

A. By CLIENT:

- 1) Since the Assigned Employees while on Assignment will be part of the CLIENT's overall workforce, be directed and controlled by the CLIENT and be working along with the CLIENT's other personnel the CLIENT agrees that, for the purposes of liability for the Work-related activities of the Assigned Employees, the acts or omissions of the Assigned Employees will be treated as if they were the acts or omissions of the CLIENT's employees. The CLIENT hereby agrees, to the extent permitted by applicable law (including, without limitation, the limits set forth in any California Statutes including but not limited to the California Tort Claims Act (Government Code §§ 810-996.6) regarding a waiver of Sovereign Immunity in tort actions), to defend, indemnify, and hold TRADEWIND Group harmless from and against any and all liabilities, claims, suits, expenses, or damages, including attorneys' fees and court costs (all of which are referred to as Claims), that TRADEWIND may suffer or incur from CLIENT's breach of this Agreement and from any third party for any personal or bodily injury to any person and for damage to the property of any third party arising out of or in conjunction with the services



under this Agreement or the negligence, gross negligence, or willful misconduct of CLIENT or CLIENT's officers, employees (including Assigned Employees and Candidates hired by CLIENT), or CLIENT's authorized agents in the discharge of their duties and responsibilities.

- 2) The provisions of this Section 7 shall be equally applicable to the acts or omissions of the Assigned Employees regardless of an individual's job title or employee designation.
- 3) To the extent applicable, the Assigned Employees shall be covered by the borrowed servant doctrine for purposes of workers' compensation and general liability. To the extent permitted under California law, the CLIENT shall be considered the "**special employer**" of the Assigned Employees.

B. By TRADEWIND:

- 1) To the fullest extent permitted by applicable law, TRADEWIND will defend, indemnify, and hold CLIENT and its parent, subsidiaries, members, directors, officers, agents, representatives, and employees harmless from all claims, losses, and liabilities (including reasonable attorneys' fees) that CLIENT may suffer or incur from any breach by TRADEWIND's of this Agreement and from any third party arising from to the extent caused by TRADEWIND's breach of this Agreement; its failure to discharge its duties and responsibilities set forth in Section 3; or the negligence, gross negligence, or willful misconduct of TRADEWIND or TRADEWIND's officers, employees (other than Assigned Employees or Candidates hired by CLIENT), or authorized agents in the discharge of those duties and responsibilities.

C. **LIMITATION. OTHER THAN CONVERSION FEES, NEITHER PARTY SHALL BE LIABLE FOR OR BE REQUIRED TO INDEMNIFY THE OTHER PARTY FOR ANY INCIDENTAL, CONSEQUENTIAL, EXEMPLARY, SPECIAL, PUNITIVE, OR LOST PROFIT DAMAGES THAT ARISE IN CONNECTION WITH THIS AGREEMENT, REGARDLESS OF THE FORM OF ACTION (WHETHER IN CONTRACT, TORT, NEGLIGENCE, STRICT LIABILITY, OR OTHERWISE) AND REGARDLESS OF HOW CHARACTERIZED, EVEN IF SUCH PARTY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES.**

D. The provisions in this Section 7 constitute the complete agreement between the Parties with respect to indemnification, and each Party waives its right to assert any common-law indemnification or contribution claim against the other Party. The obligations under this Section 7 shall survive the expiration or termination of this Agreement for any reason whatsoever.

E. As a condition precedent to indemnification, the Party seeking indemnification shall inform the other Party within fifteen (15) days after it receives notice of any claim, loss,



liability, or demand for which it seeks indemnification from the other Party. The indemnified Party and the indemnifying Party shall consult and cooperate with each other regarding the response to and the defense of any such claim. The indemnifying Party shall defend such claim (on its own behalf and on behalf of the indemnified Party), that shall include the right to select legal counsel (subject to the indemnified Party's consent, which will not be unreasonably withheld) and direct legal counsel and to propose, accept or reject offers of settlement, all at its sole cost; provided, however, that no such settlement shall be made without the written consent of the indemnified Party, such consent not to be unreasonably withheld or delayed. Nothing herein shall prevent an indemnified Party from retaining its own counsel and participation in its own defense at its own cost and expense. The Parties shall cooperate with each other in any notifications to insurers and in the defense of the claim.

8. TERM AND TERMINATION

- A. Subject to the provisions of Section 2, and except as otherwise provided in this Section 8, this Agreement shall become effective the date first written above upon its execution by both Parties and shall remain in effect until terminated by either TRADEWIND or CLIENT upon one-hundred eighty (180) days prior written notice to the other. The Billing Rates, Terms, and other information outlined in Exhibit A of this Agreement may be renegotiated from time to time and may be adjusted through mutually agreed upon Addendums attached to this Agreement. Provisions of this Agreement, which by their terms extend beyond the termination of this Agreement, will remain effective after termination.
- B. Either Party may terminate the services of any Assigned Employee immediately upon notice to the other Party when termination is due to matters the terminating Party reasonably deems to require such early termination and provided that such termination is not due to circumstances that would violate applicable law.
- C. If any Assigned Employee providing services under this Agreement terminates their relationship with TRADEWIND, and whether or not such termination is in violation of such Assigned Employee's agreement with TRADEWIND, TRADEWIND shall notify CLIENT of such termination as soon as possible after receipt of notice from such Assigned Employee and shall use its best efforts to replace the Assigned Employee unless otherwise agreed by the Parties.
- D. The completion of an Assignment, the Placement of a Candidate, or the termination of an Assigned Employee while on an Assignment shall not terminate this Agreement.
- E. Notwithstanding Section 8A above, this Agreement may be terminated for cause by either Party at any time upon the occurrence of a Material Default (as defined below), following the requisite notice and time for opportunity for cure, if applicable, and written notice of such termination to the other Party. The following shall be the only events of Material Default under this Agreement (each a *Material Default*):
 - 1) Unless the Bill Rates and Terms are otherwise modified in writing as provided herein or upon the by the mutual written consent of the Parties and the CLIENT



fails to make any payment due hereunder to TRADEWIND within ten (10) days after the date such payment is due.

- 2) A Party materially breaches any of its other obligations under this Agreement and fails to cure such material breach within thirty (30) days after receipt of written notice setting forth the nature of such breach in reasonable detail, unless such breach is not capable of cure in which there shall be no cure period or if such breach is not capable of cure within thirty (30) days, in which case, provided that cure has been commenced, the defaulting Party shall have a reasonable period of time to cure such breach (not to exceed one hundred eighty (180) days).
- F. In the event this Agreement is terminated for a Material Default pursuant to Section 8. E. above, unless agreed otherwise in writing by the Parties, such termination shall become effective immediately following the expiration of the applicable cure period. If this Agreement is terminated other than as provided for in Section 8. E. of this Agreement, and unless otherwise agreed by the parties, such termination date shall be effective at the end of the written notice period provided in Section 8.A.
 - G. In addition to the payment required under Section 5, CLIENT will reimburse TRADEWIND for all current and continuing costs incurred and paid after the effective date of termination by TRADEWIND to any and all third-party vendors or the pursuant to any executory contracts entered into by TRADEWIND for the purposes of providing Assigned Employees to CLIENT prior to termination and to the Assigned Employees for Work performed by them prior to the effective date of termination. TRADEWIND will provide CLIENT with a monthly statement for such continuing costs and CLIENT shall be responsible for reimbursing such costs for the remaining term of the executory contract; and TRADEWIND shall invoice CLIENT for all hours Worked and services provided by the Assigned Employees prior to the termination and CLIENT shall immediately pay all such invoices as provided in Section 5 above. **In addition, the obligations for payment of Conversion Fees for the Conversion Period and all costs and expenses hereunder shall survive the expiration or termination of this Agreement for any reason.**
 - H. In the event of termination of this Agreement by either Party under Section 8. A., TRADEWIND shall provide the CLIENT reasonable assistance for up to ninety (90) days after the effective date of the termination to assist in the transition to another human resources or personnel arrangement. In such event, TRADEWIND and CLIENT shall negotiate in good faith to determine a reasonable fee for such services under this Section 8. H in advance of the date of provision of such transition assistance. Notwithstanding, TRADEWIND shall not be obligated to provide any transition assistance in the event of a termination for cause under Section 8. E.
9. **INTELLECTUAL PROPERTY RIGHTS.** Any Work performed by any Assigned Employee under this Agreement shall be deemed to be works for hire and, TRADEWIND agrees that, to the extent permitted by applicable law, TRADEWIND shall assign all rights, title, and interest, in the Intellectual Property Rights to the CLIENT. All material, documentation, deliverables, and other tangible expressions of information including but not limited to software programs and software documentation, designs, technical data, formulae, and processes, whether in final production or



draft, which result from any Work performed by any Assigned Employee under this Agreement shall be deemed to be works for hire and all rights, title and interest, including any copyright, patent rights and all other intellectual property rights, shall belong exclusively to CLIENT unless some other arrangements have been agreed to by both Parties, in writing.

10. **CONFIDENTIAL INFORMATION.** Both Parties may receive Confidential Information. Each Party agrees to hold the Confidential Information of the other in strict confidence and not to disclose that Confidential Information to third parties or to use the Confidential Information for any purpose whatsoever other than to perform under this Agreement or as otherwise required by law. No knowledge, possession, or use of CLIENT's or its customer's Confidential Information will be imputed to TRADEWIND because of Assigned Employees' access to the Confidential Information.

11. **COMPLIANCE WITH LAWS AND COOPERATION.** CLIENT and TRADEWIND will comply with all applicable federal, state, and local laws regarding the Services and use of the Assigned Employees. Both CLIENT and TRADEWIND affirm that they are equal employment opportunity employers and are in full compliance with all applicable anti-discrimination laws, rules, and regulations. CLIENT and TRADEWIND each agree not to harass, discriminate against, or retaliate against any employee of the other because of that person's color, religion, age, sex, national origin, disability status, genetics, protected veteran status, sexual orientation, gender identity or expression, or any other characteristic protected by federal or applicable state or local laws, rules, or regulations. CLIENT and TRADEWIND agree to cooperate with each other for purposes of compliance with all statutory and regulatory requirements including without limitation of the Americans with Disabilities Act, employee leaves of absence, including the Family and Medical Leave Act, and all similar federal, state, or local laws. Each Party agrees to cooperate fully and to assist the other Party in the investigation and resolution of any complaints, claims, actions, or proceedings that may be brought by or that may involve Assigned Employee(s).

12. **CHOICE OF LAW AND FORUM.** This Agreement shall be construed and interpreted in accordance with the laws of the State of California, excluding any choice-of-law rules that would result in the application of the laws of another jurisdiction. Any action to enforce or interpret this Agreement shall be maintained in a state court located in Los Angeles County, California or in the U.S. District Court for the Central District of California. Both Parties agree that such forums are convenient and proper and irrevocably and unconditionally consent to the personal jurisdiction of such courts. **THE PARTIES WAIVE ANY RIGHT TO TRIAL BY JURY OF ANY CLAIM, DEMAND, OR CAUSE OF ACTION ARISING HEREUNDER, RELATED HERETO, OR IN ANY WAY CONNECTED WITH, RELATED, OR INCIDENTAL TO THE DEALINGS OF THE PARTIES WHETHER NOW EXISTING OR HEREAFTER ARISING, AND WHETHER SOUNDING IN CONTRACT, TORT OR OTHERWISE; AND EACH PARTY FURTHER WAIVES ANY RIGHT TO CONSOLIDATE ANY ACTION IN WHICH A JURY TRIAL HAS BEEN WAIVED WITH ANY OTHER ACTION IN WHICH A JURY TRIAL CANNOT BE OR HAS NOT BEEN WAIVED.**

13. **NOTICES.** All formal notices and other formal communications with respect to this Agreement shall be in writing sent by (i) personal delivery; (ii) nationally recognized overnight delivery service with proof of delivery; (iii) United States mail, postage prepaid, registered or certified mail return receipt requested addressed to such Party; (iv) by email with proof of delivery; or (v) verbally in person or by telephone call to the other Party provided that verbal notice must be followed by an email with proof of delivery. In any case, notice shall be sent to the address specified by CLIENT and TRADEWIND in the initial paragraph of this Agreement or to such other address as the Party



shall designate in writing sent to the other Party in accordance with this Section 13. Any such notice or communication shall be deemed to have been given either at the time of personal delivery or in the case of delivery service or mail, as of the date of first attempted delivery at the specified address and in the manner provided herein.

14. MISCELLANEOUS.

- A. All Exhibits attached hereto or referenced herein regardless of whether physically attached hereto are deemed part of this Agreement.
- B. If any provision of this Agreement is held by a court of law to be illegal, invalid, or unenforceable, that provision shall be deemed amended to achieve as nearly as possible the same economic effect as the original provision, and the legality, validity, and enforceability of the remaining provisions of this Agreement shall not be affected or impaired thereby.
- C. In the event of a dispute under this Agreement, the prevailing Party shall be entitled to recover its reasonable legal fees and expenses from the unsuccessful Party. In the event of a settlement of such a dispute, each Party shall pay its own legal fees and expenses, unless the settlement agreement provides otherwise.
- D. No term or provision hereof will be considered waived by either Party, or no breach excused, unless such waiver or consent is in writing and signed by duly authorized representatives of TRADEWIND and CLIENT. The waiver of, or consent to, a breach of any provision of this Agreement shall not operate or be construed as a waiver of, consent to, or excuse of any other or subsequent breach by either Party. This Agreement may be amended or modified only in writing by mutual agreement of authorized representatives of the Parties.
- E. The Parties acknowledge that this Agreement is the result of continual and ongoing negotiation between the Parties. The Parties have arrived at this Agreement through the exercise of equal bargaining power and any ambiguities herein should not be construed against either Party but should be given a fair and reasonable interpretation.
- F. This Agreement, the Exhibits and the accepted Job Orders constitute the entire agreement between the Parties relating to the provision of Services by TRADEWIND to the CLIENT and supersedes all prior or contemporaneous oral or written agreements concerning this subject matter. Unless specifically stated in any Job Order that it is intended to supersede this Agreement, the terms of this Agreement will govern all Services provided by TRADEWIND to the CLIENT. The terms of any documents (including CLIENT purchase orders) regardless of when submitted by CLIENT are not binding upon TRADEWIND and will not supersede the terms and conditions of this Agreement.
- G. Neither Party shall transfer or assign this Agreement without the written consent of the other Party. Any attempted assignment without such consent and notice shall immediately terminate the Agreement. This Agreement shall be binding upon the Parties and their permitted successors and assigns. Notwithstanding the foregoing either Party



may freely assign this Agreement and delegate its duties under this Agreement without the consent of the other Party to any subsidiary or affiliate of such Party, to the purchaser of all or substantially all of such Party's assets or membership interest, or any other successor to such Party's business. Notwithstanding the foregoing, the CLIENT shall pay TRADEWIND all unpaid fees prior to the effective date of any assignment; and shall remain liable for payment unless or until TRADEWIND is paid in full for all open invoices. TRADEWIND may subcontract the performance of the Services hereunder to another third-party provider if the CLIENT has agreed to such subcontractor and provided that the subcontractor agrees to be subject to the terms of this Agreement.

- H. The relationship of the Parties to each other is that of independent contractors. Neither Party shall be deemed to be the legal representative of the other nor shall either Party act for or on behalf of the other Party without the express prior written approval of the other Party, if applicable. Nothing contained in this Agreement is intended to, or should be construed to, create a partnership, agency, joint venture, or employment relationship between the Parties.
- I. The headings of the paragraphs of this Agreement are inserted solely for the convenience of reference. They will in no way define, limit, extend, or aid in the construction of the scope, extent, or intent of this Agreement.
- J. This Agreement may be executed in one or more counterparts by the Parties which, taken together, shall constitute one binding agreement. This Agreement may be executed by facsimile signature or by other electronic means, such as electronic signature, which constitutes a legal and valid signature for purposes hereof.
- K. Neither Party will be responsible for failure or delay in performance of this Agreement if the failure or delay is due to labor disputes, strikes, fire, riot, war (declared or undeclared), terrorism, acts of God, or any other causes beyond the control of the nonperforming Party. This Section shall not apply to the payment obligations of either Party hereunder.



EXHIBIT A-TRADEWIND SUBS RATE CARD 2025

This Exhibit A is attached to the Agreement between TRADEWIND and CLIENT and made as part of such Agreement. The contents of this Exhibit are Confidential Information of TRADEWIND and to the extent permitted by applicable law, without the prior written approval of TRADEWIND will not be disclosed by CLIENT to anyone who is not a party to this Agreement or have the need to know such information.

At Tradewind Subs, we specialize in providing high-quality substitute teachers, paraprofessionals and school support staff on both a temporary and permanent basis. Our mission is to ensure that every classroom remains a place of stability, learning, and student success, even in the absence of a full-time educator.

This Rate Card outlines our transparent pricing structure for substitute staffing and permanent placements and will remain in place from 07/01/2025-06/30/2026. At Tradewind Subs we strive to offer flexible, competitive rates while maintaining the highest standards of professionalism and service.

Substitute pricing:

Tradewind Subs' Educators will be provided to Partner Schools at the following rates:

	Half day (<4h)	Full day	Long-term (15 days+)
Lead Teacher	228	346	375
Paraprofessional	213	323	352
Support Staff	207	314	343
SPED Credentialed	293	444	473

Permanent pricing:

At Tradewind Subs we also offer a comprehensive, permanent placement/temp-to-perm service for our Partner Schools as and when required to do so.

Tradewind Subs' temp-to-perm placements will be provided to Partner Schools at the following rates:

Days worked;	AGS Fee.
1-90	10% or minimum \$5000
91-180	5% or minimum \$2500
181+	No fee.

Tradewind Subs' Floater-Pool:

Tradewind Subs' School Partners have the option to utilize our 'Floater-Pool' offering. The 'Floater-pool' will consist of a pool of Educators who are specifically assigned to a campus/district daily for the entirety of the commitment. A discount will be applied to any educator assigned to a 'Floater-Pool'.



Discounts are calculated based on the number of Educators committed to and length of commitment according to the below table:

		Number of Educators in FloaterPool				
		2 - 5	6 - 10	11 - 20	21-30	31-50
FP length (days)	1 month	1%	2%	3%	5%	6%
	3 months	3%	4%	5%	7%	8%
	School Year	6%	7%	8%	10%	11%

Assigned Employees are presumed to be nonexempt from laws requiring premium pay for overtime, holiday Work, or weekend Work ("**Premium Work Time**").

The Client will be charged special rates for Premium Work Time only when an Assigned Employee's Work on an Assignment at **CLIENT**, viewed by itself, would legally require premium pay and **CLIENT** has authorized, directed, or allowed the Assigned Employee to Work such Premium Work Time.

CLIENT's special billing rate for Premium Work Time will be the same multiple of the regular billing rate as **TRADEWIND** is required to apply to the Assigned Employee's regular pay rate. (By way of example only, California state law currently requires payment of 150% of the Assigned Employee's regular rate to an Assigned Employee for Work performed by that Assigned Employee exceeding 8 hours in any day, and **CLIENT** will be billed at 150% of the regular bill rate).

Currently, the California Labor Code exempts a teacher at a private elementary or secondary academic institution (K-12) from overtime if all the following conditions are met:

- The Assigned Employee is primarily engaged in the duty of teaching, instructing, or lecturing.
- The Assigned Employee regularly exercises discretion and independent judgment in performing the duties of a teacher.
- The Assigned Employee has at least a baccalaureate or higher degree from an accredited institution of higher education, or compliance with the California Commission on Teacher Credentialing, or the equivalent certification authority in another state.
- The Assigned Employee earns a monthly salary equivalent to no less than two times the state minimum wage for full-time employment.

If **TRADEWIND** is required to advance expenses to Candidates or Assigned Employees in connection with a placement or Assignment and if the **CLIENT** has approved such advance, **TRADEWIND** will be invoice the **CLIENT** and the **CLIENT** will pay such expenses.

In addition to the bill rates specified in this Exhibit A, the amount of all new or increased labor costs associated with Assigned Employees that **TRADEWIND** is legally required to pay – such as increased wages, benefit costs, payroll taxes, social program contributions, or charges linked to benefit levels will be charged to the **CLIENT** and the **CLIENT** will pay such increased rates until the Parties agree on new bill rates.

All costs and expenses due for Services under this Agreement shall survive the expiration or termination of this Agreement for any reason whatsoever.



EXHIBIT B TRADEWIND SUBS EDUCATOR CANCELLATION POLICY

Should it be required, Tradewind Subs' Partner Schools can cancel an assignment no later than 5:00 AM on the day of the scheduled assignment. If a cancellation is made before this time, no fee will be charged. Tradewind Subs will do all we possibly can to reassign the cancelled Educator to another assignment, however, should that not be possible then cancellations made after 5am on the same day of the assignment will incur a half-day charge, as outlined in Exhibit A.

At Tradewind Subs, we pride ourselves on the work we carry out and the Educators that we provide to our Partner Schools. If said Partner School is not satisfied with the performance of the provided Tradewind Subs Educator within the first hour of the day starting, then no fee will be incurred; Tradewind Subs will do our best to provide a replacement for the day, when possible. In order for us to be able to action suitable follow up with our Educators, it is essential that all cancellations based on performance-related issues are followed up in writing on the same day; detailing as much feedback as possible.

EXECUTION. The individuals whose signatures appear below represent and warrant that they are authorized representatives of the entities on whose behalf they entered into this Agreement and that they possess the full power and authority to enter into this Agreement and to bind the Party they purport to represent effective as of the day and year first written above.

TRADEWIND RECRUITMENT, INC.

Signature: Kevin M. Reeves

Name: Kevin M. Reeves

Title: Director of Partnerships

Date: May 15th, 2026

TEACH PUBLIC SCHOOLS

Signature: _____

Name: _____

Title: _____

Date: _____



School Agreement

TEACHERS ON RESERVE SCHOOL SERVICE AGREEMENT

This School Service Agreement ("**Agreement**") is entered into on 5/13/2026 (the "**Effective Date**") by and between the "**School**" (specifically identified at the signature line of this Agreement) and Teachers On Reserve LLC, a California limited liability company ("**TOR**") as follows:

1. **Services.** Pursuant to the terms and conditions of this Agreement, TOR agrees to provide to the School qualified individuals (each, a "**Teacher**", and collectively, "**Teachers**") to render services as a teacher to the School's students as set forth in this Agreement (the "**Services**").

2. **Term.** This Agreement commences on the Effective Date and will continue in full force and effect until the **one year** anniversary of the Effective Date ("**Initial Term**") and shall automatically renew for additional one (1) year terms (each, a "**Renewal Term**"), unless one of the parties provides the other written notice of its intent not to renew at least ninety (90) days prior to a renewal or as otherwise provided for herein (collectively, the "**Term**").

a. **TOR's Right to Terminate.** TOR may terminate this Agreement by providing notice to School, if School:

- (i) fails to pay any amount when due under this Agreement ("**Payment Failure**") and the failure continues for five (5) of School's business days after School's receipt of notice of nonpayment; or
- (ii) breaches any provision of this Agreement (other than a Payment Failure), and either the breach cannot be cured or, if the breach can be cured, it is not cured by School within ten (10) of School's business days after School's receipt of notice of such breach.

Any termination under this Section 2.a is effective on School's receipt of TOR's notice of termination or any later date set out in the notice.

b. **School's Right to Terminate.** School may terminate this Agreement by providing written notice to TOR, if TOR:

- (i) breaches any provision of this Agreement and either the breach cannot be cured or, if the breach can be cured, it is not cured by TOR within ten(10) days after TOR's receipt of written notice of such breach; or
- (ii) becomes insolvent or files, or has filed against it, a petition for voluntary or involuntary bankruptcy or under any other insolvency law, makes or seeks to make a general assignment for the benefit of its creditors or applies for, or consents to, the appointment of a trustee, receiver, or custodian for a substantial part of its property, or is generally unable to pay its debts as they become due.

Any termination under this Section 2.b is effective on TOR's receipt of School's notice of termination or any later date set out in the notice.

c. **Effect of Termination.** The expiration or earlier termination of this Agreement does not affect any rights or obligations that:

- (i) are to survive the expiration or earlier termination of this Agreement; or
- (ii) were incurred by the parties before the expiration or earlier termination.

3. School Contact; Assigned Duties and Procedures. The School agrees to assign a staff person to act as a contact for each Teacher and provide such Teacher with lesson plans and / or information about the Teacher's assigned duties and the School's discipline, accident and emergency procedures, prior to the Teacher starting the assignment at the School.

4. Assignments; Scheduling. All Teacher assignments are to be scheduled through the TOR office, even the continuation of existing assignments with the School. The School agrees not to ask any Teacher for his or her telephone number to schedule assignments with them directly; Teachers are not at liberty to make such scheduling decisions. TOR will make every effort to assign a Teacher requested by the School provided TOR has sufficient notice to do so and the requested Teacher is available.

5. Arrival Time; Minimum Assignment. Assignments are to be scheduled with the arrival/ start time the Teacher is expected to arrive in the school office to sign in (TOR recommends at least 15 minutes prior to the actual class start time), and a stop time when the assignment is to end. The School shall be billed for the approved hours on the time sheet, which reflect the assignment hours requested by the School (including all breaks). TOR's minimum assignment is four hours per day. Assignments that are less than four hours per day will be billed at the four-hour minimum.

6. Wage and Hour Rules; Meal/Rest Breaks. School must comply with all applicable state and federal wage and hour rules. For example, Teachers will be paid including at overtime rates for all hours worked in excess of eight per day or 40 per week. In addition, Teachers must be provided the opportunity to take meal and rest breaks in accordance with the law. Without limitation, in an eight-hour shift, Teachers must have the opportunity to take at least a 30-minute paid, duty-free meal period that takes place before the end of the fifth hour after commencing work. In addition, Teachers must receive a paid ten-minute rest period for every four hours worked or major fraction thereof. In the event School denies a Teacher a required meal or rest period, School must inform TOR and, in addition to any other remedies available to TOR, School will be billed an additional hour of pay for each denied meal/rest period to cover the penalty due to Teacher in accordance with California law.

7. Assignment Changes; Dismissals. The School may extend or terminate a Teacher's assignment for any reason by calling TOR immediately if there is a change in the Teacher's original assignment's hours or days, or job duties or if the School is not satisfied with the assigned Teacher's performance. If the School dismisses a Teacher after the Teacher arrives, but before the originally requested ending time due to scheduling changes for that day, emergency school closure or any unplanned schedule change, the School will be billed for the full hours originally requested for that day. In the event the School requests termination of a Teacher because of its dissatisfaction with such Teacher's performance due primarily to the Teacher's inappropriate behavior at the School, School will not be billed for any time following such termination.

8. Cancellations. The School may cancel a Teacher's assignment the day prior to the Teacher's start date without incurring any cost. If the School wishes to cancel a booked Teacher's assignment on the start date, TOR will make every effort to rebook the Teacher on another assignment but, if that is not possible, TOR will bill the School for the original hours of the Teacher's assignment. In this case, the School is free to use the substitute teacher in any similar assignment to the original.

9. Changes in Teacher Duties. If the School uses an assigned Teacher in any capacity other than what was originally requested, the School will be billed at the rate of the original request, with the exception of the following: If an assigned Teacher was originally scheduled in a non-credentialed/certificated capacity or in a non-Special Education position, and that Teacher was used to substitute in a credentialed or Special Education capacity, the School will be billed at the higher rate for that type of assignment.

10. Preparation Time. If a School requests a Teacher for a multiple day (or long-term assignment) who will be required to do lesson planning, material preparation and/or grading, the School agrees to provide preparation time for such Teacher during the regularly scheduled hours of such Teacher's assignment. However, if enough preparation time is not (or cannot be) provided during the regularly scheduled hours of the Teacher's assignment, the School will be billed for additional hours, including time and a half for work which exceeds 8 hours per day or 40 hours per week. The School and TOR must approve additional preparation hours prior to implementation.

11. Long-term Assignments. Long-term Teacher assignments, which are defined as any assignment of any Teacher (including, but not limited to, "teacher," "co-teacher," "teacher assistant (or "TA"), "administrator," "translator," "tutor," "after school care," or "clerical") that is longer than 10 consecutive days, will be billed at the long-term rate. If a Teacher assignment starts out as less than 10 days but is extended and becomes longer than 10 days, the long-term rate will be retroactively applied by TOR to begin the first day the Teacher assignment started at the School.

12. No Operation of Vehicles. Teachers are not allowed to drive their own vehicles or the School's vehicles at any time while on an assignment with a School.

13. Liability. Indemnification.

a. Liability. The School will be liable for accidents or injuries to children, Teachers or other TOR employees that occur due to the School's negligence or non-compliance with required OSHA, applicable State and Federal Labor Laws, licensing, adult/child ratio, health, fire, or safety standards. TOR reserves the right to remove its Teachers and other employees from any assignment that TOR becomes aware does not meet these guidelines.

b. Indemnification by School. The School shall indemnify, defend and hold harmless TOR and its agents, employees, subcontractors or anyone employed directly or indirectly by it ("**TOR Indemnitees**") from and against all claims, demands, actions, suits allegations, liabilities, prosecutions, losses, damages, court costs, and all other expenses (including without limitation reasonable attorneys' fees) (collectively, "**Claims**") of every nature or character based upon, resulting from or arising out of or related to the below:

- i. any breach by School or any School Indemnitee (defined below) of any representation, warranty, covenant or obligation of School or any School Indemnitee under this Agreement;
- ii. any negligent or more culpable act or omission of School or any School Indemnitee in connection with the performance of this Agreement; or
- iii. any failure of School or any School Indemnitee to comply with any applicable law, rule, regulation, statute, ordinance or administrative order related to this Agreement or the Services.

14. Direct Placement. Should the School want to hire any Teacher who was introduced to the School by TOR for a permanent hire of any duration, in any educational capacity (including but not limited to teacher, assistant teacher, tutor, camp counselor, after school care, etc.), the School will be responsible for paying TOR the standard Hiring Release Fee (defined below) of 17% of such Teacher's annual salary.

15. Temp-to-Perm Hire. Should the School want to hire any Teacher they have used in a long-term substitute capacity, on a permanent or short-term basis in any educational capacity (including but not limited to teacher, assistant teacher, tutor, camp counselor, after school care, etc.), the School will be responsible for paying TOR a Hiring Release Fee as set forth below. The School is to notify TOR to arrange for release of each particular Teacher that the School desires to hire directly.

a. Hiring Release Fee. The standard hiring release fee for any Teacher which a School must pay to TOR is 17% of such Teacher's annual salary (the "**Hiring Release Fee**"). The terms and conditions of the Release and Hiring Fee may be reduced based on the number of hours such Teacher has been continuously assigned to the School. A release agreement will be prepared by TOR and sent to the School to be mutually signed.

b. Temporary-to-Full Time Placement Release Fee Credit: If a Teacher a School desires to hire has worked more than 160 continuous hours (on the same assignment) at such School, the School will be eligible for a credit to reduce the applicable Release Fee for that particular Teacher. The Release Fee will be prorated based on the total number of hours of substitute work in accordance with the following schedule:

160-240 hours—	13% of the Annual Salary
240-320 hours—	10% of the Annual Salary
320-400 hours—	7% of the Annual Salary
400-480 hours—	5.5% of the Annual Salary
Over 480 hours—	4% of the Annual Salary

The School acknowledges and agrees that the provisions set forth in this Section 15, including the amount of the Hiring Release Fee, are reasonable and narrowly drawn to impose no greater restraint than is necessary to protect the parties' legitimate business interests and mutually beneficial relationship under this Agreement and to protect the goodwill of TOR. Nothing in Section 15—including the obligation to pay the Hiring Release Fee, which the parties agree is a reasonable estimation of TOR's associated loss and replacement costs and not a penalty—prohibits the School's hiring of any employees nor restrains the School or any person from engaging in a lawful profession, trade, or business of any kind.

16. Payments. Payment to TOR for Services rendered by any Teacher is due upon the School's receipt of a TOR invoice listing all assignments for the previous week. Invoices shall be submitted by TOR on a weekly basis.

A 1.5% late charge will be added to all invoices over 30 days old from the School's receipt of such invoice. TOR's preferred method of payment is by electronic/digital payments. Please contact TOR Chief Operating Officer, Skye McKenzie, at 800-457-1899 (ext. 5) or smckenzie@teachersonreserve.com for information on how the School may pay invoices electronically.

17. Termination of Services. Failure of the School to abide by the material terms and conditions set forth in this Agreement may result in immediate termination of Services and/or legal action taken by TOR.

18. Background Checks, Tuberculosis Tests and Credential Information

a. TOR will only provide the School with Teachers who have a criminal background clearance and the appropriate licenses, certifications, qualifications (as predetermined and/or, determined on a case-by-case basis by the School) as of the date of any such Teachers' assignment to the School, and other requirements necessary to perform the Services described in this Agreement. TOR will make information relating to an assigned Teacher's Criminal Background Clearance and Tuberculosis (TB) Clearance dates, and CA Credential Number and expiration dates, if applicable, available on the TOR Portal which is accessible by School.

b. TOR will receive subsequent arrest notifications for its Teachers from the California Department of Justice ("DOJ") and take appropriate action in its sole discretion to ensure ongoing safety of students.

19. Nondiscrimination. TOR hereby agrees, warrants, and assures that no person shall be excluded from participation in, be denied benefits of, or be otherwise subjected to discrimination in the performance of this Agreement or in the employment practices of TOR on the grounds of that individual's race; color; gender (including gender identity and gender expression); sex (including pregnancy, childbirth, breastfeeding, and related medical conditions); religious creed (including religious dress and grooming practices); marital/registered domestic partner status; age (forty (40) and over); national origin or ancestry (including native language spoken); physical or mental disability (including HIV and AIDS); medical condition (including cancer and genetic characteristics); taking a leave of absence authorized by law; genetic information; sexual orientation; military and veteran status; or any other consideration made unlawful by federal, state, or local laws.

20. Independent Contractor. TOR is an independent contractor, not an employee of the School. TOR's Teachers, employees, and/or subcontractors are not the School's employees.

21. FERPA/IDEA. This Agreement is entered into by TOR and School in accordance with the provisions of the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1231(g), et seq., (FERPA) and the Individuals with Disabilities Education Act, 20 U.S.C. Section 1400, et seq., (IDEA). TOR hereby acknowledges that all documents which include personally identifiable information contained in or derived from a student's education records are deemed confidential pursuant to FERPA and IDEA. TOR agrees not to re-disclose any such personally identifiable information without prior written consent as required by law, or unless re-disclosure is otherwise authorized by law. TOR agrees that nothing in this Agreement may be construed to allow either TOR or School to maintain, use, disclose, or share the personally identifiable information in a manner not allowed under Federal or State law or regulation.

TOR agrees to comply with all applicable laws that require notification of individuals in the event of an unauthorized release of personally identifiable information or other event requiring notification. In the event of a breach of any of TOR's security obligations, or any other event requiring notification under applicable law, TOR agrees to:

- a. Immediately notify School of such event within one business day of TOR's discovery; and
- b. Cooperate with School to inform all such individuals in accordance with applicable laws.

Within thirty (30) days after termination of this Agreement, TOR will return all personally identifiable information that is in written, electronic, or other tangible form, computer memory, or any hard copy records to School as well as purge any copies of the personally identifiable information. TOR agrees to require all employees, contractors, or agents of any kind working with the School to comply with this provision.

22. **Health Information.** TOR acknowledges that, from time to time during the term of this Agreement, TOR may acquire or have access to protected health information ("**PHI**") of School's students, as defined in the Health Insurance Portability and Accountability Act of 1996, as amended, and rules promulgated thereunder (the "**HIPAA Rules**"). TOR shall not use or disclose and will cause its employees and/or subcontractors not to use or disclose, PHI, except as necessary to perform the services of this Agreement or as required by law.

23. **Insurance.** TOR will provide School with a Certificate of Insurance evidencing its coverages and policy limits. School may be named as an additional insured upon written request to TOR. School represents that it is [self-] insured and will provide TOR with a Certificate of [self-] Insurance upon request.

24. **Governing Law.** This Agreement is to be construed at all times in accordance with and governed by the laws of the State of California applicable to agreements made and to be performed entirely within such State. Any action to enforce this Agreement shall be brought solely in the courts located in Los Angeles County, California.

25. **Entire Agreement.** This Agreement constitutes the entire understanding between the School and TOR relating to the subject matter contained in this Agreement and it supersedes all prior agreements, understandings and representations, whether oral or written, relating to the subject matter contained in this Agreement.

26. **Force Majeure.** Neither party will be liable or responsible to the other party, nor be deemed to have defaulted under or breached this Agreement, for any failure or delay in fulfilling or performing any term of this Agreement (except for the School's obligations to make payments to TOR under this Agreement), when and to the extent the failure or delay is caused by or results from acts beyond the impacted party's ("**Impacted Party**") reasonable control, including the following force majeure events (each a "**Force Majeure Event**"): (i) acts of God; (ii) flood, fire, earthquake, or explosion; (iii) war, invasion, hostilities (whether war is declared or not), terrorist threats or acts, riot, or other civil unrest; (iv) actions, embargoes, or blockades in effect on or after the date of this Agreement; (v) action by any governmental authority; or, (vi) national or regional emergency. The Impacted Party shall give notice within ten (10) days of the Force Majeure Event to the other party stating the period of time the occurrence is expected to continue. The Impacted Party shall use diligent efforts to end the failure or delay and ensure the effects of the Force Majeure Event are minimized. The Impacted Party will resume the performance of its obligations as soon as reasonably practicable after the removal of the cause. In the event that the Impacted Party's failure or delay remains uncured for a period of 15 days following notice given by it under this Section 20, the other party may thereafter terminate this Agreement on three days' notice.

27. **Arbitration.** Notwithstanding the foregoing, any dispute arising out of, under or relating to this Agreement, whether in contract, tort, equity or otherwise, and whether relating to the meaning, interpretation, effect, validity, performance or enforcement of this Agreement, including the determination of the scope or applicability of this agreement to arbitrate, shall be resolved by binding arbitration with the arbitration to be conducted in Los Angeles, California and administered by Judicial Arbitration and Mediation Services, Inc., or its successor, pursuant to its Comprehensive Arbitration Rules and Procedures and in accordance with the Expedited Procedures in those Rules. Both the foregoing agreement of the parties to arbitrate any and all such disputes, claims and controversies, and the results, determinations, findings, judgments and/or awards rendered through any such arbitration shall be final and binding on the parties and may be specifically enforced by legal proceedings in any court of competent jurisdiction. This clause shall not preclude parties from seeking provisional remedies in aid of arbitration from a court of appropriate jurisdiction. The arbitrator shall follow any applicable federal law and California state law (with respect to all matters of substantive law) in rendering an award.

28. **Attorneys' Fees.** If any party brings an action or proceeding (including arbitration) involving this Agreement whether founded in tort, contract or equity, or to declare rights hereunder, the Prevailing Party (as hereafter defined) in any such proceeding, action, or appeal thereon, shall be entitled to reasonable attorneys' fees and costs. Such fees may be awarded in the same suit or recovered in a separate suit, whether or not such action or proceeding is pursued to decision or judgment. The term "**Prevailing Party**" shall include, without limitation, a party who substantially obtains or defeats the relief sought, as the case may be, whether by compromise, settlement, judgment, or the abandonment by the other party of its claim or defense. The attorneys' fees award shall not be computed in accordance with any court fee schedule but shall be such as to fully reimburse all attorneys' fees reasonably incurred.

29. **Miscellaneous.** This Agreement may not be amended except in writing signed by each of the parties. Failure to exercise any right under this Agreement shall not constitute a waiver of such right. If a court or arbitrator holds any provision of this Agreement to be invalid, unenforceable, or void, the remainder of this Agreement shall remain in full force and effect. The rule that a contract is to be construed against the party drafting the contract is hereby waived and shall have no applicability in construing this Agreement or the terms hereof. Furthermore, this Agreement shall be construed as a whole, according to its fair meaning, and not in favor of or against any party. This Agreement may be executed in multiple counterparts. Signatures to this Agreement may be communicated **WHEREFORE**, the parties have duly executed this Agreement as of the dates set forth under their respective signatures.

TEACH Preparatory Elementary School

8505 S. Western Ave
Los Angeles, CA 90047

Billing Address:

10600 S. Western Ave
Los Angeles, CA 90047

TEACH Academy of Technologies

10000 & 10045 S. Western Ave
Los Angeles, CA 90047

Billing Address:

10600 S. Western Ave
Los Angeles, CA 90047

TEACH Tech Charter High School

10616 S. Western Ave
Los Angeles, CA 90047

Billing Address:

10600 S. Western Ave
Los Angeles, CA 90047

School Administrator Name

Title of School Representative

Electronic Signature

Today's Date



THE EDUCATION TEAM

3440 Wilshire Blvd. Suite 1111 • Los Angeles, CA 90010 • (855) 898-2929

www.educationteam.com

Scope of Services / SOW:

This Scope of Work (SOW) outlines the responsibilities and expectations for **The Education Team** in providing high-quality staff for educational programs. **The Education Team** will serve as a vendor to ensure program continuity and quality during staff vacancies or absences, helping maintain appropriate ratios to meet licensing and compliance regulations.

Objectives

The primary objectives of The Education Team are:

- Provide qualified substitute teachers to maintain instructional continuity during absences of regular teachers.
- Ensure a seamless transition in delivering educational services and support for student learning.
- Uphold educational standards and compliance with district policies and procedures.

Responsibilities

The Education Team will be responsible for:

- Recruiting and maintaining a pool of qualified substitute teachers with appropriate credentials and background checks.
- Dispatching substitute teachers to schools within the district based on requests and scheduling needs.

Screening and Compliance

- Thoroughly screen all educators and staff to ensure they meet state and district requirements.
- Ensure all staff obtain necessary documentation to prove compliance with state and federal regulatory requirements.
- Conduct comprehensive background checks and credential verifications for all personnel.

Placement Coordination

- Assign a dedicated Placement Coordinator to learn the specific preferences and requirements of the school or program.
- Ensure a strong match between the program and substitute staff, considering skills, experience, and compatibility.
- Provide real-time support to ensure smooth transitions and minimize disruptions.



THE EDUCATION TEAM

Service Agreement

NOTE: SIGNING THIS AGREEMENT DOES NOT OBLIGATE YOU TO USE OUR SERVICES.

This agreement is entered into by and between **ChildCare Careers, LLC dba The Education Team** (hereafter “TET”) and “Customer” (named below). TET and Customer agree as follows:

1. A four (4) hour minimum service commitment each day is required for each employee requested from TET. Customer will pay for services under four (4) hours at the four (4) hour minimum fee.
2. Customer will pay the four (4) hour minimum if a request for service from TET is cancelled within the 24 hours prior to the designated time of service. Any request for cancellation will be effective only if communicated to **The Education Team office**. Notice to the temporary personnel is not adequate.
3. Customer will verify and approve the daily hours worked by TET Substitutes. TET will invoice Customer based on the verified and approved time worked and Customer agrees to pay said invoices.
4. Customer will promptly pay all invoices for services rendered according to the then current TET fee schedule as billed on a weekly basis. Overtime will be billed and paid at time and a half. If an invoice is not paid within 30 days of the invoice date then Customer will pay a late payment fee of 5% of the invoice amount plus a finance charge equal to the lesser of 1.5% per month or the maximum legal rate.
5. Customer will instruct and supervise the TET employee with respect to their responsibilities and compliance with the procedures and policies of Customer. Customer will not ask or authorize TET employee to operate any motor vehicles or administer any medication. Customer represents, warrants, and agrees that Customer is, and at all times during the term of this agreement will be, in compliance with all governmental laws, rules, ordinances and regulations applicable to Customer and its business. Customer will ensure that all wage and hour laws applicable to the non-exempt employees provided by TET are followed, including but not limited to, meal and rest periods. Customer agrees that all work, including grading and lesson planning, will be done on-site and included in the employees’ work hours.
6. Customer acknowledges that TET has incurred considerable expense in the recruitment, screening, and training of its employees and suffers a material economic loss when they are no longer available for assignments. Should Customer hire, or in any way utilize the services of (except through TET), a current or former TET employee introduced to Customer by TET (a “Candidate”) within one (1) year of the Candidate’s last assignment at any Customer location, then Customer will pay TET a placement fee according to TET’s then current fee schedule. Customer will notify TET in writing and pay the placement fee prior to hiring a Candidate or utilizing a Candidate’s services in any way except through TET. Customer agrees that the placement fee shall be doubled if Customer fails to provide written notice prior to hiring. An employee’s resignation from TET does not relieve Customer of the obligation to pay the placement fee. Placement fees are non-refundable regardless of the duration of Candidate’s employment with Customer.
7. In any action or proceeding involving a dispute between TET and Customer arising out of this Agreement, the prevailing party shall be entitled to recover its costs and attorney’s fees. This agreement shall be binding on the successors and assigns of the parties. This agreement may be amended only by a written agreement signed by the parties. This agreement constitutes the entire agreement between the parties with respect to the subject matter hereof. The terms of this agreement shall be deemed accepted by TET, and a binding agreement created between TET and Customer on the terms set forth herein, upon TET providing its employees to Customer.

Full Legal Name of School/District/Org TEACH Prep Elementary

Signature: _____ Title: _____

Print Name: _____ Date: _____
Authorized Representative of Customer

Email: _____ Phone: _____

CUSTOMER INFORMATIONFull Legal Name of School/District/Org: TEACH Prep Elementary**Admin Address:** 8505 S. Western AveCity, State, Zip: Los Angeles CA. 90047

Phone: _____ Fax: _____

Type of Entity: ☐ Public School District ☐ Charter School/Charter Management Org
 (Check one) ☐ Non-Profit Independent School ☐ For-Profit Independent School
☐ After School Program ☐ Other: _____

Grades Served: Tk-5th Total Enrollment: _____**Primary Order Contact**Name: Wendy Zaragoza Title: SOMPhone: 323-872-0708 Cell Phone: 323-374-7198Email Address: wzaragoza@teachps.org

Requirements for a substitute: _____

Dress Code: No Spaghetti- Strapped Shirts , Tank tops or revealingShorts apparel of any kind, Sheer Clothing, T-Shirts with inappropriate gestures or advertisingLeggings , Open-toe shoes of any kind**School/Campus Name – fill out for each campus**Site (Campus) Name: Wendy ZaragozaStreet: 8505 S. Western AveCity, State, Zip: Los Angeles CA. 90047Phone: 323-872-0708**Site Contact Name** (If different than primary contact): TEACH Prep ElementaryTitle: PrincipalDirect Number: _____ Email Address: srhee@teachps.orgDirections and Parking Tips: Street Parking

***** OFFICE USE ONLY *****

Marketing Specialist Name: _____**Billing Status:** ☐ Invoice (Credit/Billing Info attached) ☐ Prepay (CC Info attached)**New vs Existing:** ☐ New Customer ☐ Dormant Existing Customer (Signed New Agreement)

Notes for Placement: _____



THE EDUCATION TEAM

3440 Wilshire Blvd, Suite 1111 • Los Angeles • CA • 90010 • (855) 898-2929

CUSTOMER BILLING INFORMATION

To ensure a smooth onboarding process, please complete the information below.

Qualified school districts and organizations may be approved for invoicing terms (net billing), while others may be set up on a prepayment basis. Our team will review and confirm your billing setup upon submission.

Full Legal Name of School/District/Org : TEACH Preparatory Mildred S. Cunningham & Edith H. Morris

Street Address : 8505 S. Western Ave Elementary School

City, State and Zip : Los Angeles CA. 90047

Federal Tax ID : 95-4856901

Date Established : 2011 State of Formation: Ca

Approximate Total Enrollment (All Campuses): _____

Type of Entity: (Check one) ☐ Public School District ☐ Charter School/CMO
☐ Non-Profit Independent School ☐ For-Profit Independent School
☐ After School Program ☐ Other: _____

Name of Authorized Officer: _____

Title of Person Named Above: _____

Direct Number: _____ Email: _____

ACCOUNTS PAYABLE CONTACT

Name: Wendy Zaragiza Title: _____
 Phone: 323-872-0708 Fax: _____
 Email Address: accountspayable@teachps.org

FINANCE MANAGER CONTACT

Name: Shawwna Lawson Title: Director of Business & Admin
 Phone: _____ Fax: _____
 Email Address: accountspayable@teachps.org

INVOICING INFORMATION

Email : accountspayable@teachps.org
 Attention : accounts Payable Department
 Street Address : 8505 S. Western Ave
 City, State and Zip : Los Angeles CA. 90047

ANY SPECIAL BILLING INSTRUCTIONS

Print Name: _____ Title: _____

Signature: _____ Date: _____

***** OFFICE USE ONLY *****

Credit Approved? ☐ Yes. ☐ No.

Approved / Denied By: _____
 (Signature)

TEACH Tech Charter High School
10616 S. Western Ave
Los Angeles, CA 90047



TERMS OF SERVICE ADDENDUM

The following terms of service amendments and exhibits are incorporated and made part of the Agreement between Scoot and Customer for assignments scheduled on or after July 1, 2026. You will be regarded as having accepted into this addendum when any of the following occur:

- a) by confirming acceptance of this Agreement in writing; or
- b) by requesting us to supply Educator(s) after receiving this document for Assignments on or after July 1 2026.

1. DEFINITIONS

Building Substitute	Means an Educator reserved with at least one (1) days' notice and assigned on an ongoing basis but not less than four (4) weeks to a specific Customer site to cover day-to-day absences. A Building Substitute typically performs instructional supervision, classroom management, and lesson delivery as assigned by Customer. A Building Substitute is not eligible to fill long-term or permanent Assignments.
Educator(s)	Means, individually and collectively, Scoot employee(s), including but not limited to a Teacher and/or Support Position alone, or as assigned to a Building Substitute role (including where the context requires their agents and sub-contractors), Paraprofessionals, alone, or as assigned to a Paraprofessional Volume Discount (including where the context requires their agents and sub-contractors), a TeachStart Fellow, a Special Education Teacher, a Registered Behavior Technician, Behavior Interventionist, Board Certified Behavior Analyst, Speech Language Pathologist and/or Assistant, Licensed Vocational Nurse, Registered Nurse, Licensed School Psychologist, Licensed Therapist, Certified Wellness Coach, Before/After School Educator assigned to work for Customer in accordance with this Agreement.
Paraprofessional Volume Discount	Paraprofessional Volume Discounts are for a group of hourly paraprofessional staff who are assigned to Customer location(s) for a specific period. Paraprofessional staff within a Volume Discount are always assigned to Customer and must be used for long-term Assignments.
Related Service Provider	Means, individually and collectively, a Board-Certified Behavior Analyst, Speech Language Pathologist, Speech Language Pathologist Assistant, Licensed School Psychologist, Licensed Therapist, Certified Wellness Coach, Registered Nurse.

8. WORKERS' COMPENSATION AND LIABILITY INSURANCE

Scoot will, at its own expense, provide and keep in full force and effect during the term of this Agreement the following kinds and minimum amounts of insurance for Educators:

- 8.1 **Workers' Compensation.** Workers' compensation statutory coverage as required by the laws of the jurisdiction in which the services are performed and includes alternate employer endorsement;
- 8.2 **Commercial General Liability.** Commercial general liability insurance with a \$2,000,000 combined single limit per occurrence / \$4,000,000 aggregate and includes contractual liability and personal injury coverage;
- 8.3 **Automobile Liability.** Hired and non-owned auto liability insurance with a \$1,000,000 combined single limit per occurrence;
- 8.4 **Umbrella Insurance.** Umbrella policy of \$2,000,000 providing excess limits over the primary policies described above;
- 8.5 **Abusive Acts Coverage.** Abusive Acts liability insurance with a \$1,000,000 combined single limit per occurrence / \$1,000,000 aggregate.

Scoot will provide Customer with a certificate of this insurance coverage upon request.

TEACH Tech Charter High School

10616 S. Western Ave

Los Angeles, CA 90047

PART B – EDUCATOR SERVICES**4. EDUCATOR PLACEMENT FEE**

Customer understands and agrees that Educators are assigned to Customer to render services on a temporary basis and, absent a written agreement stating otherwise, are not assigned to become employed directly by Customer. Customer acknowledges the considerable expense incurred by Scoot to advertise, recruit, evaluate, train, and place its Educators.

Customer agrees it will not, without prior written consent from Scoot, hire an Educator, interfere with the employment relationship between Scoot and its Educators, or directly or indirectly cause an Educator to become employed by Customer or another temporary service provider.

If Customer, either directly or indirectly, solicits, offers employment, and/or hires an Educator as an employee or consultant in any position, or utilizes the Educator's services through another temporary or outsourcing service company, or any person or entity affiliated with Customer refers an Educator to any other employer and the Educator becomes employed by that employer: (i) at any time from the date such Educator is introduced to or placed with Customer by Scoot until twelve (12) months thereafter or (ii) within twelve (12) months after termination of Educator's temporary Assignment through Scoot with Customer, whichever is later, Customer agrees to pay Scoot a placement fee as specified below (the "Educator Placement Fees"). The Educator Placement Fee is based upon the category of the Educator, timing of hire, or number of days the Educator has worked at the Customer who is hiring the Educator during a single academic year. Customer shall pay the Educator Placement Fee within thirty (30) days of receipt of an invoice from Scoot.

EDUCATOR PLACEMENT FEE FOR RELATED SERVICE PROVIDERS	
Days worked in academic year	Fee [^]
1 - 44 days worked	The greater of \$20,000 or 20% of AGS
45 - 89 days worked	The greater of \$15,000 or 15% of AGS
90 - 134 days worked	The greater of \$10,000 or 10% of AGS
135 – 180+ days worked	The greater of \$5,000 or 5% of AGS
EDUCATOR PLACEMENT FEE FOR TEACHSTART FELLOWS	
Hire date	Fee
September 1 to May 31	\$10,000
June 1 to August 31	No fee
EDUCATOR PLACEMENT FEE FOR SCOOT EDUCATORS <u>NOT</u> LISTED ABOVE	
Days worked in academic year	Fee [^]
1 - 90 days worked	10% of AGS to a minimum of \$5,000
91 - 180 days worked	5% of AGS to a minimum of \$2,500
180+ days worked	\$1,000

[^]Fee is based upon the AGS, including any additional allowances or benefits that can be monetized listed on employment contract between Customer and Educator.

TEACH Tech Charter High School
10616 S. Western Ave
Los Angeles, CA 90047

EXHIBIT A BILL RATES FOR EDUCATORS

The Bill Rates contained in Exhibit A herein are confidential and proprietary. Customer agrees not to disclose the contents of this Exhibit A to persons or entities not party to this Agreement without Scoot's written permission.

Educators will be assigned pursuant to one of the following positions and at the following bill rates, subject to additional overtime charges as specified below:

Daily Educator Staffing					
Customer Bill Rate+	Half-day rate (4 hours or less)	Half-day long-term rate (4 hours or less)#	Short-term day rate (up to 8.5 hours/day)	Long-term day rate (up to 8.5 hours/day)#	Building Substitute (4-week minimum)
Support Position	\$244	\$268	\$364	\$400	N/A
Paraprofessional	\$244	\$268	\$364	\$400	N/A
Teacher (emergency 30-day substitute permit or California credential)	\$265	\$291	\$395	\$434	\$390
Special Education Credential in SpEd role	\$331	\$364	\$493	\$542	N/A
TeachStart Fellow	N/A	N/A	\$434	\$434	N/A

* Because Educators are non-exempt employees, additional charges over and above the standard Customer Bill Rate will apply in the event that an Educator is called upon to work overtime meaning a shift longer than eight and a half (8.5) hours, including a thirty (30) minute meal break, in a workday or more than forty (40) hours, excluding meal breaks, in a work week for the same Customer. Overtime is charged at 1.5x the prorated hourly Bill Rate according to the above table (e.g., overtime for a Support Position is charged at $\$364/8.5 \times 1.5$ per hour). Educators are instructed by Scoot that they should seek the approval of a duly designated supervisor at the Customer site before incurring overtime but, of course, the need to ensure proper supervision of pupils may necessitate an Educator staying over even if the designated supervisor is not immediately available. Consistent with professional best practices, Educators are directed to maintain supervision over assigned students until they are relieved by appropriate Customer personnel.

An Educator will be considered in long-term status if the same Educator has been scheduled at a Customer location for an Assignment that is scheduled for more than fifteen (15) workdays or an Assignment has extended beyond fifteen (15) workdays (half-days and full-days are counted the same) in the same academic year.

TEACH Tech Charter High School

10616 S. Western Ave

Los Angeles, CA 90047

Hourly Educator Staffing	
Position Bill Rate+	Hourly Rate^ (4-hour Minimum Assignment Length)
Paraprofessional	Contact Scoot for bespoke hourly Paraprofessional Bill Rate, less Paraprofessional Volume Discount specified below, as applicable
Expanded Learning Lead Educator (General Ed)	\$52 per hour
Expanded Learning Support (Special Ed)	\$50 per hour
Behavior Interventionist (BI)	\$55 per hour
Registered Behavior Technician (RBT)	\$65 per hour
Licensed Vocational Nurse (LVN)	\$75 per hour
Related Service Providers	
In-person: Board Certified Behavior Analyst (BCBA)	\$120 per hour
Virtual: Board Certified Behavior Analyst (BCBA)	\$110 per hour
Speech Language Pathologist (SLP)	\$135 per hour
Speech Language Pathologist Assistant (SLPA)	\$80 per hour
Licensed School Psychologist	\$125 per hour
Licensed Therapist	\$110 per hour
Certified Wellness Coach	\$55 per hour
Registered Nurse (RN)	\$95 per hour

* Because Educators are non-exempt employees, additional charges over and above the standard Customer Bill Rate will apply in the event that an Educator works overtime meaning a shift longer than eight and a half (8.5) hours, including a thirty (30) minute meal break, in a workday or more than forty (40) hours, excluding meal breaks, in a work week for Customer. Overtime is charged at 1.5x the prorated hourly Bill Rate according to the above table. Educators are instructed by Scoot that they should seek the approval of a duly designated supervisor at the Customer site before incurring overtime but, of course, the need to ensure proper supervision of pupils may necessitate an Educator staying over even if the designated supervisor is not immediately available. Consistent with professional best practices, Educators are directed to maintain supervision over assigned students until they are relieved by appropriate Customer personnel.

^ Customer shall provide Hourly Educator staff who work more than five (5) hours in a work day with an uninterrupted thirty (30) minute meal period free from all duty to begin no later than the end of the fifth (5th) hour of work and a second uninterrupted thirty (30) minute meal period free from all duty to begin no later than the end of the tenth (10th) hour of work. Customer shall also provide Hourly Educators with the opportunity to take a net ten (10) minute rest

TEACH Tech Charter High School

10616 S. Western Ave

Los Angeles, CA 90047

period for every four (4) hours worked (or a major fraction thereof). If Customer fails to provide any required meal period or rest break, Scoot will invoice Customer an additional one (1) hour at Scoot's hourly Bill Rate for each missed meal period and/or rest break.

HOURLY EDUCATOR MEAL BREAK CHARGE RATE

Scoot will **not** charge Customer for Hourly Educator time spent on duty free meal period(s), provided such breaks are compliant with California labor law requirements as described above.

PARAPROFESSIONAL VOLUME DISCOUNT

Customer is entitled to the following discount for any paraprofessional assigned to a Paraprofessional Volume Discount with Customer. Discounts are calculated based on size of Paraprofessional Volume Discount committed to according to the below table.

	Quantity of Paraprofessionals in Volume Discount		
	10-29	30-49	50+
Discount	3%	4%	5%

The following terms apply to a Paraprofessional Volume Discount:

1. Customer must commit to the Paraprofessional Volume Discount from its start date until the conclusion of Customer's academic year, unless negotiated otherwise.
2. If a Paraprofessional Volume Discount becomes larger in size than originally committed to by Customer, the larger discount will be applied according to the above table.
3. If a Paraprofessional Volume Discount is smaller in size than originally committed to by Customer due to Scoot being unable to source the requested number of Educators, the originally agreed discount will be applied.
4. Educators assigned to a Paraprofessional Volume Discount are expected to be utilized in long-term Assignments rather than being used in day-to-day roles.
5. Paraprofessional Volume Discounts may be canceled should an uncontrollable event force Customer to close its location(s) for a prolonged period (e.g., closure due to a pandemic or government order).
6. Paraprofessional Volume Discounts are active on any instructional day, non-student days are not included.
7. TeachStart Fellows cannot be included in a Paraprofessional Volume Discount.

TEACH Preparatory Elementary School

8505 S. Western Ave
Los Angeles, CA 90047

**TERMS OF SERVICE ADDENDUM**

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- a) by confirming acceptance of this Agreement in writing; or
- b) by requesting us to supply Educator(s) after receiving this document for Assignments on or after July 1 2026.

1. DEFINITIONS

Building Substitute	Means an Educator reserved with at least one (1) days' notice and assigned on an ongoing basis but not less than four (4) weeks to a specific Customer site to cover day-to-day absences. A Building Substitute typically performs instructional supervision, classroom management, and lesson delivery as assigned by Customer. A Building Substitute is not eligible to fill long-term or permanent Assignments.
Educator(s)	Means, individually and collectively, Scoot employee(s), including but not limited to a Teacher and/or Support Position alone, or as assigned to a Building Substitute role (including where the context requires their agents and sub-contractors), Paraprofessionals, alone, or as assigned to a Paraprofessional Volume Discount (including where the context requires their agents and sub-contractors), a TeachStart Fellow, a Special Education Teacher, a Registered Behavior Technician, Behavior Interventionist, Board Certified Behavior Analyst, Speech Language Pathologist and/or Assistant, Licensed Vocational Nurse, Registered Nurse, Licensed School Psychologist, Licensed Therapist, Certified Wellness Coach, Before/After School Educator assigned to work for Customer in accordance with this Agreement.
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Scoot will, at its own expense, provide and keep in full force and effect during the term of this Agreement the following kinds and minimum amounts of insurance for Educators:

- 8.1 **Workers' Compensation.** Workers' compensation statutory coverage as required by the laws of the jurisdiction in which the services are performed and includes alternate employer endorsement;
- 8.2 **Commercial General Liability.** Commercial general liability insurance with a \$2,000,000 combined single limit per occurrence / \$4,000,000 aggregate and includes contractual liability and personal injury coverage;
- 8.3 **Automobile Liability.** Hired and non-owned auto liability insurance with a \$1,000,000 combined single limit per occurrence;
- 8.4 **Umbrella Insurance.** Umbrella policy of \$2,000,000 providing excess limits over the primary policies described above;
- 8.5 **Abusive Acts Coverage.** Abusive Acts liability insurance with a \$1,000,000 combined single limit per occurrence / \$1,000,000 aggregate.

Scoot will provide Customer with a certificate of this insurance coverage upon request.

TEACH Preparatory Elementary School

8505 S. Western Ave

Los Angeles, CA 90047

PART B – EDUCATOR SERVICES**4. EDUCATOR PLACEMENT FEE**

Customer understands and agrees that Educators are assigned to Customer to render services on a temporary basis and, absent a written agreement stating otherwise, are not assigned to become employed directly by Customer. Customer acknowledges the considerable expense incurred by Scoot to advertise, recruit, evaluate, train, and place its Educators.

Customer agrees it will not, without prior written consent from Scoot, hire an Educator, interfere with the employment relationship between Scoot and its Educators, or directly or indirectly cause an Educator to become employed by Customer or another temporary service provider.

If Customer, either directly or indirectly, solicits, offers employment, and/or hires an Educator as an employee or consultant in any position, or utilizes the Educator's services through another temporary or outsourcing service company, or any person or entity affiliated with Customer refers an Educator to any other employer and the Educator becomes employed by that employer: (i) at any time from the date such Educator is introduced to or placed with Customer by Scoot until twelve (12) months thereafter or (ii) within twelve (12) months after termination of Educator's temporary Assignment through Scoot with Customer, whichever is later, Customer agrees to pay Scoot a placement fee as specified below (the "Educator Placement Fees"). The Educator Placement Fee is based upon the category of the Educator, timing of hire, or number of days the Educator has worked at the Customer who is hiring the Educator during a single academic year. Customer shall pay the Educator Placement Fee within thirty (30) days of receipt of an invoice from Scoot.

EDUCATOR PLACEMENT FEE FOR RELATED SERVICE PROVIDERS	
Days worked in academic year	Fee [^]
1 - 44 days worked	The greater of \$20,000 or 20% of AGS
45 - 89 days worked	The greater of \$15,000 or 15% of AGS
90 - 134 days worked	The greater of \$10,000 or 10% of AGS
135 – 180+ days worked	The greater of \$5,000 or 5% of AGS
EDUCATOR PLACEMENT FEE FOR TEACHSTART FELLOWS	
Hire date	Fee
September 1 to May 31	\$10,000
June 1 to August 31	No fee
EDUCATOR PLACEMENT FEE FOR SCOOT EDUCATORS <u>NOT</u> LISTED ABOVE	
Days worked in academic year	Fee [^]
1 - 90 days worked	10% of AGS to a minimum of \$5,000
91 - 180 days worked	5% of AGS to a minimum of \$2,500
180+ days worked	\$1,000

[^]Fee is based upon the AGS, including any additional allowances or benefits that can be monetized listed on employment contract between Customer and Educator.

TEACH Preparatory Elementary School

8505 S. Western Ave
Los Angeles, CA 90047

EXHIBIT A
BILL RATES FOR EDUCATORS

The Bill Rates contained in Exhibit A herein are confidential and proprietary. Customer agrees not to disclose the contents of this Exhibit A to persons or entities not party to this Agreement without Scoot's written permission.

Educators will be assigned pursuant to one of the following positions and at the following bill rates, subject to additional overtime charges as specified below:

Daily Educator Staffing					
Customer Bill Rate+	Half-day rate (4 hours or less)	Half-day long-term rate (4 hours or less)#	Short-term day rate (up to 8.5 hours/day)	Long-term day rate (up to 8.5 hours/day)#	Building Substitute (4-week minimum)
Support Position	\$244	\$268	\$364	\$400	N/A
Paraprofessional	\$244	\$268	\$364	\$400	N/A
Teacher (emergency 30-day substitute permit or California credential)	\$265	\$291	\$395	\$434	\$390
Special Education Credential in SpEd role	\$331	\$364	\$493	\$542	N/A
TeachStart Fellow	N/A	N/A	\$434	\$434	N/A

* Because Educators are non-exempt employees, additional charges over and above the standard Customer Bill Rate will apply in the event that an Educator is called upon to work overtime meaning a shift longer than eight and a half (8.5) hours, including a thirty (30) minute meal break, in a workday or more than forty (40) hours, excluding meal breaks, in a work week for the same Customer. Overtime is charged at 1.5x the prorated hourly Bill Rate according to the above table (e.g., overtime for a Support Position is charged at $\$364/8.5 \times 1.5$ per hour). Educators are instructed by Scoot that they should seek the approval of a duly designated supervisor at the Customer site before incurring overtime but, of course, the need to ensure proper supervision of pupils may necessitate an Educator staying over even if the designated supervisor is not immediately available. Consistent with professional best practices, Educators are directed to maintain supervision over assigned students until they are relieved by appropriate Customer personnel.

An Educator will be considered in long-term status if the same Educator has been scheduled at a Customer location for an Assignment that is scheduled for more than fifteen (15) workdays or an Assignment has extended beyond fifteen (15) workdays (half-days and full-days are counted the same) in the same academic year.

TEACH Preparatory Elementary School

8505 S. Western Ave
Los Angeles, CA 90047

Hourly Educator Staffing	
Position Bill Rate+	Hourly Rate^ (4-hour Minimum Assignment Length)
Paraprofessional	Contact Scoot for bespoke hourly Paraprofessional Bill Rate, less Paraprofessional Volume Discount specified below, as applicable
Expanded Learning Lead Educator (General Ed)	\$52 per hour
Expanded Learning Support (Special Ed)	\$50 per hour
Behavior Interventionist (BI)	\$55 per hour
Registered Behavior Technician (RBT)	\$65 per hour
Licensed Vocational Nurse (LVN)	\$75 per hour
Related Service Providers	
In-person: Board Certified Behavior Analyst (BCBA)	\$120 per hour
Virtual: Board Certified Behavior Analyst (BCBA)	\$110 per hour
Speech Language Pathologist (SLP)	\$135 per hour
Speech Language Pathologist Assistant (SLPA)	\$80 per hour
Licensed School Psychologist	\$125 per hour
Licensed Therapist	\$110 per hour
Certified Wellness Coach	\$55 per hour
Registered Nurse (RN)	\$95 per hour

* Because Educators are non-exempt employees, additional charges over and above the standard Customer Bill Rate will apply in the event that an Educator works overtime meaning a shift longer than eight and a half (8.5) hours, including a thirty (30) minute meal break, in a workday or more than forty (40) hours, excluding meal breaks, in a work week for Customer. Overtime is charged at 1.5x the prorated hourly Bill Rate according to the above table. Educators are instructed by Scoot that they should seek the approval of a duly designated supervisor at the Customer site before incurring overtime but, of course, the need to ensure proper supervision of pupils may necessitate an Educator staying over even if the designated supervisor is not immediately available. Consistent with professional best practices, Educators are directed to maintain supervision over assigned students until they are relieved by appropriate Customer personnel.

^ Customer shall provide Hourly Educator staff who work more than five (5) hours in a work day with an uninterrupted thirty (30) minute meal period free from all duty to begin no later than the end of the fifth (5th) hour of work and a second uninterrupted thirty (30) minute meal period free from all duty to begin no later than the end of the tenth (10th) hour of work. Customer shall also provide Hourly Educators with the opportunity to take a net ten (10) minute rest

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period for every four (4) hours worked (or a major fraction thereof). If Customer fails to provide any required meal period or rest break, Scoot will invoice Customer an additional one (1) hour at Scoot's hourly Bill Rate for each missed meal period and/or rest break.

HOURLY EDUCATOR MEAL BREAK CHARGE RATE

Scoot will **not** charge Customer for Hourly Educator time spent on duty free meal period(s), provided such breaks are compliant with California labor law requirements as described above.

PARAPROFESSIONAL VOLUME DISCOUNT

Customer is entitled to the following discount for any paraprofessional assigned to a Paraprofessional Volume Discount with Customer. Discounts are calculated based on size of Paraprofessional Volume Discount committed to according to the below table.

	Quantity of Paraprofessionals in Volume Discount		
	10-29	30-49	50+
Discount	3%	4%	5%

The following terms apply to a Paraprofessional Volume Discount:

1. Customer must commit to the Paraprofessional Volume Discount from its start date until the conclusion of Customer's academic year, unless negotiated otherwise.
2. If a Paraprofessional Volume Discount becomes larger in size than originally committed to by Customer, the larger discount will be applied according to the above table.
3. If a Paraprofessional Volume Discount is smaller in size than originally committed to by Customer due to Scoot being unable to source the requested number of Educators, the originally agreed discount will be applied.
4. Educators assigned to a Paraprofessional Volume Discount are expected to be utilized in long-term Assignments rather than being used in day-to-day roles.
5. Paraprofessional Volume Discounts may be canceled should an uncontrollable event force Customer to close its location(s) for a prolonged period (e.g., closure due to a pandemic or government order).
6. Paraprofessional Volume Discounts are active on any instructional day, non-student days are not included.
7. TeachStart Fellows cannot be included in a Paraprofessional Volume Discount.

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TERMS OF SERVICE ADDENDUM

The following terms of service amendments and exhibits are incorporated and made part of the Agreement between Scoot and Customer for assignments scheduled on or after July 1, 2026. You will be regarded as having accepted into this addendum when any of the following occur:

- a) by confirming acceptance of this Agreement in writing; or
- b) by requesting us to supply Educator(s) after receiving this document for Assignments on or after July 1 2026.

1. DEFINITIONS

Building Substitute	Means an Educator reserved with at least one (1) days' notice and assigned on an ongoing basis but not less than four (4) weeks to a specific Customer site to cover day-to-day absences. A Building Substitute typically performs instructional supervision, classroom management, and lesson delivery as assigned by Customer. A Building Substitute is not eligible to fill long-term or permanent Assignments.
Educator(s)	Means, individually and collectively, Scoot employee(s), including but not limited to a Teacher and/or Support Position alone, or as assigned to a Building Substitute role (including where the context requires their agents and sub-contractors), Paraprofessionals, alone, or as assigned to a Paraprofessional Volume Discount (including where the context requires their agents and sub-contractors), a TeachStart Fellow, a Special Education Teacher, a Registered Behavior Technician, Behavior Interventionist, Board Certified Behavior Analyst, Speech Language Pathologist and/or Assistant, Licensed Vocational Nurse, Registered Nurse, Licensed School Psychologist, Licensed Therapist, Certified Wellness Coach, Before/After School Educator assigned to work for Customer in accordance with this Agreement.
Paraprofessional Volume Discount	Paraprofessional Volume Discounts are for a group of hourly paraprofessional staff who are assigned to Customer location(s) for a specific period. Paraprofessional staff within a Volume Discount are always assigned to Customer and must be used for long-term Assignments.
Related Service Provider	Means, individually and collectively, a Board-Certified Behavior Analyst, Speech Language Pathologist, Speech Language Pathologist Assistant, Licensed School Psychologist, Licensed Therapist, Certified Wellness Coach, Registered Nurse.

8. WORKERS' COMPENSATION AND LIABILITY INSURANCE

Scoot will, at its own expense, provide and keep in full force and effect during the term of this Agreement the following kinds and minimum amounts of insurance for Educators:

- 8.1 **Workers' Compensation.** Workers' compensation statutory coverage as required by the laws of the jurisdiction in which the services are performed and includes alternate employer endorsement;
- 8.2 **Commercial General Liability.** Commercial general liability insurance with a \$2,000,000 combined single limit per occurrence / \$4,000,000 aggregate and includes contractual liability and personal injury coverage;
- 8.3 **Automobile Liability.** Hired and non-owned auto liability insurance with a \$1,000,000 combined single limit per occurrence;
- 8.4 **Umbrella Insurance.** Umbrella policy of \$2,000,000 providing excess limits over the primary policies described above;
- 8.5 **Abusive Acts Coverage.** Abusive Acts liability insurance with a \$1,000,000 combined single limit per occurrence / \$1,000,000 aggregate.

Scoot will provide Customer with a certificate of this insurance coverage upon request.

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PART B – EDUCATOR SERVICES**4. EDUCATOR PLACEMENT FEE**

Customer understands and agrees that Educators are assigned to Customer to render services on a temporary basis and, absent a written agreement stating otherwise, are not assigned to become employed directly by Customer. Customer acknowledges the considerable expense incurred by Scoot to advertise, recruit, evaluate, train, and place its Educators.

Customer agrees it will not, without prior written consent from Scoot, hire an Educator, interfere with the employment relationship between Scoot and its Educators, or directly or indirectly cause an Educator to become employed by Customer or another temporary service provider.

If Customer, either directly or indirectly, solicits, offers employment, and/or hires an Educator as an employee or consultant in any position, or utilizes the Educator's services through another temporary or outsourcing service company, or any person or entity affiliated with Customer refers an Educator to any other employer and the Educator becomes employed by that employer: (i) at any time from the date such Educator is introduced to or placed with Customer by Scoot until twelve (12) months thereafter or (ii) within twelve (12) months after termination of Educator's temporary Assignment through Scoot with Customer, whichever is later, Customer agrees to pay Scoot a placement fee as specified below (the "Educator Placement Fees"). The Educator Placement Fee is based upon the category of the Educator, timing of hire, or number of days the Educator has worked at the Customer who is hiring the Educator during a single academic year. Customer shall pay the Educator Placement Fee within thirty (30) days of receipt of an invoice from Scoot.

EDUCATOR PLACEMENT FEE FOR RELATED SERVICE PROVIDERS	
Days worked in academic year	Fee [^]
1 - 44 days worked	The greater of \$20,000 or 20% of AGS
45 - 89 days worked	The greater of \$15,000 or 15% of AGS
90 - 134 days worked	The greater of \$10,000 or 10% of AGS
135 – 180+ days worked	The greater of \$5,000 or 5% of AGS
EDUCATOR PLACEMENT FEE FOR TEACHSTART FELLOWS	
Hire date	Fee
September 1 to May 31	\$10,000
June 1 to August 31	No fee
EDUCATOR PLACEMENT FEE FOR SCOOT EDUCATORS <u>NOT</u> LISTED ABOVE	
Days worked in academic year	Fee [^]
1 - 90 days worked	10% of AGS to a minimum of \$5,000
91 - 180 days worked	5% of AGS to a minimum of \$2,500
180+ days worked	\$1,000

[^]Fee is based upon the AGS, including any additional allowances or benefits that can be monetized listed on employment contract between Customer and Educator.

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EXHIBIT A BILL RATES FOR EDUCATORS

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Educators will be assigned pursuant to one of the following positions and at the following bill rates, subject to additional overtime charges as specified below:

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7. TeachStart Fellows cannot be included in a Paraprofessional Volume Discount.

Coversheet

Consider and Approve the Special Education Services Contracts with Comp Therapy and Cross Country Education

Section: III. Items for Potential Action
Item: F. Consider and Approve the Special Education Services Contracts with
Comp Therapy and Cross Country Education
Purpose: Vote
Submitted by:
Related Material: CrossCountry-26_27.pdf
CompTherapy-26_27.pdf

*NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY
SERVICES*

MASTER CONTRACT

2026-2027

Master Contract
**GENERAL AGREEMENT FOR NONSECTARIAN,
 NONPUBLIC SCHOOL AND AGENCY SERVICES**

LEA TEACH PUBLIC SCHOOLS

Contract Year 2026-2027

New Mediscan II, LLC, dba Cross Country Education

 X Nonpublic Agency

Type of Contract:

 X Master Contract for fiscal year with Individual Service Agreements (ISA) to be approved throughout the term of this contract.

 Individual Master Contract for a specific student incorporating the Individual Service Agreement (ISA) into the terms of this Individual Master Contract specific to a single student.

 Interim Contract: an extension of the previous fiscal years approved contracts and rates. The sole purpose of this Interim Contract is to provide for ongoing funding at the prior year's rates for 90 days at the sole discretion of the LEA. Expiration Date:

When this section is included as part of any Master Contract, the changes specified above shall amend Section 4 – Term of Master Contract.

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2026-2027

LOCAL EDUCATION AGENCY: **TEACH Public Schools**

NONPUBLIC SCHOOL/AGENCY/RELATED SERVICES PROVIDER:
NEW MEDISCAN II, LLC DBA CROSS COUNTRY EDUCATION

NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES
MASTER CONTRACT

GENERAL PROVISIONS**1. MASTER CONTRACT**

This Master Contract (or “Contract”) is entered into on July 1, 2026, between, TEACH Public Schools hereinafter referred to as the local educational agency (“LEA”), and New Mediscan II, LLC dba Cross Country Education (nonpublic, nonsectarian school or agency), hereinafter referred to as NPS/A or “CONTRACTOR” for the purpose of providing special education and/or related services to students with exceptional needs under the authorization of California Education Code sections 56157, 56361 and 56365 *et seq.* and Title 5 of the California Code of Regulations section 3000 *et seq.*, AB 490 (Chapter 862, Statutes of 2003) and AB 1858 (Chapter 914, Statutes of 2004). It is understood that this agreement does not commit the LEA to pay for special education and/or related services provided to any student, or CONTRACTOR to provide such special education and/or related services, unless and until an authorized LEA representative approves the provision of special education and/or related services by CONTRACTOR.

Upon acceptance of a student, LEA shall submit to CONTRACTOR an Individual Service Agreement (hereinafter referred to as “ISA”). Unless otherwise agreed in writing, these forms shall acknowledge CONTRACTOR’s obligation to provide all relevant services specified in the student’s Individualized Education Program (hereinafter referred to as “IEP”). The ISA shall be executed within ninety (90) days of a student’s enrollment. LEA and CONTRACTOR shall enter into an ISA for each student served by CONTRACTOR. As available and appropriate, the LEA shall make available access to any electronic IEP system and/or electronic database for the development of the ISA and invoices.

Unless placement and/or services is made pursuant to an Office of Administrative Hearings (hereinafter referred to as “OAH”) order, a lawfully executed settlement agreement between LEA and parent or authorized by LEA for a transfer student pursuant to California Education Code section 56325, LEA is not responsible for the costs associated with NPS placement or NPS/A services until the date on which an IEP team meeting is convened, the IEP team determines that a NPS placement is appropriate, and the IEP is signed by the student’s parent.

2. CERTIFICATION AND LICENSES

CONTRACTOR shall be certified by the California Department of Education (hereinafter referred to as “CDE”) as a NPS/A. All NPS/A services shall be provided consistent with the area of certification and licensure specified by CDE Certification and as defined in California Education Code, section 56366 *et seq.* and within the professional scope of practice of each provider’s license, certification, and/or credential. A current copy of CONTRACTOR’s NPS/A certification or a

waiver of such certification issued by the CDE pursuant to Education Code section 56366.2 must be provided to LEA on or before the date this Agreement is executed by CONTRACTOR. This Master Contract shall be null and void if such certification or waiver is expired, revoked, rescinded, or otherwise nullified during the effective period of this Master Contract. Total student enrollment shall be limited to capacity as stated on CDE certification and in Section 24 of the Master Contract.

With respect to CONTRACTOR's certification, failure to notify the LEA and CDE in writing of any changes in: (1) credentialed/licensed staff; (2) ownership; (3) management and/or control of the agency; (4) major modification or relocation of facilities; or (5) significant modification of the program may result in the suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

3. COMPLIANCE WITH LAWS, STATUTES, REGULATIONS

During the term of this Master Contract, unless otherwise agreed, CONTRACTOR shall comply with all applicable federal, state, and local statutes, laws, ordinances, rules, policies and regulations. CONTRACTOR shall also comply with all applicable LEA policies and procedures provided at the start of the contract unless, taking into consideration all of the surrounding facts and circumstances, a policy or policies or a portion of a policy does not reasonably apply to CONTRACTOR. CONTRACTOR hereby acknowledges and agrees that it accepts all risks and responsibilities for its failure to comply with LEA policies and shall indemnify LEA under the provisions of Section 16 of this Agreement for all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of CONTRACTOR's failure to comply with applicable LEA policies (e.g., those policies relating to; the provision of special education and/or related services, facilities for individuals with exceptional needs, student enrollment and transfer, student inactive status, corporal punishment, student discipline, and positive behavior interventions).

CONTRACTOR acknowledges and understands that LEA may report to the CDE any violations of the provisions of this Master Contract; and that this may result in the suspension and/or revocation of CDE nonpublic school/agency certification pursuant to California Education Code section 56366.4(a).

4. TERM OF MASTER CONTRACT

The term of this Master Contract shall be from July 1, 2026 to June 30, 2027 (Title 5 California Code of Regulations section 3062(a)) unless otherwise stated. Neither the CONTRACTOR nor the LEA is required to renew this Master Contract in subsequent contract years. The parties acknowledge that any subsequent Master Contract is to be re-negotiated prior to June 30th. In the event the contract negotiations are not agreed to by June 30th, the most recently executed Master Contract will remain in effect for 90 days. (Title 5 California Code of Regulations section 3062(d)) No Master Contract will be offered unless and until all of the contracting requirements have been satisfied. The offer of a Master Contract to a CONTRACTOR is at the sole discretion of the LEA.

The provisions of this Master Contract apply to CONTRACTOR and any of its employees or independent contractors. Notice of any change in CONTRACTOR's ownership or authorized representative shall be provided in writing to LEA within thirty (30) calendar days of change of ownership or change of authorized representative.

5. INTEGRATION/CONTINUANCE OF CONTRACT FOLLOWING EXPIRATION OR TERMINATION

This Master Contract includes each ISA and they are incorporated herein by this reference. This Master Contract supersedes any prior or contemporaneous written or oral understanding or agreement. This Master Contract may be amended only by written amendment executed by both parties.

CONTRACTOR shall provide the LEA with information as requested in writing to secure a Master Contract or a renewal.

At a minimum, such information shall include a roster of current teacher credentials and clearance, insurance documentation and CDE certification. The LEA may require additional information as applicable. If the application packet is not completed and returned to District, no Master Contract will be issued. If CONTRACTOR does not return the Master Contract to LEA duly signed by an authorized representative within ninety (90) calendar days of issuance by LEA, the new contract rates will not take effect until the newly executed Master Contract is received by LEA and will not be retroactive to the first day of the new Master Contract's effective date. If CONTRACTOR fails to execute the new Master Contract within such ninety-day period, all payments shall cease until such time as the new Master Contract for the current school year is signed and returned to LEA by CONTRACTOR. (California Education Code section 56366(c)(1) and (2)). In the event that this Master Contract expires or terminates, CONTRACTOR shall continue to be bound to all of the terms and conditions of the most recent executed Master Contract between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized students at the discretion of the LEA.

6. INDIVIDUAL SERVICE AGREEMENT ("ISA")

When provided by the LEA, this Agreement shall include an ISA developed for each student to whom CONTRACTOR is to provide special education and/or related services. An ISA shall only be issued for students enrolled with the approval of the LEA pursuant to Education Code section 56366 (a)(2)(A). An ISA may be effective for more than one contract year provided that there is a concurrent Master Contract in effect. In the event that this Master Contract expires or terminates, CONTRACTOR, shall continue to be bound to all of the terms and conditions of the most recent executed ISAs between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized students.

Any and all changes to a student's educational placement/program provided under this Master Contract and/or an ISA shall be made solely on the basis of a revision to the student's IEP or by written agreement between the parent and LEA. At any time during the term of this Master Contract, a student's parent, CONTRACTOR, or LEA may request a review of a student's IEP subject to all procedural safeguards required by law.

Unless otherwise provided in this Master Contract, the CONTRACTOR shall provide all services specified in the IEP unless the CONTRACTOR and the LEA agree otherwise in the ISA. (California Education Code sections 56366(a) (5) and 3062(e)). In the event the CONTRACTOR is unable to provide a specific service at any time during the life of the ISA, the CONTRACTOR shall notify the LEA in writing within five (5) business days of the last date a service was provided. CONTRACTOR shall provide any and all subsequent compensatory service hours awarded to student as a result of lack of provision of services while student was served by the NPS/A.

If a parent or LEA contests the termination of an ISA by initiating a due process proceeding with the OAH, CONTRACTOR shall abide by the “stay-put” requirement of state and federal law unless the parent agrees otherwise or an Interim Alternative Educational Setting is deemed lawful and appropriate by LEA or OAH consistent with Section 1415 (k)(1)(7) of Title 20 of the United States Code. CONTRACTOR shall adhere to all LEA requirements concerning changes in placement.

Disagreements between LEA and CONTRACTOR concerning the formulation of an ISA or the Master Contract may be appealed to the County Superintendent of Schools of the County where the LEA is located, or the State Superintendent of Public Instruction pursuant to the provisions of California Education Code section 56366(c) (2).

7. DEFINITIONS

The following definitions shall apply for purposes of this contract:

- a. The term “CONTRACTOR” means a nonpublic, nonsectarian school/agency certified by the California Department of Education and its officers, agents, and employees.
- b. The term “authorized LEA representative” means a LEA administrator designated to be responsible for NPS/A. It is understood, a representative of the Special Education Local Plan Area (SELPA) of which the LEA is a member is an authorized LEA representative in collaboration with the LEA. The LEA maintains sole responsibility for this Contract, unless otherwise specified in this Contract.
- c. The term “credential” means a valid credential, life diploma, permit, or document in special education or pupil personnel services issued by, or under the jurisdiction of, the State Board of Education if issued prior to 1970 or the California Commission on Teacher Credentialing, which entitles the holder thereof to perform services for which certification qualifications are required as defined in Title 5 of the California Code of Regulations section 3001(g).
- d. The term “qualified” means that a person holds a certificate, permit or other document equivalent to that which staff in a public school are required to hold to provide special education and related services and has met federal and state certification, licensing, registration, or other comparable requirements which apply to the area in which the individual is providing special education or related services, including those requirements set forth in Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and those requirements set forth in Title 5 of the California Code of Regulations Sections 3064 and 3065, and adheres to the standards of professional practice established in federal and state law or regulation, including the standards contained in the California Business and Professions Code.

Nothing in this definition shall be construed as restricting the activities in services of a graduate needing direct hours leading to licensure, or of a student teacher or intern leading to a graduate degree at an accredited or approved college or university, as authorized by state laws or regulations. (Title 5 of the California Code of Regulations Section 3001 (r)).

- e. The term “license” means a valid non-expired document issued by a licensing agency within the Department of Consumer Affairs or other state licensing office authorized to grant licenses and authorizing the bearer of the document to provide certain professional

services or refer to themselves using a specified professional title including but not limited to mental health and board and care services at a residential placement. If a license is not available through an appropriate state licensing agency, a certificate of registration with the appropriate professional organization at the national or state level which has standards established for the certificate that are equivalent to a license shall be deemed to be a license as defined in Title 5 of the California Code of Regulations section 3001(l).

- f. “Parent” means:
- i. a biological or adoptive parent; unless the biological or adoptive parent does not have legal authority to make educational decisions for the child,
 - ii. a guardian generally authorized to act as the child’s parent or authorized to make educational decisions for the child,
 - iii. an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the child lives, or an individual who is legally responsible for the child’s welfare,
 - iv. a surrogate parent,
 - v. a foster parent if the authority of the biological or adoptive parent to make educational decisions on the child’s behalf has been specifically limited by court order in accordance with Code of Federal Regulations 300.30(b)(1) or (2).

Parent does not include the state or any political subdivision of government or the NPS/A under contract with the LEA for the provision of special education or designated instruction and services for a child. (California Education Code section 56028).

- g. The term “days” means calendar days unless otherwise specified.
- h. The phrase “billable day” means a school day in which instructional minutes meet or exceed those in comparable LEA programs.
- i. The phrase “billable day of attendance” means a school day as defined in California Education Code Section 46307, in which a student is in attendance and in which instructional minutes meet or exceed those in comparable LEA programs unless otherwise stipulated in an IEP or ISA.
- j. It is understood that the term “Master Contract” also means “Contract” and is referred to as such in this document.

ADMINISTRATION OF CONTRACT

8. NOTICES

All notices provided for by this Contract shall be in writing. Notices shall be mailed, emailed, or delivered by hand and shall be effective as of the date of receipt by addressee.

All notices mailed or emailed to LEA shall be addressed to the person and address as indicated on the signature page of this Master Contract. Notices to CONTRACTOR shall be addressed as indicated on signature page of this Master Contract.

9. MAINTENANCE OF RECORDS

All records shall be maintained by CONTRACTOR as required by state and federal laws and regulations. Notwithstanding the foregoing sentence, CONTRACTOR shall maintain all records for at least five (5) years after the termination of this Master Contract. For purposes of this Master Contract, “records” shall include, but not be limited to student records as defined by California Education Code section 49061(b) including electronically stored information; registers and roll books of teachers and/or daily service providers; daily service logs and notes and other documents used to record the provision of related services including supervision; daily service logs and notes used to record the provision of services provided through additional instructional assistants, NPA behavior intervention aides, and bus aides; behavior emergency reports (BER); incident reports; notification of injuries; absence verification records (parent/doctor notes, telephone logs, and related documents) if the CONTRACTOR is funded for excused absences, however, such records are not required if positive attendance is required; bus rosters; staff lists specifying credentials held and documents evidencing other staff qualifications, , dates of hire, and dates of termination; records of employee training and certification, , including verification of behavior training consistent with 56366.1; staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related services subcontracts; school calendars; bell/class schedules when applicable; liability and worker’s compensation insurance policies; state NPS/A certifications; by-laws, if applicable; lists of current board of directors/trustees, if incorporated;.

CONTRACTOR shall maintain student records in a secure location to ensure confidentiality and prevent unauthorized access. CONTRACTOR shall maintain a current list of the names and positions of CONTRACTOR’s employees who have access to confidential records. CONTRACTOR shall maintain an access log for each student’s record which lists all persons, agencies, or organizations requesting or receiving information from the record. Such log shall be maintained as required by California Education Code section 49064 and include the name, title, agency/organization affiliation, date/time of access for each individual requesting or receiving information from the student’s record, and a description of the record(s) provided. Such log needs to record access to the student’s records by: (a) the student’s parent; (b) an individual to whom written consent has been executed by the student’s parent; or (c) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record. CONTRACTOR/LEA shall maintain copies of any written parental concerns granting access to student records. For purposes of this paragraph, “employees of LEA or CONTRACTOR” do not include subcontractors. CONTRACTOR shall grant the following access to student records, (a) the student’s parent; (b) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record, and comply with parents’ requests for copies of student records, as required by state and federal laws and regulations. CONTRACTOR agrees, in the event of school or agency closure, to forward student records within ten (10) business days to LEA. These shall include, but not limited to, current transcripts, IEP/IFSPs, BER’s, incident reports, notification of injuries and all other relevant reports. LEA and/or SELPA shall have access to and receive copies of any and all records upon request within five (5) business days.

10. SEVERABILITY CLAUSE

If any provision of this agreement is held, in whole or in part, to be unenforceable for any reason, the remainder of that provision and of the entire agreement shall be severable and remain in effect.

11. SUCCESSORS IN INTEREST

This contract binds CONTRACTOR's successors and assignees. CONTRACTOR shall notify the LEA of any change of ownership or corporate control.

12. VENUE AND GOVERNING LAW

The laws of the State of California shall govern the terms and conditions of this contract with venue in the County of Los Angeles.

13. MODIFICATIONS AND AMENDMENTS REQUIRED TO CONFORM TO LEGAL AND ADMINISTRATIVE GUIDELINES

This Master Contract may be modified or amended by the LEA to conform to administrative and statutory guidelines issued by any state, federal or local governmental agency. The party seeking such modification shall provide the LEA and/or CONTRACTOR thirty (30) days' notice of any such changes or modifications made to conform to administrative or statutory guidelines and a copy of the statute or regulation upon which the modification or changes are based.

14. TERMINATION

This Master Contract or ISA may be terminated for cause. The cause shall not be the availability of a public class initiated during the period of the contract unless the parent agrees to the transfer of the student to the public school program at an IEP team meeting. To terminate the contract either party shall give no less than twenty (20) days prior written notice (California Education Code section 56366(a)(4)). At the time of termination, CONTRACTOR shall provide to LEA any and all documents CONTRACTOR is required to maintain under this Master Contract. ISAs are void upon termination of this Master Contract, as provided in Section 5 or 6. CONTRACTOR or LEA may terminate an ISA for cause. To terminate the ISA, either party shall give twenty (20) days prior written notice.

15. INSURANCE

CONTRACTOR shall, at CONTRACTOR'S sole cost and expense, maintain in full force and effect, during the term of this Contract, the following insurance coverage from a California licensed and/or admitted insurer with an A minus (A-), VII, or better rating from A.M. Best, sufficient to cover any claims, damages, liabilities, costs and expenses (including counsel fees) arising out of or in connection with CONTRACTOR's fulfillment of any of its obligations under this Agreement or either party's use of the work or any component or part thereof:

PART I - INSURANCE REQUIREMENTS FOR NONPUBLIC SCHOOLS AND AGENCIES

- A. **Commercial General Liability Insurance**, including both bodily injury and property damage, with limits as follows:

- \$2,000,000 per occurrence
- \$ 500,000 fire damage
- \$ 5,000 medical expenses
- \$1,000,000 personal & adv. injury
- \$3,000,000 general aggregate

\$2,000,000 products/completed operations aggregate

The policy may not contain an exclusion for coverage of claims arising from claims for sexual molestation or abuse. In the event that CONTRACTOR's policy should have an exclusion for sexual molestation or abuse claims, then CONTRACTOR shall be required to procure a supplemental policy providing such coverage.

- B. **Workers' Compensation Insurance** in accordance with provisions of the California Labor Code adequate to protect the CONTRACTOR from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
- C. **Commercial Auto Liability Insurance** for all owned, non-owned or hired automobiles with a \$1 million combined single limit.

If no owned automobiles, then only hired and non-owned is required.

If CONTRACTOR uses a vehicle to travel to/from school sites, between schools and/or to/from students' homes or other locations as approved service locations by the LEA, CONTRACTOR must comply with State of California auto insurance requirements.

- D. **Errors & Omissions (E & O)/Malpractice (Professional Liability) coverage, including Sexual Molestation and Abuse coverage**, unless that coverage is afforded elsewhere in the Commercial General Liability policy by endorsement or separate policy, with the following limits:

\$1,000,000 per occurrence
\$2,000,000 general aggregate

- E. CONTRACTOR, upon execution of this Contract and periodically thereafter upon request, shall furnish the LEA with certificates of insurance evidencing such coverage. The certificate of insurance shall include a ten (10) day non-renewal notice provision. The Commercial General Liability and Automobile Liability policy shall name the LEA and the Board of Education additional insured's premiums on all insurance policies and shall be paid by CONTRACTOR and shall be deemed included in CONTRACTOR's obligations under this contract at no additional charge.
- F. Any deductibles or self-insured retentions above \$100,000 must be declared to and approved by the LEA. At its option, LEA may require the CONTRACTOR, at the CONTRACTOR's sole cost, to: (a) cause its insurer to reduce to levels specified by the LEA or eliminate such deductibles or self-insured retentions with respect to the LEA, its officials and employees, or (b) procure a bond guaranteeing payment of losses and related investigation.
- G. For any claims related to the services performed in connection with this Master Contract, the CONTRACTOR's insurance coverage shall be the primary insurance with respect to the LEA, its subsidiaries, officials and employees. Any insurance or self-insurance maintained by the LEA, its subsidiaries, officials and employees shall be excess of the CONTRACTOR's insurance and shall not contribute with it.

- H. All Certificates of Insurance must reference the contract number, name of the school or agency submitting the certificate, and the location of the school or agency submitting the certificate on the certificate.

PART II - INSURANCE REQUIREMENTS FOR NONPUBLIC SCHOOLS AFFILIATED WITH A RESIDENTIAL TREATMENT FACILITY (“RTC”)

When CONTRACTOR is an NPS affiliated with a **residential treatment center (NPS/RTC)**, the following insurance policies are required:

- A. **Commercial General Liability** including both bodily injury and property damage, with limits as follows:

\$3,000,000 per occurrence
\$6,000,000 in General Aggregate.

The policy shall be endorsed to name the LEA and the Board of Education as *named* additional insured and shall provide specifically that any insurance carried by the LEA which may be applicable to any claims or loss shall be deemed excess and the RTC’s insurance primary despite any conflicting provisions in the RTC’s policy. Coverage shall be maintained with no Self-Insured Retention above \$100,000 without the prior written approval of the LEA.

- B. **Workers' Compensation Insurance** in accordance with provisions of the California Labor Code adequate to protect the RTC from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
- C. **Commercial Auto Liability** coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if the RTC does not operate a student bus service. If the RTC provides student bus services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
- D. **Fidelity Bond or Crime Coverage** shall be maintained by the RTC to cover all employees who process or otherwise have responsibility for RTC funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$250,000 per occurrence, with no self-insured retention.
- E. **Professional Liability/Errors & Omissions/Malpractice** coverage with minimum limits of \$3,000,000 per occurrence and \$6,000,000 general aggregate.
- F. **Sexual Molestation and Abuse Coverage**, unless that coverage is afforded elsewhere in the Commercial General Liability or Professional liability policy by endorsement, with minimum limits of \$3,000,000 per occurrence and \$6,000,000 general aggregate.

If LEA or CONTRACTOR determines that a change in insurance coverage obligations under this section is necessary, either party may reopen negotiations to modify the insurance obligations.

16. INDEMNIFICATION AND HOLD HARMLESS

CONTRACTOR shall indemnify and hold LEA and its Board Members, administrators, employees, agents, attorneys, volunteers, and subcontractors (“LEA Indemnitees”) harmless against all liability, loss, damage and expense (including reasonable attorneys’ fees and costs) resulting from or arising out of this Master Contract or its performance, to the extent that such loss, expense, damage or liability was proximately caused by the negligent or willful act or omission of CONTRACTOR, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding LEA and LEA Indemnitees).

LEA shall indemnify and hold CONTRACTOR and its Board Members, administrators, employees, agents, attorneys, and subcontractors (“CONTRACTOR Indemnitees”) harmless against all liability, loss, damage and expense (including reasonable attorneys’ fees and costs) resulting from or arising out of this Master Contract or its performance, to the extent that such loss, expense, damage or liability was proximately caused by the negligent or willful act or omission of LEA, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding CONTRACTOR and/or any CONTRACTOR Indemnitees).

LEA represents that it is self-insured in compliance with the laws of the State of California, that the self-insurance covers LEA employees acting within the course and scope of their respective duties and that its self-insurance covers the LEA’s indemnification obligations under this Master Contract.

17. INDEPENDENT CONTRACTOR

Nothing herein contained will be construed to imply a joint venture, partnership or principal-agent relationship between the LEA and CONTRACTOR. CONTRACTOR shall provide all services under this Contract as an independent contractor, and neither party shall have the authority to bind or make any commitment on behalf of the other. Nothing contained in this Contract shall be deemed to create any association, partnership, joint venture or relationship of principal and agent, master and servant, or employer and employee between the parties or any affiliates of the parties, or between the LEA and any individual assigned by CONTRACTOR to perform any services for the LEA.

If the LEA is determined to be a partner, joint venture, co-principal, employer or co-employer of CONTRACTOR, CONTRACTOR shall indemnify and hold harmless the LEA from and against any and all claims for loss, liability, or damages arising from that determination, as well as any expenses, costs, taxes, penalties and interest charges incurred by the LEA as a result of that holding.

18. SUBCONTRACTING

CONTRACTOR shall provide written notification to LEA before subcontracting for special education and/or related services pursuant to this Master Contract. In the event LEA determines that it can provide the subcontracted service(s) at a lower rate, LEA may elect to provide such service(s). If LEA elects to provide such service(s), LEA shall provide written notification to CONTRACTOR within five (5) days of receipt of CONTRACTOR’s original notice and CONTRACTOR shall not subcontract for said service(s).

CONTRACTOR shall incorporate all of the provisions of this Master Contract in all subcontracts, to the fullest extent reasonably possible. Furthermore, when CONTRACTOR enters into subcontracts for the provision of special education and/or related services (including, but not limited to, transportation) for any student, CONTRACTOR shall cause each subcontractor to procure and maintain insurance during the term of each subcontract. Such subcontractor's insurance shall comply with the provisions of Section 15. Each subcontractor shall furnish the LEA with original endorsements and certificates of insurance effecting coverage required by Section 15. The endorsements are to be signed by a person authorized by that insurer to bind coverage on its behalf. The endorsements are to be on forms as required by the LEA. All endorsements are to be received and approved by the LEA before the subcontractor's work commences. The Commercial General Liability and Automobile Liability policies shall name the LEA/SELPA and the LEA Board of Education as additional insured.

As an alternative to the LEA's forms, a subcontractor's insurer may provide complete, certified copies of all required insurance policies, including endorsements affecting the coverage required by this Master Contract. All Certificates of Insurance must reference the name of the school or agency submitting the certificate, indication if NPS or NPA, and the location of the school or agency submitting the certificate. In addition, all subcontractors must meet the requirements as contained in Section 44 Clearance Requirements and Section 45 Staff Qualifications of this Master Contract.

19. CONFLICTS OF INTEREST

CONTRACTOR shall provide to LEA upon request a copy of its current bylaws and a current list of its Board of Directors (or Trustees), if it is incorporated. CONTRACTOR and any member of its Board of Directors (or Trustees) shall disclose any relationship with LEA that constitutes or may constitute a conflict of interest pursuant to California Education Code section 56042 and Government Code Section 1090 including, but not limited to, employment with LEA, provision of private party assessments and/or reports, and attendance at IEP team meetings acting as a student's advocate. Pursuant to California Education code section 56042, an attorney or advocate for a parent of an individual with exceptional needs shall not recommend placement at CONTRACTOR's facility if the attorney or advocate is employed or contracted by the CONTRACTOR, or will receive a benefit from the CONTRACTOR, or otherwise has a conflict of interest.

The LEA shall neither execute an ISA with CONTRACTOR nor amend an existing ISA for a student when a recommendation for special education and/or related services is based in whole or in part on assessment(s) or reports provided by CONTRACTOR to the student without prior written authorization by LEA. This paragraph shall apply to CONTRACTOR regardless of when an assessment is performed or a report is prepared (i.e., before or after the student is enrolled in CONTRACTOR's school/agency) or whether an assessment of the student is performed or a report is prepared in the normal course of the services provided to the student by CONTRACTOR. To avoid conflict of interest, and in order to ensure the appropriateness of an Independent Educational Evaluation (hereinafter referred to as "IEE") and its recommendations, the LEA may not fund an IEE by an evaluator who provides ongoing service(s) or is sought to provide service(s) to the student for whom the IEE is requested. Likewise, the LEA may not fund services through the evaluator whose IEE the LEA agrees to fund. When no other appropriate assessor is available, LEA may request and if CONTRACTOR agrees, the CONTRACTOR may provide an IEE.

CONTRACTOR shall not admit a student living within the jurisdictional boundaries of the LEA on a private pay or tuition free "scholarship" basis and concurrently or subsequently advise/request

parent(s) to pursue funding for the admitted school year from the LEA through due process proceedings.

20. NON-DISCRIMINATION

CONTRACTOR shall not, in employment or operation of its programs, unlawfully discriminate on the basis of gender, nationality, national origin, ancestry, race, color, ethnicity, ethnic group affiliation, religion, age, marital status, pregnancy or parental status, sex, sexual orientation, gender, gender identity or expression, physical or mental disability, genetic information or any other classification protected by federal or state law or the perception of one or more of such characteristics or association with a person or group with one or more of these actual or perceived characteristics.

EDUCATIONAL PROGRAM

21. FREE AND APPROPRIATE PUBLIC EDUCATION (FAPE)

The LEA shall provide CONTRACTOR with a copy of the IEP including the Individualized Transition Plan (hereinafter referred to as "ITP") of each student served by CONTRACTOR. CONTRACTOR shall provide special education and/or related services (including transition services) to each student within the NPS/A consistent with the student's IEP and as specified in the ISA. If CONTRACTOR is a NPS, CONTRACTOR shall not accept a student if it cannot provide or ensure the provision of the services outlined in the student's IEP. If student services are provided by a third party (i.e. Related Services Provider), CONTRACTOR shall notify LEA if provision of services cease.

Unless otherwise agreed to between CONTRACTOR and LEA, CONTRACTOR shall be responsible for the provision of all appropriate supplies, equipment, and/or facilities, as specified in the student's IEP and ISA. CONTRACTOR shall make no charge of any kind to parents for special education and/or related services as specified in the student's IEP and ISA (including, but not limited to, screenings, assessments, or interviews that occur prior to or as a condition of the student's enrollment under the terms of this Master Contract). LEA shall provide low incidence equipment for eligible students with low incidence disabilities when specified in the student's IEP and ISA. Such equipment remains the property of the SELPA/LEA and shall be returned to the SELPA/LEA when the IEP team determines the equipment is no longer needed or when the student is no longer enrolled in the NPS. CONTRACTOR shall ensure that facilities are adequate to provide LEA students with an environment which meets all pertinent health and safety regulations. CONTRACTOR may charge a student's parent(s) for services and/or activities not necessary for the student to receive a free appropriate public education after: (a) written notification to the student's parent(s) of the cost and voluntary nature of the services and/or activities; and (b) receipt by the LEA of the written notification and a written acknowledgment signed by the student's parent(s) of the cost and voluntary nature of the services and/or activities. CONTRACTOR shall adhere to all LEA requirements concerning parent acknowledgment of financial responsibility.

Voluntary services and/or activities not necessary for the student to receive a free appropriate public education shall not interfere with the student's receipt of special education and/or related services as specified in the student's IEP and ISA unless the LEA, CONTRACTOR, and PARENT agree otherwise in writing.

22. GENERAL PROGRAM OF INSTRUCTION

All NPA services shall be provided consistent with the area of certification specified by CDE Certification and as defined in California Education Code section 56366 *et seq.*

When CONTRACTOR is a NPA and/or related services provider, CONTRACTOR's general program of instruction and/or services shall utilize evidence-based practices and be consistent with LEA and CDE guidelines and certification, and provided as specified in the student's IEP and ISA. The NPA providing Behavior Intervention services shall develop a written plan that specifies the nature of their NPA service for each student within thirty (30) days of enrollment and shall be provided in writing to the LEA. School-based services may not be unilaterally converted by CONTRACTOR to a substitute program or provided at a location not specifically authorized by the IEP team. Except for services provided by a CONTRACTOR that is a Licensed Children's Institution (LCI), all services not provided in the school setting require the presence of a parent, guardian or adult caregiver during the delivery of services, provided such guardian or caregiver have a signed authorization by the parent or legal guardian to authorize emergency services as requested. CONTRACTOR shall immediately notify LEA in writing if no parent, guardian or adult caregiver is present. CONTRACTOR shall provide to LEA a written description of the services and location provided prior to the effective date of this Master Contract. CONTRACTORS providing Behavior Intervention services must have a trained behaviorist or trained equivalent on staff. It is understood that Behavior Intervention services are limited per CDE Certification and do not constitute as an instructional program.

When CONTRACTOR is a NPA, CONTRACTOR shall not provide transportation nor subcontract for transportation services for students unless the LEA and CONTRACTOR agree otherwise in writing.

23. INSTRUCTIONAL MINUTES

When CONTRACTOR is a NPA and/or related services provider, the total number of minutes per school day provided by CONTRACTOR shall be specified in the student's ISA developed in accordance with the student's IEP.

24. CALENDARS

When CONTRACTOR is a NPA, CONTRACTOR shall be provided with a LEA-developed/approved calendar prior to the initiation of services. CONTRACTOR herein agrees to observe holidays as specified in the LEA-developed/approved calendar. CONTRACTOR shall provide direct services pursuant to the LEA-developed/approved calendar; or as specified in the LEA student's IEP and ISA. Unless otherwise specified in the LEA student's ISA, CONTRACTOR shall provide Direct services to LEA students on only those days that the LEA student's school of attendance is in session and the LEA student attends school. CONTRACTOR shall bill only for Direct services provided on billable days of attendance as indicated on the LEA calendar unless CONTRACTOR and the LEA agree otherwise, in writing. Student must have actually been in attendance and/or received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment for Direct Services. It is specifically understood that Direct services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by the LEA, in writing, in advance of the delivery of any NPA service

provided by CONTRACTOR. Any instructional days provided without this written agreement shall be at the sole financial responsibility of the CONTRACTOR. LEA understands and agrees that Indirect services may be performed on days and times the LEA is not in session.

25. DATA REPORTING

CONTRACTOR shall agree to provide to the LEA all data related to student information and billing information with LEA. CONTRACTOR shall agree to provide data related to all sections of this contract, including student discipline as noted below, and requested by and in the format required by the LEA. It is understood that all NPS/A shall utilize the LEA approved electronic IEP system for all IEP development, service tracking documentation, and progress reporting, unless otherwise agreed to by the LEA. Additional progress reporting may be required by the LEA. The LEA shall provide the CONTRACTOR with appropriate software, user training and proper internet permissions to allow adequate access.

Using forms developed by the CDE or as otherwise mutually agreed upon by CONTRACTOR and LEA, upon request, CONTRACTOR shall provide LEA, on a monthly basis, a written report of all incidents in which a statutory offense is committed by any LEA student, regardless if it results in a disciplinary action of suspension or expulsion. This includes all statutory offenses as described in Education Code sections 48900 and 48915. CONTRACTOR shall also include incidents resulting in the use of a behavioral restraint and/or seclusion even if they were not a result of a violation of Education Code sections 48900 and 48915.

The LEA agrees to the CONTRACTOR's provided forms for such data including, but not limited to, invoicing, attendance reports and progress reports. The CONTRACTOR may approve use of LEA's forms at their discretion.

26. LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT

CONTRACTOR and LEA shall follow all LEA policies and procedures that support Least Restrictive Environment ("LRE") options and/or dual enrollment options if available and appropriate, for students to have access to the general curriculum and to be educated with their nondisabled peers to the maximum extent appropriate.

CONTRACTOR and LEA shall ensure that LRE placement options are addressed at all IEP team meetings regarding students for whom ISAs have been or may be executed. This shall include IEP team consideration of supplementary aids and services, goals and objectives necessary for placement in the LRE and necessary to enable students to transition to less restrictive settings.

When an IEP team has determined that a student should be transitioned into the public school setting, CONTRACTOR shall assist the LEA in implementing the IEP team's recommended activities to support the transition.

27. MANDATED ATTENDANCE AT LEA MEETINGS

CONTRACTOR shall attend mandated meetings when legal mandates, and/or LEA policy and procedures are reviewed, including but not limited to the areas of: curriculum, high school graduation, standards-based instruction, behavior intervention, cultural and linguistic needs of students with disabilities, dual enrollment responsibilities, LRE responsibilities, transition

services, data collection, and standardized testing and IEPs. LEA shall provide CONTRACTOR with reasonable notice of mandated meetings. Attendance at such meetings constitutes Indirect service billable hour(s).

28. POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS

CONTRACTOR shall comply with the requirements of Education Code section 49005, *et seq.*, 56521.1 and 56521.2. LEA students who exhibit behaviors that interfere with their learning or the learning of others must receive timely and appropriate assessments and positive supports and interventions in accordance with the federal law and its implementing regulations. If the IEP team determines that a student's behavior impedes his or her learning or the learning of others, the IEP team is required to consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior, consistent with Section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated federal regulations. This could mean that instead of developing a Behavior Intervention Plan ("BIP"), the IEP team may conclude it is sufficient to address the student's behavioral problems through the development of behavioral goals and behavioral interventions to support those goals.

CONTRACTOR shall maintain a written policy pursuant to California Education Code section 56521.1 regarding emergency interventions and behavioral emergency reports. CONTRACTOR shall ensure that all of its staff members are trained in crisis intervention, emergency procedures, and evidenced-based practices and interventions specific to the unique behavioral needs of the CONTRACTOR's pupil population. The training shall be provided within 30 days of employment to new staff who have any contact or interaction with pupils during the school day, and annually to all staff who have any contact or interaction with pupils during the school day. The CONTRACTOR shall select and conduct the training in accordance with California Education Code section 56366.1. CONTRACTOR shall maintain written records of the training and provide written verification of the training annually and upon request.

Pursuant to Education Code section 56521.1, emergency interventions shall not be used as a substitute for a BIP, and shall not be employed longer than necessary to contain the behavior. Emergency interventions may only be used to control unpredictable, spontaneous behavior that poses clear and present danger of serious physical harm to the individual with exceptional needs, or others, and that cannot be immediately prevented by a response less restrictive than the temporary application of a technique used to contain the behavior. If a situation requires prolonged use of emergency intervention, staff must seek assistance from the school site administrator or a law enforcement agency.

CONTRACTOR shall complete a behavior emergency report when an emergency occurs that is defined as a serious, dangerous behavior that staff has determined to present a clear and present danger to others. It requires a non-violent physical intervention to protect the safety of student, self, or others and a physical intervention has been used; or a physical intervention has not been used, but an injury or serious property damage has occurred. Personal Safety Techniques may or may not have been used. Emergencies **require** a behavior emergency report form be completed and submitted to the LEA within twenty-four (24) hours for administrative action. If the student's IEP does not contain a BIP, an IEP team shall schedule a meeting to review the behavior emergency report, determine if there is a necessity for a functional behavioral assessment, and to determine an interim plan. If the student already has a BIP, the IEP team shall review and modify the BIP if a new serious behavior has been exhibited or existing behavioral interventions have proven to be ineffective. CONTRACTOR shall schedule with LEA an IEP meeting within two (2) days.

Pursuant to Education Code section 56521.2, CONTRACTOR shall not authorize, order, consent to, or pay for the following interventions, or any other interventions similar to or like the following:

1. any intervention that is designed to, or likely to, cause physical pain, including, but not limited to, electric-shock;
2. an intervention that involves the release of noxious, toxic, or otherwise unpleasant sprays, mists, or substances in proximity to the face of the individual;
3. an intervention that denies adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities;
4. an intervention that is designed to subject, used to subject, or likely to subject, the individual to verbal abuse, ridicule, or humiliation, or that can be expected to cause excessive emotional trauma;
5. restrictive interventions that employ a device, material, or objects that simultaneously immobilize all four extremities, including the procedure known as prone containment, except that prone containment or similar techniques may be used by trained personnel as a limited emergency intervention;
6. locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room;
7. an intervention that precludes adequate supervision of the individual;
8. an intervention that deprives the individual of one or more of his or her senses.

CONTRACTOR shall comply with Education Code section 49005.8. Specifically, Contractor shall not do any of the following:

1. Use seclusion or a behavioral restraint for the purpose of coercion, discipline, convenience, or retaliation.
2. Use locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room.
3. Use a physical restraint technique that obstructs a pupil's respiratory airway or impairs the pupil's breathing or respiratory capacity, including techniques in which a staff member places pressure on a pupil's back or places his or her body weight against the pupil's torso or back.
4. Use a behavioral restraint technique that restricts breathing, including, but not limited to, using a pillow, blanket, carpet, mat, or other item to cover a pupil's face.
5. Place a pupil in a facedown position with the pupil's hands held or restrained behind the pupil's back.
6. Use a behavioral restraint for longer than is necessary to contain the behavior that poses a clear and present danger of serious physical harm to the pupil or others.

CONTRACTOR shall keep constant, direct observation of a pupil who is in seclusion, which may be through observation of the pupil through a window, or another barrier, through which the educational provider is able to make direct eye contact with the pupil. This observation shall not be through indirect means, including through a security camera or a closed-circuit television.

CONTRACTOR shall afford pupils who are restrained the least restrictive alternative and the maximum freedom of movement, and shall use the least number of restraint points, while ensuring the physical safety of the pupil and others.

In the case of a child whose behavior impedes the child's learning or that of others, the IEP team shall consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior, consistent with Section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated federal regulations.

All restraint practices must be reviewed and revised when they have an adverse effect on a student and are used repeatedly for an individual child, either on multiple occasions within the same classroom or multiple uses by the same individual. CONTRACTOR shall notify the student's parent/guardian when any type of physical or mechanical restraint or seclusion has been used. Upon the use of any type of physical or mechanical restraint or seclusions of an LEA student, CONTRACTOR shall complete a BER per the reporting and notification requirements listed above.

29. IEP TEAM MEETINGS

An IEP team meeting shall be convened at least annually to evaluate: (1) the educational progress of each student placed with CONTRACTOR, including all state assessment results pursuant to the requirements of Education Code section 52052; (2) whether or not the needs of the student continue to be best met at the NPS; and (3) whether changes to the student's IEP are necessary, including whether the student may be transitioned to a public school setting. (California Education Code sections 56366 (a) (2) (B) (i) and (ii)) and pursuant to California Education Code section 56345 (b) (4).)

If the LEA student is to be transferred from a NPS setting into a regular class setting in a public school for any part of the school day, the IEP team shall document a description of activities provided to integrate the student into the regular education program, including the nature of each activity as well as the time spent on the activity each day or week and a description of the activities provided to support the transition of the student from the special education program into the regular education program. Each student shall be allowed to provide confidential input to any representative of his or her IEP team. Except as otherwise provided in the Master Contract, CONTRACTOR and LEA shall participate in all IEP team meetings regarding students for whom ISAs have been or may be executed. At any time during the term of this Master Contract, the parent, the CONTRACTOR or the LEA may request a review of the student's IEP, subject to all procedural safeguards required by law, including reasonable notice given to, and participation of, the CONTRACTOR in the meeting. Every effort shall be made to schedule IEP team meetings at a time and place that is mutually convenient to parent, CONTRACTOR and LEA. CONTRACTOR shall provide to LEA assessments and written assessment reports by service providers upon request and/or pursuant to LEA policy and procedures. It is understood that attendance at an IEP meeting is part of CONTRACTOR'S professional responsibility and is billable as an indirect service under this Master Contract.

It is understood that the CONTRACTOR shall utilize the approved electronic IEP system of the LEA for all IEP planning and progress reporting at the LEA's discretion. The LEA or SELPA may provide training for any CONTRACTOR to ensure access to the approved system. The CONTRACTOR shall maintain confidentiality of all IEP data on the approved system and shall protect the password requirements of the system. When a student dis-enrolls from the NPS/NPA, the NPS/NPA and LEA shall discontinue use of the approved system for that student.

Changes in any student's educational program, including instruction, services, or instructional setting provided under this Master Contract, may only be made on the basis of revisions to the student's IEP. In the event that the CONTRACTOR believes the student requires a change of

placement, the CONTRACTOR may request a review of the student's IEP for the purposes of consideration of a change in the student's placement. Student is entitled to remain in the last agreed upon and implemented placement unless parent agrees otherwise or an Interim Alternative Educational Setting is deemed lawful and appropriate by LEA or OAH consistent with Section 1415 (k)(1)(7) of Title 20 of the United States Code.

30. DUE PROCESS PROCEEDINGS

CONTRACTOR shall fully participate in special education due process proceedings including mediations and hearings, as requested by LEA. Participation further includes the willingness to make CONTRACTOR's staff available for witness preparation and testimony as is necessary to facilitate a due process hearing. CONTRACTOR shall also fully participate in the investigation and provision of documentation related to any complaint filed with the State of California, the Office of Civil Rights, or any other state and/or federal governmental body or agency. Full participation shall include, but in no way be limited to, cooperating with LEA representatives to provide complete answers raised by any investigator and/or the immediate provision of any and all documentation that pertains to the operation of CONTRACTOR's program and/or the implementation of a particular student's IEP/Individual and Family Service Plan ("IFSP").

31. STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS

Unless LEA requests in writing that progress reports be provided on a monthly basis, CONTRACTOR shall provide to parents at least four (4) written progress reports/report cards. At a minimum, progress reports shall include progress over time towards IEP goals and objectives. A copy of the progress reports/report cards shall be maintained at the CONTRACTOR's place of business and shall be submitted to the LEA and LEA student's parent(s) quarterly.

CONTRACTOR shall complete academic or other evaluations of the student five (5) days prior to the student's annual or triennial review IEP team meeting for the purpose of reporting the student's present levels of performance at the IEP team meeting as required by state and federal laws and regulations and pursuant to LEA policies, procedures, and/or practices. CONTRACTOR shall provide sufficient copies of its reports, documents, and projected goals to share with members of the IEP team five (5) business days prior to the IEP meeting. CONTRACTOR shall maintain supporting documentation such as test protocols and data collection, which shall be made available to LEA within five (5) business days of request.

The CONTRACTOR is responsible for all evaluation costs regarding the updating of goals and objectives, progress reporting and development of present levels of performance. All assessments resulting from an assessment plan shall be provided by the LEA unless the LEA specifies in writing a request that CONTRACTOR perform such additional assessment. Any assessment and/or evaluation costs may be added to the ISA and/or approved separately by the LEA at the LEA's sole discretion.

32. PARENT ACCESS

CONTRACTOR providing services off-campus as specified in the IEP shall ensure that at least one parent of the child, or an adult caregiver with written and signed authorization to make decisions in an emergency, is present. The names of any adult caregiver other than the parent shall

be provided to the LEA prior to the start of off-campus services, including written and signed authorization in emergency situations. The parent shall inform the LEA of any changes of caregivers and provide written authorization for emergencies. The adult caregiver cannot also be an employee or volunteer associated with the NPA service provider.

All problems and/or concerns, both verbal and written, reported to pupil's parents shall also be provided, in writing, to the LEA.

33. MONITORING

The State Superintendent of Public Instruction ("Superintendent"), through the delegated monitoring activities to the California Department of Education (CDE), shall monitor CONTRACTOR'S facilities, the educational environment, and the quality of the educational program, including the teaching staff, the credentials authorizing service, the standards-based core curriculum being employed, and the standard focused instructional materials used on a three-year cycle, as follows: (1) CONTRACTOR shall complete a self-review in year one; (2) the Superintendent shall conduct an onsite review in year two; and (3) the Superintendent shall conduct a follow-up visit in year three.

CONTRACTOR shall participate in any LEA or CDE compliance review, if applicable, to be conducted as aligned with the CDE Onsite Review and monitoring cycle in accordance with California Education Code section 56366.1(j).

PERSONNEL

34. CLEARANCE REQUIREMENTS

CONTRACTOR shall comply with the requirements of California Education Code sections 44237, 35021.1, 35021.2, and 56366.1 including, but not limited to: obtaining clearance from both the California Department of Justice (hereinafter referred to as "CDOJ") and clearance from the Federal Bureau of Investigation (hereinafter referred to as "FBI") for CONTRACTOR's employees and volunteers who will have or likely may have any direct contact with LEA students. CONTRACTOR hereby agrees that CONTRACTOR's employees and volunteers shall not come in contact with students, in-person or virtually, until CDOJ and FBI clearance are ascertained. CONTRACTOR shall certify in writing to LEA that none of its employees, and volunteers, unless CONTRACTOR determines that the volunteers will have no direct contact with students, or subcontractors who may come into contact with students have been convicted of a violent or serious felony as those terms are defined in California Education Code section 44237(h), unless despite the employee's conviction of a violent or serious felony, he or she has met the criteria to be eligible for employment pursuant to California Education Code section 44237 (i) or (j). Upon request, clearance certification shall be submitted to the LEA. In addition, CONTRACTOR shall make a request for subsequent arrest service from CDOJ as required by California Penal Code section 11105.2. Contractor shall certify to LEA that they have successful background checks and enrolled in subsequent arrest notification service for all employees who may come into contact with students.

In addition, notwithstanding the restrictions on sharing and destroying criminal background check information, CONTRACTOR, upon demand, shall make available to the State Superintendent of Instruction evidence of a successful criminal background check clearance and enrollment in subsequent arrest notice service, as provided, for each owner, operator, and employee of

CONTRACTOR. CONTRACTOR is required to retain the evidence on site, as specified, for all staff, including those licensed or credentialed by another state agency. Proof of subsequent arrest notification service, as required by California Penal Code section 11105.2, for all staff shall be provided upon request.

35. STAFF QUALIFICATIONS

CONTRACTOR shall ensure that all individuals employed, contracted, and/or otherwise hired by CONTRACTOR to provide classroom and/or individualized instruction or related services hold a license, certificate, permit, or other document equivalent to that which staff in a public school are required to hold in the service rendered consistent with Education Code section 56366.1(n)(1) and are qualified pursuant to Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and Title 5 of the California Code of Regulations sections 3001(r), 3064 and 3065. Such qualified staff may only provide related services within the scope of their professional license, certification or credential and ethical standards set by each profession, and not assume responsibility or authority for another related services provider or special education teacher's scope of practice.

CONTRACTOR shall ensure that all staff are appropriately credentialed to provide instruction and services to students with the disabling conditions placed in their program/school through documentation provided to the CDE (5 CCR 3064 (a)).

CONTRACTOR shall comply with personnel standards and qualifications regarding instructional aides and teacher assistants respectively pursuant to federal requirements and California Education Code sections 45340 *et seq.* and 45350 *et seq.* Specifically, all paraprofessionals, including but not limited to, instructional aides and teacher assistants, employed, contracted, and/or otherwise hired or subcontracted by CONTRACTOR to provide classroom and/or individualized instruction or related services, shall possess a high school diploma (or its recognized equivalent) and at least one of the following qualifications: (a) completed at least two (2) years of study at an institution of higher education; or (b) obtained an associate's (or higher) degree; or (c) a passing ParaPro score. CONTRACTOR shall comply with all laws and regulations governing the licensed professions, including but not limited to, the provisions with respect to supervision.

36. VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS

CONTRACTOR shall provide the LEA, upon request, with a current staff roster delineating license and credential information, along with the verified dates of fingerprint clearance, Department of Justice clearance and Tuberculosis Test clearance for all employees, approved subcontractors and/or volunteers.

CONTRACTOR shall monitor the status of licenses, credentials, certifications, permits and/or other documents for all individuals employed, contracted, and/or otherwise hired by CONTRACTOR. CONTRACTOR shall notify LEA and CDE in writing within forty-five (45) days when personnel changes occur which may affect the provision of special education and/or related services to LEA students. CONTRACTOR shall notify LEA within forty-five (45) days if any such licenses, certifications or waivers are expired, suspended, revoked, rescinded, challenged pursuant to an administrative or legal complaint or lawsuit, or otherwise nullified during the effective period of this Master Contract. The LEA shall not be obligated to pay for any services provided by a person whose such licenses, certifications or waivers are expired, suspended, revoked, rescinded, or otherwise nullified during the period which such person is providing

services under this Master Contract. Failure to notify the LEA and CDE of any changes in credentialing/licensed staff may result in suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

37. STAFF PROFESSIONAL BEHAVIOR WHEN PROVIDING SERVICES AT SCHOOL OR SCHOOL RELATED EVENTS OR AT SCHOOL FACILITY AND/OR OFF-CAMPUS

It is understood that all employees, subcontractors, and volunteers of any certified NPS/A shall adhere to the customary professional and ethical standards when providing services. All practices shall only be within the scope of professional responsibility as defined in the professional code of conduct for each profession as well as any LEA professional standards as specified in Board policies and/or regulations when made available to the CONTRACTOR.

For services provided on a public school campus, sign in/out procedures shall be followed by NPS/A providers working in a public school classroom along with all other procedures for being on campus consistent with school and district policy. Such policies and procedures shall be made available to the CONTRACTOR no later than the start of the school year or upon contract execution which is later.. It is understood that the public school credentialed classroom teacher is responsible for the instructional program.

CONTRACTOR providing services outside of the student's school as specified in the IEP shall ensure that at least one parent of the child or an adult caregiver with written and signed authority to make decisions in an emergency is present during provision of services. The names of any adult caregiver other than the parent shall be provided to the LEA prior to the start of any off-campus services, including written and signed authorization in emergency situations. The adult caregiver cannot also be an employee or volunteer associated with the NPS/NPA service provider. All problems and/or concerns reported by CONTRACTOR to parents or guardians, in either verbal or written form, shall be reported to the LEA.

HEALTH AND SAFETY MANDATES

38. HEALTH AND SAFETY

CONTRACTOR shall comply with all applicable federal, state, local, and LEA laws, regulations, ordinances, policies, and procedures regarding student and employee health and safety. CONTRACTOR shall comply with the requirements of California Education Code sections 35021 *et. seq.* and 49406, regarding the examination of CONTRACTOR's employees and volunteers for tuberculosis.

CONTRACTOR shall comply with OSHA Blood-Borne Pathogens Standards, 29 Code of Federal Regulations (CFR) section 1910.1030, when providing medical treatment or assistance to a student. CONTRACTOR further agrees to provide annual training regarding universal health care precautions and to post required notices in areas designated in the California Health and Safety Code.

39. FACILITIES AND FACILITIES MODIFICATIONS

CONTRACTOR shall provide special education and/or related services to students in facilities that comply with all applicable federal, state, and local laws, regulations, and ordinances related,

but not limited to: disability access; fire, health, sanitation, and building standards and safety; fire warning systems; zoning permits; and occupancy capacity.

40. ADMINISTRATION OF MEDICATION

CONTRACTOR shall comply with the requirements of California Education Code section 49422 et seq. when CONTRACTOR serves a student that is required to take prescription and/or over-the-counter medication during the school day. CONTRACTOR may designate personnel to assist the student with the administration of such medication after the student's parent(s) provide to CONTRACTOR: (a) a written statement from a physician detailing the type, administration method, amount, and time schedules by which such medication shall be taken; and (b) a written statement from the student's parent(s) granting CONTRACTOR permission to administer medication(s) as specified in the physician's statement. CONTRACTOR shall maintain, and provide to LEA upon request, copies of such written statements. CONTRACTOR shall maintain a written log for each student to whom medication is administered. Such written log shall specify the student's name; the type of medication; the date, time, and amount of each administration; and the name of CONTRACTOR's employee who administered the medication. CONTRACTOR maintains full responsibility for storing medications in a secure location and ensuring appropriate staff training in the administration of such medication consistent with physician's written orders. Any change in medication type, administration method, amount or schedule must be authorized by both a licensed physician and parent.

41. CHILD ABUSE REPORTING

CONTRACTOR hereby agrees to annually train all staff members, including volunteers, so that they are familiar with and agree to adhere to its own child and dependent adult abuse reporting obligations and procedures as specified in California Penal Code section 11164 et seq. and Education Code 44691. To protect the privacy rights of all parties involved (i.e., reporter, child and alleged abuser), reports will remain confidential as required by law and professional ethical mandates.

42. SEXUAL HARASSMENT

CONTRACTOR shall have a Sexual and Gender Identity harassment policy that clearly describes the kinds of conduct that constitutes sexual harassment and that is prohibited by the CONTRACTOR's policy, as well as federal and state law. The policy should include procedures to make complaints without fear of retaliation, and for prompt and objective investigations of all sexual harassment complaints. CONTRACTOR further agrees to provide annual training to all employees regarding the laws concerning sexual harassment and related procedures pursuant to Government Code 12950.1.

43. REPORTING OF MISSING CHILDREN

CONTRACTOR assures LEA that all staff members, including volunteers, are familiar with and agree to adhere to requirements for reporting missing children as specified in California Education Code section 49370.

FINANCIAL

44. ENROLLMENT, CONTRACTING, SERVICE TRACKING, ATTENDANCE REPORTING, AND BILLING PROCEDURES

CONTRACTOR shall assure that the nonpublic school or nonpublic agency has the necessary financial resources to provide an appropriate education for the students enrolled and will distribute those resources in such a manner to implement the IEP and ISA for each and every student.

CONTRACTOR shall be paid for the provision of special education and/or related services specified in the student's IEP, ISA and CONTRACTOR'S rate sheet. All payments by LEA shall be made in accordance with the terms and conditions of this Master Contract and governed by all applicable federal and state laws.

CONTRACTOR shall submit invoices and related documents to LEA for payment, for each calendar month or calendar week when education or related services were provided. Invoices shall be submitted electronically. At a minimum, each invoice must contain the following information: specific days and times of services; name of staff who provided the service; total for each service and total for the invoice; indication of any made-up session consistent with this contract; and name or initials of each student for when the service was provided.

Invoices shall be submitted no later than thirty (30) days after the end of the attendance accounting period in which the services were rendered. LEA shall make payment to CONTRACTOR based on the number of billable days of attendance and hours of service at rates specified in this contract within thirty (30) days of LEA's receipt of properly submitted invoices. CONTRACTOR shall correct deficiencies and submit rebilling invoices no later than thirty (30) calendar days after the invoice is returned by LEA. LEA shall pay properly submitted re-billing invoices no later than thirty (30) days after the date a completely corrected re-billing invoice is received by LEA.

In no case shall initial payment claim submission for any Master Contract fiscal year (July through June) extend beyond December 31st after the close of the fiscal year. In no case shall any rebilling for the Master Contract fiscal year (July through June) extend beyond six (6) months after the close of the fiscal year unless approved by the LEA to resolve billing issues including re-billing issues directly related to a delay in obtaining information from the Commission on Teacher Credentialing regarding teacher qualification, but no later than twelve (12) months from the close of the fiscal year. If the billing or re-billing error is the responsibility of the LEA, then no limit is set provided that the LEA and CONTRACTOR have communicated such concerns in writing during the 12-month period following the close of the fiscal year.

45. RIGHT TO WITHHOLD PAYMENT

LEA may withhold payment to CONTRACTOR when: (a) CONTRACTOR has failed to perform, in whole or in part, under the terms of this contract; (b) CONTRACTOR has billed for direct services rendered on days other than billable days of attendance or for days when student was not in attendance and/or did not receive services; (c) CONTRACTOR was overpaid by LEA as determined by inspection, review, and/or audit of its program, work, and/or records; (e) education and/or related services are provided to students by personnel who are not appropriately credentialed, licensed, or otherwise qualified; (h) CONTRACTOR receives payment from Medi-Cal or from any other agency or funding source for a service provided to a student. It is understood that no payments shall be made for any invoices that are not received by six (6) months following the close of the prior fiscal year, for services provided in that year.

Final payment to CONTRACTOR in connection with the cessation of operations and/or termination of a Master Contract will be subject to the same documentation standards described for all payment claims for regular ongoing operations.

The amount which may be withheld by LEA with respect to each of the subparagraphs of the preceding paragraph are as follows: (a) the value of the service CONTRACTOR failed to perform; (b) the amount of overpayment; (d) the amount invoiced for services provided by the individual not appropriately credentialed, licensed, or otherwise qualified; (e) the proportionate amount of the invoice related to the applicable pupil for the time period from the date the violation occurred and until the violation is cured; or (f) the amount paid to CONTRACTOR by Medi-Cal or another agency or funding source for the service provided to the student.

If LEA determines that cause exists to withhold payment to CONTRACTOR, LEA shall, within ten (10) business days of this determination, provide to CONTRACTOR written notice that LEA is withholding payment. Such notice shall specify the basis or bases for LEA's withholding payment and the amount to be withheld. Within thirty (30) days from the date of receipt of such notice, CONTRACTOR shall take all necessary and appropriate action to correct the deficiencies that form the basis for LEA's withholding payment or submit a written request for extension of time to correct the deficiencies or submit to LEA written documentation demonstrating that the basis or bases cited by the LEA for withholding payment is unfounded. Upon receipt of CONTRACTOR's written request showing good cause, LEA shall extend CONTRACTOR's time to correct deficiencies (usually an additional thirty (30) days), otherwise payment will be denied.

If after subsequent request for payment has been denied and CONTRACTOR believes that payment should not be withheld, CONTRACTOR shall send written notice to LEA specifying the reason it believes payment should not be withheld. LEA shall respond to CONTRACTOR's notice within thirty (30) business days by indicating that a warrant for the amount of payment will be made or stating the reason LEA believes payment should not be made. If LEA fails to respond within thirty (30) business days or a dispute regarding the withholding of payment continues after the LEA's response to CONTRACTOR's notice, CONTRACTOR may invoke the following escalation policy.

After forty-five (45) business days: The CONTRACTOR may notify the Authorized LEA's Representative of the dispute in writing. The LEA Authorized Representative shall respond to the CONTRACTOR in writing within fifteen (15) business days.

After sixty (60) business days: The LEA or CONTRACTOR may appeal to the County Superintendent of Schools so long as the County Superintendent of Schools is not participating in the Local Plan involved in the NPS/A contract, or a mutually agreed upon mediator. Both parties agree to pay for their own costs and expenses arising out of such mediation. Each party agrees to act in good faith in participating in any mediation process agreed to by the parties.

46. PAYMENT FROM OUTSIDE AGENCIES

CONTRACTOR shall notify LEA when Medi-Cal or any other agency is billed for the costs associated with the provision of special education and/or related services to students. Upon request, CONTRACTOR shall provide to LEA any and all documentation regarding reports, billing, and/or payment by Medi-Cal or any other agency for the costs associated with the provision of special

education and/or related services to students. CONTRACTOR shall provide prior written notice of the rights and protections required by Title 34 of the Code of Federal Regulations section 300.154(d) whenever it seeks to use the LEA students' public benefits to pay for special education and related services. Such notice shall be provided before seeking payment from Medi-Cal for the first time and annually.

47. PAYMENT FOR ABSENCES

If CONTRACTOR is a nonpublic agency, it shall notify LEA of the absence of a student no later than the fifth (5th) consecutive service day of the student's absence. LEA shall not be responsible for the payment of direct services when a student is absent.

48. LEA and/or NONPUBLIC SCHOOL CLOSURE DUE TO EMERGENCY

The following shall apply in the event of a LEA school closure due to an emergency consistent with guidelines followed by LEAs in accordance with Education Code sections 41422 and 46392:

- a. If CONTRACTOR remains open, if allowed, during an emergency and serves students appropriately as delineated in the ISA, CONTRACTOR shall receive payment, regardless of whether a sending LEA is open or closed.

When the emergency school closure is lifted, CONTRACTOR and LEAs shall work collaboratively to determine the need for make-up days or service changes, and shall work together to amend IEP and ISA paperwork as appropriate.

49. INSPECTION AND AUDIT

The CONTRACTOR shall maintain and the LEA shall have the right to examine and audit all of the books, records, documents, accounting procedures and practices and other evidence that reflect all costs claimed to have been incurred or fees claimed to have been earned under this Agreement.

CONTRACTOR shall provide access to LEA to all records including, but not limited to: student records as defined by California Education Code section 49061(b); registers and roll books of teachers; daily service logs and notes or other documents used to record the provision of related services; Medi-Cal/daily service logs and notes used to record provision of services provided by instructional assistants, behavior intervention aides, bus aides, and supervisors; absence verification records (parent/doctor notes, telephone logs, and related documents); bus rosters; staff lists specifying credentials held, business licenses held, documents evidencing other qualifications, , dates of hire, and dates of termination; staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related service subcontracts; school calendars; bell/class schedules when applicable; liability and worker's compensation insurance policies; state NPS/A certifications; by-laws; lists of current board of directors/trustees, if incorporated. Such access shall include unannounced inspections by LEA. CONTRACTOR shall make available to LEA all budgetary information including operating budgets submitted by CONTRACTOR to LEA for the relevant contract period being audited.

CONTRACTOR shall make all records available at the office of LEA or CONTRACTOR's offices (to be specified by LEA) at all reasonable times and without charge. All records shall be provided to LEA within five (5) working days of a written request from LEA. CONTRACTOR shall, at no cost to LEA, provide assistance for such examination or audit. LEA's rights under this section shall also include access to CONTRACTOR's offices for purposes of interviewing

CONTRACTOR's employees. If any document or evidence is stored in an electronic form, a hard copy shall be made available to the LEA, unless the LEA agrees to the use of the electronic format.

CONTRACTOR shall obtain from its subcontractors and suppliers written agreements to the requirements of this section and shall provide a copy of such agreements to LEA upon request by LEA.

If an inspection, review, or audit by LEA, a state agency, a federal agency, and/or an independent agency/firm determines that CONTRACTOR owes LEA monies as a result of CONTRACTOR's over billing or failure to perform, in whole or in part, any of its obligations under this Master Contract, LEA shall provide to CONTRACTOR written notice demanding payment from CONTRACTOR and specifying the basis or bases for such demand. Unless CONTRACTOR and LEA otherwise agree in writing, CONTRACTOR shall pay to LEA the full amount owed as a result of CONTRACTOR's over billing and/or failure to perform, in whole or in part, any of its obligations under this Master Contract, as determined by an inspection, review, or audit by LEA, a state agency, a federal agency, and/or an independent agency/firm. CONTRACTOR shall make such payment to LEA within thirty (30) days of receipt of LEA's written notice demanding payment.

50. RATE SCHEDULE

The attached rate schedule (Exhibit A) delineates all rules surrounding time and costs billed for services. If any policy on Exhibit A contradicts any Master Contract provision, the Exhibit A will prevail.

Special education and/or related services offered by CONTRACTOR shall be provided by qualified personnel as per State and Federal law, and the codes and charges for such educational and/or related services during the term of this contract, shall be as stated in Exhibit A.

51. DEBARMENT CERTIFICATION

By signing this agreement, the CONTRACTOR certifies that:

- (a) The CONTRACTOR and any of its shareholders, partners, or executive officers are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any Federal agency, and
- (b) Have not, within a three-year period preceding this contract, 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 Federal, state or local government contract or subcontract; violation of Federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and are not presently indicted for, or otherwise criminally or civilly charged by a Government entity with, commission of any of these offenses.

52. VIRTUAL SERVICES.

Most services are available for virtual delivery. If virtual services are requested, LEA agrees to indemnify and hold harmless CONTRACTOR for any violations of FERPA while delivering virtual or other services requested by Client.

53. SCHOOL PROPERTY.

Any items provided by LEA to CONTRACTOR Personnel is the responsibility of the LEA. CONTRACTOR will not reimburse LEA for any items not returned by the CONTRACTOR Personnel to the LEA. LEA agrees to contact CONTRACTOR with equipment needs to determine if CONTRACTOR can supply.

54. STAFFING SERVICES.

CONTRACTOR will refer to LEA qualified and skilled personnel for positions described in Exhibit A meeting the requirements outlined by LEA and set forth in Exhibit C for Client's locations set forth in Exhibit D. CONTRACTOR will supply Personnel. CONTRACTOR will use commercially reasonable efforts to provide the Personnel when and as requested by LEA. CONTRACTOR will use commercially reasonable efforts to verify Personnel credentials; however, CONTRACTOR makes no warranty or guaranty concerning Personnel abilities or performance and LEA will exercise its independent judgment in accepting and retaining Personnel for assignment. All other testing and/or additional credentialing required by LEA, including any changes to Exhibit C, shall be performed by CONTRACTOR at LEA's sole cost and expense. Any such LEA requirements shall be billed to LEA.

The parties hereto have executed this Contract by and through their duly authorized agents or representatives. This contract is effective on the 1st day of July, 2026 and terminates at 5:00 P.M. on June 30, 2027, unless sooner terminated as provided herein.

CONTRACTOR**LEA**

**New Mediscan II, LLC dba
Cross Country Education**

TEACH Public Schools

Nonpublic Agency

LEA Name

By:

By:

Signature

Date

Signature

Date

Name and Title of Authorized Representative

Name and Title of Authorized Representative

Notices to CONTRACTOR shall be addressed to:

Notices to LEA shall be addressed to:

Contract Administration

Matthew Brown and Shawanna Lawson

Name and Title

Name and Title

New Mediscan II, LLC dba Cross Country Education

TEACH Public Schools

Nonpublic Agency

LEA

5201 Congress Ave, Suite 160

10600 S. Western Ave.

Address

Address

Boca Raton, FL 33487

Los Angeles, CA, 90041

City State Zip

City State Zip

800.873.9182

(323) 872-0808

Phone

Fax

Phone

Fax

**Additional LEA Notification
(Required if completed)**

Name and Title

Address

City State Zip

Phone

Fax

EXHIBIT A: 2026-2027 RATES

**EXHIBIT A
NEW MEDISCAN II, LLC DBA CROSS COUNTRY EDUCATION
RATES AND TERMS**

A. PLACEMENT FEES

Conversion terms shall apply unless this right is specifically protected in accordance with state and/or local law in the location of services. In the event this right is prohibited by law, this section shall be null and void. Client recognizes and acknowledges that Agency spends considerable time and effort and incurs substantial expense in recruiting, employing, training and retaining any individual introduced by Agency. Client shall not hire, nor attempt to hire, directly or indirectly, personally or through an agent or agency, contract with or hire directly any staff after the latest date of verbal and/or written introduction, referral, or date of work for a period of six (6) months without payment of the Placement Fee. Should Client wish to enter into a permanent placement agreement, independent contract agreement, and/or refer Personnel to a third party for employment, Client agrees to pay the amount listed below.

Client shall be required to immediately pay to Agency the Placement Fee for each Personnel, in the event that (a) Client hires, directly or indirectly (e.g., through another staffing company or through an affiliated medical Client), while employed by Agency and/or within six (6) months of the termination of such employee's employment with Agency or (b) Client causes, the Staff member directly or indirectly, to leave the employment of Agency.

B. REPORTING PAY

For Special Education visits, a one-hour minimum visit will be assessed if we are not advised 24 hours in advance of a schedule change.

C. MINIMUM BILLING

All services have minimum billing requirements, which are listed in the rate tables below.

D. RATE CHANGES

The regular rates are subject to additional increase mid-year in the event that FICA, FUTA, SUTA or other applicable taxes are increased by the governing body. In the event of such increase, Agency will increase the regular rates by the exact amount such tax is increased without additional markup or profit to Agency. The rates and terms in this exhibit may be increased or decreased yearly. Clients will receive these updates at least 30 days prior to the effective date.

E. RATES

The following rates shall be effective for all working Personnel, new starts, extensions and renewals as first dated below.

EFFECTIVE DATE: 06/28/2026**FEES FOR SPECIAL EDUCATION PROVIDERS, ASSESSORS AND CONSULTANTS**

Special Education Provider Rates (Minimum Visit Rates are for on-site visits. Off-site time is billed in 15 min. increments)	Hourly Rate	Minimum Billing Increments
Academic Assessor	\$116.39	1 hour for IEPs, virtual services, and consultation
Adapted Physical Education Teacher (APE)	\$101.97	1 hour for IEPs, virtual services and consultation; 3 hours for direct services
Assistive Technology (AT)	\$118.45	1 hour for IEPs, virtual services and consultation; 3 hours for direct services
Augmentative and Alternative Communication (AAC)	\$130.81	1 hour for IEPs, virtual services and consultation; 3 hours for direct services
Behavior Intervention Development (BID)	\$119.48	1 hour for IEPs, virtual services and consultation; 2 hours for direct services
Case Manager	\$119.48	4 hours weekly
Certified Occupational Therapist Assistant (COTA) Supervisor provided by CCE and Client is not charged for supervision separately.	\$83.95	1 hour for virtual services; 3 hours for direct services
CF	\$97.85	1 hour for IEPs, virtual services and consultation; 3 hours for direct services
Credentialed School Nurse w/ Audiometrist Certificate (SN)	\$123.60	1 hour per day
Deaf and Hard of Hearing (DHH)	\$129.78	1 hour for IEPs, virtual services and consultation; 3 hours for direct services
DIS Counselor	\$91.67	1 hour for IEPs, virtual services and consultation; 3 hours for direct services
Education Specialist	\$104.03	8 hours daily
Educational Audiologist	\$175.10	1 hour for IEP's and consultation
Educationally Related Intensive Counseling Services or Educationally Related Mental Health Services (ERICS or ERMHS)	\$116.39	1 hour for IEPs, virtual services and consultation; 3 hours for direct services
Expert Consult	\$195.70	2 hours per day
Expert Program Oversight	\$174.00	1 hour per day
Occupational Therapist (OT)	\$122.06	1 hour for IEPs, virtual services and consultation; 3 hours for direct services
Program Administrator	\$162.74	4 hours weekly

School Psychologist	\$123.60	1 hour for IEPs, virtual services, consultation and on-site services
Speech and Language Pathologist (SLP)	\$130.81	1 hour for IEPs, virtual services and consultation; 3 hours for direct services
Speech and Language Pathology Assistant (SLPA) Supervisor provided by CCE and Client is not charged for supervision separately.	\$83.95	1 hour for virtual services; 3 hours for direct services
Translation	\$100.00	1 hour per request
Other Providers not listed in the agreement	Contact for quote	
Permanent Placement Fees for Special Education Providers and Assessors		
All modalities	\$35,000 flat fee	

TRAINING FEES

Description of Fees	Fee
Training Services CCE provides an array of training options. Call us and we will create a customized plan to address your needs.	Contact for quote

EXHIBIT A – SUBSTITUTE SERVICES NEW MEDISCAN II, LLC DBA CROSS COUNTRY EDUCATION RATES AND TERMS

A. PLACEMENT FEES

Conversion terms shall apply unless this right is specifically protected in accordance with state and/or local law in the location of services. In the event this right is prohibited by law, this section shall be null and void. Client recognizes and acknowledges that Agency spends considerable time and effort and incurs substantial expense in recruiting, employing, training and retaining any individual introduced by Agency. Client shall not hire, nor attempt to hire, directly or indirectly, personally or through an agent or agency, contract with or hire directly any staff after the latest date of verbal and/or written introduction, referral, or date of work for a period of six (6) months without payment of the Placement Fee. Should Client wish to enter into a permanent placement agreement, independent contract agreement, and/or refer Personnel to a third party for employment, Client agrees to pay the amount listed below.

Client shall be required to immediately pay to Agency the Placement Fee for each individual, in the event that (a) Client hires, directly or indirectly (e.g., through another staffing company or through an affiliated medical Client), while employed by Agency and/or within six (6) months of the termination of such individual's employment with Agency or (b) Client causes, the Staff member directly or indirectly, to leave the employment of Agency.

B. SUBSTITUTE TEACHER DAILY CALCULATIONS

The hours billed are inclusive of an additional 15 minutes at the start and 15 minutes at the end time of the Client's bell schedule. An additional 15 minutes may be added to the start of the workday, if a morning break is not included in the Client's bell schedule. As lunch is unpaid, the duration of the lunch shall be deducted from the above calculation.

C. LESSON PLANNING AND GRADING CALCULATIONS

Lesson planning rates shall be included for any and all assignments requiring lesson planning or grading. Client will be billed retroactively, if applicable. Pupil Free Days and Professional Development Days will be billed at the lesson planning rate if Personnel is required to report to work on those days. If transition days are requested, they will be billed as an assignment not requiring lesson planning. If a lesson planning substitute teacher is absent, the Client will be charged the lesson planning rate of that teacher when Personnel cover the assignment. When Personnel have a credential/certificate, the higher lesson planning rate applies when the class covered is that of the Personnel's certificate/credential. A Client administrator or administrative designee must approve all additional duties on the Personnel's timecard. Daily rate encompasses 8 hours a day. All additional time past the 8th hour is considered overtime and the overtime rate will apply. CCE Personnel are entitled to one prep period per lesson planning assignment. Should a prep period not be available to the Personnel during the 8-hour day, a surcharge of one hour will be assessed. If the full day plus the prep period adjustment exceeds 8 hours in a day or 40 hours in the week, the overtime rate will apply. Personnel must also be provided with legally required breaks and a duty-free 30-minute lunch. If neither of these are provided, additional fees will apply.

- D. Overtime Rate Application:** For long-term assignments, if the scheduled start time is 2:00 PM or later on three (3) or more days within a given workweek, the overtime rate will apply to all days in that week. This includes any day that begins prior to 2:00 PM. If coverage on any day is fulfilled by a different individual due to absence, the same overtime rate will apply to that day.

E. BREAKS AND REST PERIODS

Client agrees to schedule and supervise all Personnel while on assignment with Client and provide all Personnel with all meal periods and rest breaks required by law. Client shall reimburse Agency for any costs, including penalties, incurred by Agency should Client fail to comply with this requirement.

F. CONFIRMED ASSIGNMENT CHANGES.

Once an Personnel is in route to the confirmed assignment, Client may not reduce the confirmed hours or materially change the type or location of the assignment confirmed. If the Client extends the assignment end time, the rate will change accordingly. If the assignment hours are shortened, the full rate of the confirmed assignment will be charged. Client shall immediately notify Agency within 1 business day if Personnel does not show up for a confirmed assignment. Client will be charged all confirmed amounts unless Agency is notified of the Personnel "No Show".

G. REPORTING PAY/BILL FOR ASSIGNMENT CANCELLATION.

For Substitute Services, reporting pay may be billed at the regular bill rate in accordance with current state and federal laws. Client may be charged if a confirmed assignment is cancelled once the employee is in route or has arrived at the assignment. For bus rider assignments, the assignment begins at the student's residence.

H. TIME AND ATTENDANCE

A Client representative and the assigned Personnel shall each provide the hours worked by Personnel. For per diem Personnel, the electronic timekeeping software shall be provided by Agency to Client and updated daily so that Client can review. For long term Personnel, a Client representative shall promptly approve the hours worked by Personnel by responding weekly to an email provided by Agency to Client with hours worked at their school site, indicating exact time in and time out, including records of all breaks and meal periods. Time entries not formally approved on such a basis shall be deemed accepted and approved by Client and processed for invoicing. Client's approval shall constitute Client's acceptance and waiver of objections to the work performed by Personnel, the number of hours so listed, the shift and unit worked by Personnel and other additional charges listed thereof.

I. RATE CHANGES

The regular rates are subject to additional increase mid-year in the event that FICA, FUTA, SUTA or other applicable taxes are increased by the governing body. In the event of such increase, Agency will increase the regular rates by the exact amount such tax is increased without additional markup or profit to Agency. The rates and terms in this exhibit may be increased or decreased yearly. Clients will receive these updates at least 30 days prior to the effective date.

J. MINIMUM BILLING

Some services have minimum billing requirements, which are listed in the rate tables.

K. RATES

The following rates shall be effective for all working Personnel, new starts, extensions and renewals as first dated below.

EFFECTIVE DATE: 6/28/2026

FEES FOR SUBSTITUTE TEACHERS & SCHOOL SUPPORT STAFF

Rates and Fees for Substitute Teacher Assignments	Rates
Per Diem – no lesson planning or grading - Full Day – 0.00 – 8.00 hours	\$405.00 per day
Long-Term – Lesson Planning and Grading - Teacher with a 30-day Substitute Permit - Full Day – 0.00 – 8.00 hours	\$440.00 per day
Long-Term - Lesson Planning and Grading - Credentialed Teacher (not including Special Education Credential) - Full Day – 0.00 – 8.00 hours	\$480.00 per day
Long-Term - Lesson Planning and Grading - Special Education Credentialed Teacher - Full Day – 0.00 – 8.00 hours	\$600.00 per day
Overtime, Failure to Provide Lunch Break or Failure to provide Rest Break	1.5x the hourly rate for the affected assignment
Missed Prep Fee for lesson planning or grading assignments	1.5x the hourly rate for the affected assignment
No Notice Cancellation Fee	4 hours at the hourly rate for the affected assignment

Rates and Fees for School Support Staff		Hourly Rate
Campus Aide – no classroom support – high school diploma		\$31.00 per hour
Paraprofessional – classroom support – high school diploma + Parapro certification		\$35.50 per hour
Office Assistant – no classroom support – high school diploma		\$35.50 per hour
Special Education Aide or Teacher Assistant – classroom support – 48 units		\$35.50 per hour
Certified Nursing Assistant (CNA) – licensed		\$41.75 per hour
Licensed Vocational Nurse (LVN) – licensed		\$59.25 per hour
Behavior Intervention Aide (BII)		\$41.75 per hour
Behavior Intervention - NCI Certified or QBS Trained – classroom support - licensed		\$41.75 per hour
Overtime, Failure to Provide Lunch Break, Failure to provide Rest Break and After-School Assignment (2pm or later) Hourly rate		1.5x the hourly rate for the affected assignment
No Notice Cancellation Fee		½ scheduled shift but no less than 2 hours
Placement Fees for Teachers and School Support Staff		
Credentialed Teachers		\$10,000 flat rate fee
1-90 assigned days at client site		\$5,000 flat rate fee
>90 assigned days at client site		\$3,500 flat rate fee

**INDIVIDUAL SERVICE AGREEMENT FOR NONPUBLIC, NONSECTARIAN
SCHOOL/AGENCY SERVICES**
(Education Code sections 56365, 56366, et seq.) (Page 2 of 2)

PUPIL NAME: _____
(Last) (First) (Middle)

All terms and conditions of the current Master Contract for Nonpublic, Nonsectarian School/Agency Service (NPS/NPA), hereinafter referred to as the Master Contract, previously executed by the parties hereto, are incorporated herein by reference. The Contractor will implement the Individualized Education Program (IEP) in accordance with this Agreement and the Master Contractor, and will request an IEP review prior to any change in the service program. Invoices shall be submitted based on actual service provided and attendance standards addressed in the Master Contract.

The parties hereto have executed this contract by and through their duly authorized agents or representatives. This contract is effective on _____ and terminates at 5:00 p.m. on _____ unless sooner terminated as provided herein.

-CONTRACTOR-

-LOCAL EDUCATIONAL AGENCY-

_____	_____	_____	_____
(Authorized Signature)	(Date)	(Authorized Signature)	(Date)
_____	_____	_____	_____
(Type or Print Name)	(Date)	(Type or Print Name)	(Date)
_____	_____	_____	_____
(Name of NPS/NPA)	(Name of District, SELPA, County Office)		
_____	_____	_____	_____
(Mailing Address)	(Mailing Address)		
_____	_____	_____	_____
(City/State/Zip Code)	(City/State/Zip Code)		

EXHIBIT C: 2026-2027 Credentialing Requirements**Special Education Providers, Substitute Teachers and Support Staff
HEALTH SCREENING AND CREDENTIALING REQUIREMENTS**

1. Agency's Personnel must meet the requirements set forth below in accordance with the below tables based on the location of services being provided. Client agrees to not require the employee to provide any additional items other than those listed below. Agency attests that for each of its respective employees they meet the minimum requirements and (a) they have completed all of the health and background screenings requirements below; (b) there has been no break in service greater than 180 days of such employees subsequent to conducting such health and background screenings; and (c) the results of those screenings has not shown any issues that would render such employee reasonably unacceptable to the Client or otherwise negatively impact the health or safety of any child.
2. Client understands and agrees that it will incur additional costs for any health screenings and/or credentialing requested that is not set forth in this Exhibit B. In addition, any requests by Client other than as set forth on Exhibit B must be agreed upon in writing before Agency shall be required to provide any such additional health screenings and/or credentialing.
3. Items on this document cannot be waived or altered unless approved by the Senior Director of Business Administration or the Vice President of Education. Any item waived cannot be an item that places the employee in a non-compliant status per applicable laws and directives.

FOR SERVICES PROVIDED IN CALIFORNIA		
TYPE	FREQUENCY	DETAILS
TB Test	At hire, re-activation, and at expiration	Must be within past 60 days and expires 4 years after test results read
State of California License (Academic Assessor, Registered Nurse, Registered Behavior Technician, Licensed Vocational Nurse, Marriage and Family Therapist, Music Therapist, Art Therapist, Physical Therapist, Physical Therapist Assistant, Licensed Clinical Social Worker, Speech Language Pathologist, Speech Language Pathologist Assistant, Certified Occupational Therapist Assistant, Occupational Therapist, Orientation/Mobility Specialist, Psychologist, Audiologist, Behavior Intervention Development, and Certified Nursing Assistant only)	At hire, re-activation, and at expiration	Unencumbered license - all flags or suspensions must be explained and evaluated by a Director prior to hire
Board Certified Behavior Analyst (BCBA) License	At hire, re-activation, and at expiration	Unencumbered license - all disciplinary sanctions must be explained and evaluated by a Director prior to hire
Non-Violent Crisis Intervention Training (if required)	At hire, re-activation, and at expiration	Current and Valid

CTC Permit (30-day permitted substitute teachers only)	At hire, re-activation, and at expiration	Current and valid - all flags or suspensions must be explained and evaluated by a Director prior to hire
CTC Credential (Special Education Teacher, Case Manager, Certified or Credentialed Nurse, Educational Diagnostician, Education Specialist, Expert Consult, Program Admin, Teachers for the Deaf and Hard of Hearing, Teachers for the Visually Impaired, Resource Teacher, School Psychologist, Adapted Physical Education Teacher, and School Counselor)	At hire, re-activation, and at expiration	Current and valid - all flags or suspensions must be explained and evaluated by a Director prior to hire
Transcripts – 48 Units (SpEd Aide, Teacher Assistant)	At hire and re-activation	Units earned meet or exceed ESSA requirements
Transcripts – High School (Office, Campus Aide, BII)	At hire and re-activation	Units earned meet or exceed ESSA requirements
Transcripts – High School + Parapro Certification (Paraprofessional)	At hire and re-activation	Units earned meet or exceed ESSA requirements
First Aid/CPR License (RN, LVN or CNA Only)	At hire, re-activation, and at expiration	Current and Valid
Livescan Results (DOJ/FBI)	At hire, re-activation, and as subsequent arrests are received by DOJ/FBI	Any convictions must be explained and evaluated for Ed Code compliance. If acceptable per Ed Code, evaluated by a Director before hire.
Mandated Reporter, Bloodborne Pathogen	At hire, re-activation, and yearly thereafter	Attestation of completion is maintained in the employee file.
Positive Behavior Interventions and Supports Trainings (SpEd Providers and BII's)	At hire, re-activation, and yearly thereafter	Attestation of completion is maintained in the employee file.
Sexual Harassment Training	At hire or reactivation, and every 2 years thereafter	Certificate of completion is maintained in the employee file.

EXHIBIT D: 2026-2027 Locations (3 total)

TEACH Preparatory Elementary School

8505 S. Western Ave
Los Angeles, CA 90047

Billing Address:
10600 S. Western Ave
Los Angeles, CA 90047

Accounts Payable Email:
accountspayable@teachps.org

TEACH Academy of Technologies

10000 & 10045 S. Western Ave
Los Angeles, CA 90047

Billing Address:
10600 S. Western Ave
Los Angeles, CA 90047

Accounts Payable Email:
accountspayable@teachps.org

TEACH Tech Charter High School

10616 S. Western Ave
Los Angeles, CA 90047

Billing Address:
10600 S. Western Ave
Los Angeles, CA 90047

Accounts Payable Email:
accountspayable@teachps.org



Comprehensive Therapy Associates, Inc.
TEACH Public Schools
2026-2027 School Year

COMP THERAPY

MASTER CONTRACT FOR SPECIAL EDUCATION AND RELATED SERVICES

Between TEACH Public Schools and Comprehensive Therapy Associates, Inc. – NPA Certification Code: 1A-19-532

This Master Contract is entered into pursuant to Education Code § 56355 and Title 5 of the California Code of Regulations § 3062, and shall govern the provision of special education and related services by Comprehensive Therapy Associates, Inc., a certified Nonpublic Agency (NPA), to students with Individualized Education Programs (IEPs) under the jurisdiction of TEACH Public Schools (CLIENT) located at:

TEACH Preparatory Elementary School
8505 S. Western Ave
Los Angeles, CA 90047

TEACH Academy of Technologies
10000 & 10045 S. Western Ave
Los Angeles, CA 90047

TEACH Tech Charter High School
10616 S. Western Ave
Los Angeles, CA 90047

RECITALS

Comp Therapy is a registered Non-Public Agency (NPA Code: 1A-19-532) with the California Department of Education, located at 1017 N. Lake St, Burbank, CA 91502.

WHEREAS, Client is a California nonprofit public benefit corporation that offers educational programs to students identified at its public or private schools ("Service Location"); and

WHEREAS, Comp Therapy wishes to provide certain Services with respect to education and/or other social Services to Client at the Service Location (the "Services");



NOW THEREFORE, in consideration of the premises and covenants herein contained, and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties hereto agree as follows:

AGREEMENT

In consideration of the promises and covenants contained herein, the parties agree as follows:

1. COMMENCEMENT DATE AND TERM

This Agreement shall commence at 12:01 a.m. on July 1st, 2026 (the "Commencement Date") and shall continue until 11:59 p.m. on June 30th, 2027 (the "Term").

2. RESPONSIBILITIES OF COMP THERAPY

A. COMPLIANCE WITH LAWS

- a. During this Agreement, Comp Therapy shall comply with all applicable federal and state statutes, laws, ordinances, and regulations (including, but not limited to, applicable and active health orders) relating to its business in general and the provision of Special Education Services.
- b. SELPA Certification and Notification: Comp Therapy certifies that it is a Nonpublic Agency (NPA) certified by the California Department of Education and recognized by the relevant Special Education Local Plan Area (SELPA). In the event that Comp Therapy's certification is suspended, revoked, or otherwise terminated, Comp Therapy shall immediately notify the Client. Loss of certification shall constitute grounds for immediate termination of this Agreement by Client without penalty.
- c. Qualified Personnel: Comp Therapy shall ensure that all Comp Therapy Personnel are qualified to provide Services to students under the Individuals with Disabilities Education Act (IDEA). All instructors and therapists ("Comp Therapy Personnel") provided by Comp Therapy under this Agreement will meet State of California requirements for providing the Services, such as holding an applicable California credential, certification or license. Upon the client's written request, Comp Therapy shall provide a list of all Comp Therapy Personnel that currently serve or will serve students on Client's site. Such list will identify the credentials and/or licenses, if



applicable, held by each Comp Therapy Personnel assigned to Client's site. Comp Therapy shall notify Client within a commercially reasonable timeframe of any change concerning Comp Therapy Personnel who provide Services directly to students under this Agreement.

- d. Tuberculosis (TB) Clearance Requirements: Pursuant to California Education Code § 49406, Comp Therapy ensures that all personnel providing services to students under this Master Contract have submitted to an appropriate tuberculosis (TB) risk assessment and/or examination to determine that they are free of active TB. Comp Therapy verifies that each employee providing direct or indirect services to students has either:
 - i. Tested negative for TB within the past four years, or
 - ii. Been determined by a licensed healthcare provider to be free of risk for active TB following a risk assessment as authorized by law.

TB clearance records shall be maintained by Comp Therapy. Comp Therapy agrees not to assign any employee to a school site or to student-facing duties unless valid TB clearance is on file and in compliance with California law.

- e. Background Clearance and Compliance with EC § 44237: Comp Therapy ensures full compliance with Education Code § 44237 by conducting all required background and qualification checks for its personnel who may have contact with pupils. This includes, but is not limited to, Live Scan fingerprinting through the Department of Justice (DOJ) and Federal Bureau of Investigation (FBI) and receipt of criminal background clearance prior to any assignment involving student interaction.
- f. Upon receiving DOJ & FBI clearance, Comp Therapy shall certify to the Client that no Comp Therapy Personnel assigned to the school site have been convicted of a violent or serious felony, as defined in California law, or are subject to any pending charges for such offenses. Comp Therapy shall complete and maintain a "Vendor Certification of Criminal Background Clearance, Tuberculosis (TB) Clearance, and Credential Verification" form for all personnel working with or around students and shall submit the most recent certification to the Client within five (5) business days of any request.

Comp Therapy also subscribes to DOJ's subsequent arrest notification service for all such personnel to ensure ongoing compliance and student safety. Comp Therapy will



notify Client of any changes in personnel assignments at the school site and provide updated certifications as needed.

- g. **Mandated Child Abuse Reporting:** Pursuant to California Education Code § 56366.1(i) and California Penal Code § 11165.7, Comp Therapy certifies that all employees providing services under this Master Contract are identified as mandated reporters and have received mandated reporter training as required by law. Comp Therapy shall ensure that all personnel complete the California Department of Social Services' online training for mandated reporters within the first six weeks of employment and annually thereafter.

Comp Therapy shall maintain documentation of each employee's training completion and shall make such documentation available for review by the contracting LEA or other authorized agencies upon request. All mandated reporters employed by Comp Therapy shall report known or reasonably suspected child abuse or neglect as required by Penal Code §§ 11166 and 11167 and shall comply with all mandated reporter duties under California law.

- h. **Staff Training and Supervision:** Comp Therapy shall ensure that all personnel providing services are adequately trained, appropriately credentialed, and supervised to implement services consistent with each student's IEP. Documentation of staff training shall be maintained and made available to Client upon request.
- i. **Staff Training Compliance – AB 1172:** Comp Therapy certifies that all personnel assigned to provide behavioral or mental health services at nonpublic school sites have completed annual training as required by Assembly Bill 1172 (AB 1172). This training includes instruction on:
 - i. Emergency intervention protocols, including the use of behavior emergency reports (BERs)
 - ii. Evidence-based practices and interventions
 - iii. Appropriate use of restraint and seclusion (if applicable)
 - iv. Reporting obligations under applicable California law



- j. Comp Therapy shall maintain documentation of completed trainings and make such records available to the LEA upon request to ensure compliance with Education Code § 56366.1(a)(6) and Title 5 CCR § 3065.
- k. Behavior Emergency Reporting: If a behavioral emergency occurs while a student is receiving services from Comp Therapy, the provider shall immediately notify Client and submit a Behavioral Emergency Report (BER) within 24 hours. Comp Therapy shall assist in reviewing or developing a Behavioral Intervention Plan (BIP) as required by California Education Code § 56521.1.
- l. Data Collection and Progress Reporting: Comp Therapy shall collect data and provide written progress reports on student goals and benchmarks in accordance with the timelines specified in each student's IEP. Reports shall be submitted to Client concurrent with general education report cards, or more frequently as outlined in the IEP.
- m. Implementation of IEP Services: All services provided by Comp Therapy shall align with the requirements set forth in each student's IEP, including service frequency, duration, and location. Comp Therapy shall not deviate from IEP-specified services unless changes are approved through the formal IEP process.
- n. Comp Therapy shall pay, withhold, and transmit payroll taxes; provide unemployment, workers' compensation, and all other required insurances; and handle unemployment and workers' compensation claims involving Comp Therapy Personnel.

B. INSURANCE

- a. Insurance Obligations of Comp Therapy. Comp Therapy shall procure and maintain the following insurance while this Agreement is in effect:
 - i. General and Professional Liability: General and professional liability insurance covering all activities of Comp Therapy Personnel at Client's facilities in performance of Comp Therapy obligations under this Agreement with coverage of not less than- One Million Dollars (\$1,000,000) for any incident, Two Million Dollars (\$2,000,000) annual aggregate per incident, and Three Million Dollars (\$3,000,000) excess liability policy for a maximum of Three Million Dollars (\$3,000,000) per aggregate limit Comp Therapy



agrees to provide Client with a Certificate of Insurance naming Client as an additional insured on such general and professional liability insurance policies. Policies will be furnished to Client for review upon request.

- ii. Worker's Compensation. Worker's disability compensation insurance covering each Comp Therapy employee providing Services to Client hereunder; insurance shall comply with all applicable legal requirements.

3. RESPONSIBILITIES OF CLIENT

A. COMPLIANCE WITH LAWS

- a. Comply with all applicable federal, state, and local laws, ordinances and regulations relating to this Agreement and to Comp Therapy Personnel, as well as all laws and regulations relating to Special Education.

B. INSURANCE

- a. Insurance Obligations of Client: Client shall procure and maintain the following insurance while this Agreement is in effect:
 - General and Professional Liability. General and professional liability insurance covering all activities of Client and Client Personnel at Client's facilities in performance of Client's obligations under this Agreement with coverage of not less than One Million Dollars (\$1,000,000) for any incident, and Two Million Dollars (\$2,000,000) annual aggregate per incident and Three Million (\$3,000,000) excess liability policy for a maximum of Three Million Dollars (\$3,000,000) per aggregate limit. Client agrees to provide Comp Therapy with a Certificate of Insurance naming Comp Therapy as an additional insured on such general liability and professional insurance policies.
 - Worker's Compensation. Worker's disability compensation insurance covering the activities of each Client employee providing Services to students in the Program; insurance shall comply with all applicable legal requirements.



C. ADDITIONAL RESPONSIBILITIES OF CLIENT

- a. **Safe Work Environment and Facilities:** Client shall provide Comp Therapy Personnel with a safe, secure, and nondiscriminatory work environment in accordance with California Education Code § 56366(a)(9). Client shall also furnish all appropriate information, equipment, materials, furnishings, and a designated workspace necessary for Comp Therapy Personnel to deliver services outlined in student IEPs. These provisions shall be made available at no additional cost to Comp Therapy and must support the proper delivery of special education and related services consistent with applicable laws and regulations.
- b. **Provision of Student and Program Information:** Client shall provide Comp Therapy with all necessary student-specific and programmatic information required to implement the services under this Agreement in accordance with California Education Code §§ 56366(a)(10) and 56366.1(g). This includes, but is not limited to:
 - Individual Service Agreements (ISAs) for each student receiving services;
 - Student caseload rosters, inclusive of service start/end dates and assigned service providers;
 - Contact information for school site administrators and IEP team members;
 - Copies of IEPs, assessments, progress reports, health information, and any other documents required to ensure the delivery of services in accordance with each student's IEP.

Client agrees to provide this information in a timely manner and to notify Comp Therapy promptly of any changes to student schedules, enrollment status, or service needs to support compliance with federal and state special education laws.

- c. **Timely Notification of Changes:** Client shall promptly notify Comp Therapy of any material changes in student schedules, caseloads, enrollment, or service needs within two (2) business days of such change becoming known.
- d. **IEP Meeting Participation and Scheduling:** Client shall provide Comp Therapy Personnel with no less than ten (10) business days' written notice of scheduled IEP meetings involving Comp Therapy personnel. Client shall provide access to IEP



documentation in advance and include Comp Therapy as a participant when services, assessments, or eligibility are discussed. If an IEP meeting is canceled, Client must inform provider at least one day in advance. If Client fails to do so, a 1-hour service fee will be charged to the Client.

- e. Request for Providers: Client may request to reserve specific service providers or assessors in advance. However, Client acknowledges that Comp Therapy does not guarantee the availability of any specific provider or assessor. Comp Therapy will make assignments based on professional discretion, availability, and the specific needs of each Client, and reserves the right to assign personnel accordingly.
- f. Request for Change in Providers: In the event Client desires a change in assigned service provider, Client shall act in good faith and initiate such requests directly with a Comp Therapy Administrator. Client agrees not to communicate provider change requests directly to Comp Therapy personnel assigned to the site. Comp Therapy will evaluate the request and respond with appropriate steps or alternatives as warranted.
- g. Service Request Process and Fulfillment Timeline: Client agrees to initiate all service requests by submitting Comp Therapy's official "Request for Services" form. Upon receipt of the completed form, Comp Therapy shall be allowed up to four (4) weeks to source and assign qualified personnel to fulfill the requested services. While Comp Therapy will make every reasonable effort to fill positions sooner, Client understands that personnel placement is subject to availability, credentialing requirements, and logistical feasibility.
- h. Assessment Requests: Client shall ensure that school personnel will review and submit assessment requests with necessary documentation to Comp Therapy within the legally required timelines. Comp Therapy shall not be held liable for compliance issues caused by Client's failure to review and/or submit assessment requests on time.
- i. Assessment Request Process and Fulfillment Timeline: The Client shall initiate all assessment requests by completing and submitting Comp Therapy's official "Assessment Request" form. Requests submitted with thirty (30) calendar days or



fewer remaining until the due date will be subject to the RUSH rate. Additional details can be found in Exhibit A.

- For Scheduled In-Person Assessments: To avoid a three (3) hour service fee per assessment, Client must notify the assessor or Comp Therapy at least one business day in advance if there will be a change in school/student schedule or if the student is absent. Once assessor is in-route and/or on site, and unable to assess student, Client will be charged a three (3) hour service fee. Billed student absence time will not count toward the maximum assessment billing hour allotment.
 - For Scheduled Virtual Assessments: To avoid a one and a half (1.5) hour service fee per virtual assessment, the Client must notify the assessor or Comp Therapy at least one business day in advance of any changes to the student's schedule or in the event of a student absence. If the assessor is notified on the day of the assessment of the student's unavailability, the Client will be charged a one and a half (1.5) hour service fee for each assessment. Billed student absence time will not count toward the maximum assessment billing hour allotment.
- j. Hours and Billing: Comp Therapy personnel are permitted to complete designated work both on-site and off-site. Comp Therapy providers shall bill in 15-minute increments. This shall be considered a reasonable and legally acceptable variance and shall not be treated as inaccuracies or billing errors. In accordance with California labor law, service durations will be rounded to the nearest quarter using the "7-minute rule":
- 0 to 7 minutes: Rounded down to the previous quarter-hour.
 - 8 to 18 minutes: Rounded up to the next quarter-hour.
- k. Direct Service Billing Rate and Overtime Policy: The Direct Service Billing Rate set forth in this Agreement is based on a standard work period of up to eight (8) hours per day or forty (40) hours per week per provider. If Client requests or requires Comp Therapy Personnel to provide Direct Services beyond these limits, the following billing rates shall apply:



- 1.5x the standard hourly rate for all hours worked in excess of eight (8) hours in a single workday or forty (40) hours in a single workweek;
- 2.0x the standard hourly rate for all hours worked in excess of twelve (12) hours in a single workday or for hours worked on the seventh consecutive day of a workweek, as defined by California Labor Code.

Client will be notified in advance of any overtime or double-time billing, and such services will be provided only with Client's prior written or documented verbal approval. These adjusted billing rates shall apply solely to Direct Service hours and are subject to all applicable labor laws.

This provision shall also apply in circumstances where a Comp Therapy provider is required to remain on-site due to scheduled school activities or emergencies, including but not limited to field trips, school lockdowns, or any other emergency that prevents the provider from leaving the worksite at their scheduled time.

- I. Client shall provide Comp Therapy with no less than fifteen (15) business days' advance written notice of any additional Services requested that are not included in Exhibit A. Comp Therapy shall have up to five (5) business days after such notice to notify the Client whether it can carry out the new requests, whether the new requested Services are outside of its agreed Services to be provided as detailed in Exhibit A, or if the requested service(s) would change any existing fee structure.
- m. Timely Execution of Documents: Client shall review, execute, and return all required documents including the Master Contract, ISAs, and authorizations within ten (10) business days of receipt. Delays in execution may result in a delay in services without penalty to Comp Therapy.
- n. Point of Contact Designation: Client shall designate a primary authorized representative for communications, scheduling, approvals, and coordination with Comp Therapy. Any change in this point of contact must be communicated to Comp Therapy in writing within five (5) business days.
- o. Access to Systems: Client shall provide secure access to any school-based platforms or databases necessary for Comp Therapy to fulfill documentation, service logs, or



reporting obligations.

- p. Timely Review of Service Logs: Client shall review and approve all submitted service logs and billing summaries within five (5) business days. Comp Therapy shall not be responsible for service delays caused by delayed approvals.
- q. Agency Employee Communication Protocol: The School acknowledges and agrees that any communication, including but not limited to meetings, inquiries, or discussions, initiated by the School's Human Resources personnel, administrators, or other representatives with any employee or contractor of the Agency must be preceded by prior written notice to the Agency. Such communication shall only take place with an Agency representative present, unless otherwise authorized in writing by the Agency. This protocol is intended to ensure clarity, consistency, and proper representation in all matters involving Agency personnel.
- r. Liability Disclaimer for Delayed Contract Start: In the event that Client initiates this Agreement with Comp Therapy after the official start date of the school year or the date services were identified in a student's IEP, Client acknowledges that Comp Therapy shall not be held liable or responsible for any services or instructional minutes not rendered prior to the effective date of this Agreement. While Comp Therapy will make good faith efforts to assess and, where possible, provide make-up services for missed sessions, the availability of personnel and schedule capacity may limit such efforts. Client agrees to collaborate with Comp Therapy in prioritizing service delivery based on urgency and feasibility following the commencement of this Agreement.

4. COMPENSATION AND METHOD OF PAYMENT

- A. Client will pay Comp Therapy for Comp Therapy's Services at the rate(s) stated in Exhibit A and will also pay any additional costs or fees set forth in this Agreement for Services authorized in writing by Client. Client will not be liable for any costs or expenses (e.g., travel, lodging, per diem) associated with any Services not expressly authorized. Each invoice shall include charges only for Services described in this Agreement. Invoices shall be submitted to Client's Accounts Payable Department. All communication regarding payment status shall be made to Client's Accounts Payable Department and Comp Therapy.



- a. Comp Therapy will provide invoices to Client by the 20th of each month for Services provided during the preceding month. Invoices shall include an invoice summary, followed by a description of Services provided.
- b. Fees are due and payable to Comp Therapy within thirty (30) calendar days of receipt of the invoice. In the event an invoice is not timely paid, Client agrees to pay a service charge on any outstanding amount at the rate of maximum allowed by law or 1% per month, whichever is higher. Late payment may also result in immediate suspension of Comp Therapy's Services under this agreement at Comp Therapy's sole discretion.
- c. If a portion of any invoice is disputed, Client agrees to pay the undisputed portion and Comp Therapy and Client shall use their best reasonably good faith efforts to resolve such dispute within the thirty (30) calendar day period following notice of the dispute. Client will provide Comp Therapy all student and other record materials relevant to the disputed charges. If such dispute cannot be resolved within such thirty (30) day period, either Comp Therapy or Client may terminate this Agreement, with at least a thirty (30) business day written notice and either party, regardless of whether the Agreement is then terminated, shall have the right to submit the dispute to arbitration in accordance with Paragraph 10 below.

5. NO HIRING AGREEMENT

- A. Client acknowledges that Comp Therapy's employees are a unique and valuable resource of Comp Therapy, who have been trained by Comp Therapy, and that but for this Agreement and Comp Therapy's Services rendered to the Client, the Client would not have access to Comp Therapy's employees and knowledge of their true performance and capabilities. In addition, Client acknowledges that Comp Therapy employees may have certain legal obligations arising from contract or otherwise to Comp Therapy that may restrict Comp Therapy employees from working for competitors or unfairly working in direct competition with Comp Therapy. As such, Client agrees to a 365-day "No Hire" period for any of Comp Therapy's employees. If the Client uses the Services of a Comp Therapy Personnel as its direct employee, independent contractor, or subcontractor during or within 365 days after any assignment of Comp Therapy Personnel to Client through Comp Therapy, Client must immediately notify Comp Therapy and pay Comp Therapy a placement fee in the amount of \$7,500. Comp Therapy reserves the right to modify, waive, or reduce the placement fee, with at least thirty (30) days' prior written notice to Client.



6. CONFIDENTIAL INFORMATION

- A. Comp Therapy and Client agree to keep confidential and not to disclose to any third parties any information provided by Comp Therapy or otherwise learned by Client during the course of this Agreement without the prior written consent of Comp Therapy. This provision shall survive the expiration and termination of this Agreement. Comp Therapy and Client warrant that, to the best of their knowledge, all their operations are compliant with all federal and state laws, rules, and regulations pertaining to the privacy and/or security of personal data. Client further agrees not to share any "confidential data" with any other vendor without first disclosing to Comp Therapy in writing all pertinent data fields and records to be provided and receiving written authorization from Comp Therapy permitting the Client to provide the data to a third party.

7. INDEMNIFICATION AND LIMITATION OF LIABILITY

- A. Comp Therapy shall indemnify, defend, and hold harmless Client and Client's parents, subsidiaries, affiliated entities, directors, owners, agents, representatives, attorneys, insurers and employees, from and against all losses, liabilities, expenses, and claims for damages (including court costs and reasonable attorney's fees) which may be asserted or claimed against Client as a result of Comp Therapy's negligence or willful and unlawful conduct, including without limitation any violation or breach of this Agreement.
- B. Client shall indemnify, defend, and hold harmless Comp Therapy and Comp Therapy's parents, subsidiaries, affiliated entities, directors, owners, agents, representatives, attorney, insurers and employees, from and against all losses, liabilities, expenses, and claims for damages (including court costs and reasonable attorney's fees) which may be asserted or claimed against Comp Therapy as a result of Client's negligence or willful and unlawful conduct, including without limitation any violation or breach of this Agreement in accordance with California law.
- C. Comp Therapy's maximum liability to the Client for any claims, losses, liabilities, expenses, or damages arising out of or related to this Agreement or the performance of Services hereunder shall be limited to the total annual fees paid or payable by the Client to Comp Therapy for the specific area of service in question. If liability arises in connection with a particular service area, Comp Therapy's liability shall be limited solely to the total annual



amount paid or payable for that specific service area. This limitation of liability shall be interpreted and enforced in accordance with California law.

8. TERM OF AGREEMENT

- A. This Agreement shall begin on the date first written above and shall expire on the date stated in this Agreement or until terminated by either party. Either party may terminate this Agreement, without cause, upon at least sixty (60) business days prior written notice.
- B. Either party reserves the right to immediately terminate this Agreement in the event:
 - a. Client or Comp Therapy breaches any material form, condition or duty under this Agreement, including but not limited to, in the case of Client, the failure to timely pay any amounts due to Comp Therapy, provided that Comp Therapy gives written notice of such breach and Client does not pay Comp Therapy the amount (plus any interest due thereon within five (5) business days of such notice;
 - b. If required by law or regulation; or
 - c. If Client or Comp Therapy becomes insolvent or commits any act of bankruptcy, or a petition for involuntary bankruptcy is filed against either party, or either party makes general assignment for the benefit of creditors under the bankruptcy or insolvency laws.
- C. Client reserves the right to immediately terminate this Agreement in the event of: (a) the bankruptcy or insolvency of Comp Therapy; (b) sale of business of Comp Therapy; or (c) material breach of any term or condition of this Agreement.
- D. Upon termination, Comp Therapy shall have no further obligation to provide Client with Comp Therapy Personnel. The provisions regarding Confidential Information and Cooperation shall continue in effect subsequent to and regardless of termination of this Agreement.

9. INDEPENDENT CONTRACTORS

- A. The parties hereto acknowledge and agree that the relationship created between Comp Therapy and Client as a result of this Agreement is strictly that of independent contractors. Nothing contained herein shall be deemed to be any partnership, joint venture, principal-agent, fiduciary-beneficiary, or other relationship. Comp Therapy shall be responsible for all



compensation, salaries, taxes, withholdings, contributions, benefits (if any), and worker's disability compensation insurance with respect to all Comp Therapy Personnel employed or contracted by such party and shall indemnify, defend, and hold harmless the other party and its officer, directors, agents, contractors, representatives and employees, from and against any and all liability, loss, damages, claims, causes of action, and expenses associated therewith (including without limitation attorney's fees) caused or asserted to have been caused, directly or indirectly, by or as a result of same. The provisions of this Section shall survive the expiration or termination for any reason of this Agreement. Comp Therapy shall complete and submit a Form W-9 to Client prior to rendering Services in accordance with California Law.

10. MISCELLANEOUS

- A. The parties intend that the benefits of this Agreement shall inure only to Comp Therapy and Client and not to any third person or party.
- B. No waiver, amendment, or modification of this Agreement shall be effective unless the waiver, amendment, or modification is in writing and signed and dated by the parties.
- C. If any term, provision, covenant or condition of this Agreement shall be held by a court of competent jurisdiction to be invalid, void or unenforceable, in whole or in part, such decision shall not affect the validity of any remaining portion, and the remaining portion shall stand in full force and effect, and shall in no way be affected, impaired or invalidated. Any provisions thus affected shall be modified to the extent necessary to bring the provision within the applicable requirements of the law.
- D. This Agreement, including attached exhibit(s), constitutes the entire Agreement between the parties regarding its subject matter, and supersedes all prior agreements and understandings between the parties, whether oral or written, relating to its subject matter.
- E. The provisions of this Agreement shall benefit and bind the parties and their respective heirs, representatives, successors, and assigns.



- F. A party's delay or failure to enforce any of the stated provisions of this Agreement on one or more occasions will not be a waiver of that or any other occasion(s) or of the party's right thereafter to enforce each and every provision of this Agreement.
- G. A party shall have no right or power to and shall not purport to transfer or assign this Agreement without prior written consent from the other party.
- H. Governing Law: This Agreement shall be governed by the laws of the State of California. It may be executed in several counterparts and constitutes the entire agreement for the service described. If any provision in this contract is held by any court to be invalid, void, or unenforceable, the remaining provisions shall continue in full force. Any legal action arising from, involving or relating to this Agreement shall be brought in a court of competent jurisdiction located in Los Angeles, California. Both parties agree and hereby release their rights to a trial by jury.
- I. Nothing in this Agreement shall be construed to limit either party's rights under the Individuals with Disabilities Education Act (IDEA), including the right to request mediation, file for due process, or pursue other remedies authorized under state and federal law.
- J. Attorney's Fees: If any legal action or any arbitration or other proceedings are brought for the interpretation or enforcement of this Agreement, or any rights of the parties with regard to this Agreement, and/or any related agreement, or because of an alleged dispute, breach, or default, the successful or prevailing party shall be entitled to recover its reasonable attorney's fees and expenses, and any costs associated with any enforcement proceeding.
- K. Notices: Any notice, request, demand, consent, approval or other communication required or permitted under this Agreement must be in writing and will be deemed to have gone into effect (a) on actual delivery, if delivery is by hand, or (b) on receipt if delivery is by facsimile, or (c) five (5) days after deposit in the U.S. mail, postage prepaid, certified or registered mail, return requested. Each such notice shall be sent to respective parties at the address indicated below.

11. CONFLICTS OF INTEREST



- A. Comp Therapy warrants that no part of the total amounts paid by Client shall be paid directly or indirectly to an employee or official of Client as wages, compensation, or gifts in exchange for acting as an officer, agent, employee, subcontractor, or consultant to Comp Therapy in connection with any work contemplated or performed relative to this Agreement. Comp Therapy acknowledges, understands, and agrees that this Agreement shall be null, and void as determined by Client if Comp Therapy is an entity in which a controlling interest is held by an individual who is, or within the past six months has been, an employee of Client.

12. NONDISCRIMINATION

- A. Comp Therapy hereby agrees, warrants, and assures that no person shall be excluded from participation in, be denied benefits of, or be otherwise subjected to discrimination in the performance of this Agreement or in the employment practices of Comp Therapy on the grounds of that individual's race; color; gender (including gender identity and gender expression); sex (including pregnancy, childbirth, breastfeeding, and related medical conditions); religious creed (including religious dress and grooming practices); marital/registered domestic partner status; age (forty (40) and over); national origin or ancestry (including native language spoken); physical or mental disability (including HIV and AIDS); medical condition (including cancer and genetic characteristics); taking a leave of absence authorized by law; genetic information; sexual orientation; military and veteran status; or any other consideration made unlawful by federal, state, or local laws.
- B. Nonsectarian Services Assurance: Comp Therapy affirms that all services provided under this Agreement are nonsectarian and nondiscriminatory, in accordance with Education Code § 56366.1(a) and 34 C.F.R. Part 300. Comp Therapy shall not require or permit religious instruction, worship, or activities as part of its educational or therapeutic programs.

13. RECORDS

- A. Comp Therapy shall maintain documentation for all charges under this Agreement. The books, records, and documents of Comp Therapy, insofar as they relate to work performed or money received under this Agreement, shall be maintained for a period of seven (7) full years or as required by law from the date of the final payment and shall be subject to audit at any reasonable time and upon reasonable notice by Client or their duly appointed representatives. The financial statements shall be prepared in accordance with generally accepted accounting principles and applicable California law.



- B. Student Records and Transition of Services: Upon request and/or termination or transition of services for any student, Comp Therapy shall provide Client with all original documentation including service records, reports, assessments, and progress data within five (5) business days. Comp Therapy shall ensure compliance with FERPA, IDEA, and all applicable state and federal privacy laws.

14. PRESS RELEASES

- A. The parties hereto acknowledge and agree to not use the name of or make reference to Client or Comp Therapy for any purpose in any releases for public or private dissemination, advertising or other materials, without the prior written consent of Client and Comp Therapy.

15. FERPA/IDEA

- A. This Agreement is entered into by Comp Therapy and Client in accordance with the provisions of the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1231(g), et seq., (FERPA) and the Individuals with Disabilities Education Act, 20 U.S.C. Section 1400, et seq., (IDEA). Comp Therapy hereby acknowledges that all documents which include personally identifiable information contained in or derived from a student's education records are deemed confidential pursuant to FERPA and IDEA. Comp Therapy agrees not to re-disclose any such personally identifiable information without prior written consent as required by law, or unless re-disclosure is otherwise authorized by law. Comp Therapy agrees that nothing in this Agreement may be construed to allow either Comp Therapy or Client to maintain, use, disclose, or share the personally identifiable information in a manner not allowed under Federal or State law or regulation, including the California Consumer Privacy Act (CCPA).

16. DISPUTE RESOLUTION PROCESS

- A. Before initiating any legal action, arbitration, or administrative complaint regarding any dispute arising under this Agreement, Client agrees to first make a good faith effort to resolve the matter directly with Comp Therapy. Client shall submit written notice of the concern or issue to Comp Therapy, outlining the basis for the dispute and the specific resolution sought. Comp Therapy will review the matter and respond within ten (10) business days.

The parties agree to engage in direct communication and, if necessary, schedule a resolution meeting within fifteen (15) business days of the initial notice. Both parties shall act in good faith and make reasonable efforts to resolve the matter informally. Only after such attempts



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have failed may either party proceed to arbitration, mediation, or legal proceedings as otherwise permitted under this Agreement.

This provision does not limit either party's rights under applicable law but is intended to foster early, efficient, and cooperative resolution of contractual concerns.

17. FORCE MAJEURE

- A. The obligations of the parties to this Agreement are subject to prevention or delay caused by events that are outside of their reasonable control, including, but not limited to, natural disasters, acts of terrorism, riots, wars, epidemics, or any other similar cause, provided that the parties have taken all reasonable steps to avoid or mitigate the effects of any such event.



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Any party may change its address for purposes of this Section by giving the other party written notice as provide in this Section.

The parties, intending to be legally bound, duly execute this Agreement as of the date stated above.

CLIENT

Printed Name: _____ Title: _____

Signature: _____ Date: _____

Billing information:

Billing Address	Email
10600 S. Western Ave Los Angeles, CA 90047	accountspayable@teachps.org

Comp Therapy

Printed Name: Daniela Garcia Title: Executive Director

Signature: *Daniela Garcia* Date: 5/14/2026



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Exhibit A

RELATED SERVICES	Hourly Rate
Adapted Physical Education (APE)	\$ 156
Assistive Technology (AT)	\$ 156
Augmentative Alternative Communication (AAC)	\$ 156
Behavior Intervention Development (BID)	\$ 128
Behavior Intervention Implementation (BII)	\$ 56
Counseling & Guidance	\$ 111
Deaf or Hard of Hearing (DHH)/Audiological Services	\$ 157
<u>Health & Nursing Services</u>	
Certified Nursing Assistant (CNA)	\$ 52
Licensed Vocational Nurse (LVN)	\$ 62
School Nurse/Registered Nurse (RN)	\$ 116
<u>Language & Speech Services</u>	
Speech-Language Pathologist (SLP)	\$ 126
Speech-Language Pathologist Assistant (SLPA)	\$ 101
<u>Occupational Therapy Services</u>	
Occupational Therapist (OT)	\$ 126
Certified Occupational Therapist Assistant (COTA)	\$ 101
Psychological Services (ERICS Counseling)	\$ 126
Recreational Therapy	\$ 160
Social Work Services	\$ 126

OTHER SERVICES	Hourly Rate
Case Manager	\$ 114
Resource Specialist Teacher (RSP)/ Specialized Academic Instructor (SAI)	\$ 84
Special Education Aide (Sped Aide)	\$ 56
Interpreter/Translation Services	\$ 108
Program Administrator	\$ 250
Professional Development	\$ 250



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In accordance with California labor law, both Comp Therapy and the Client must ensure that all employees receive the legally required number of breaks when services are performed at the Client's work site.

SERVICES

Program Support Package: Includes initial consultation meeting, implementation of services, and program setup. A fee of \$500 per school site will be applied annually.

Minimum On-Site Service Charge: There is a three (3) hour on-site minimum for all service providers, except BII/Sped Aide services have a 6-hour on-site minimum.

Minimum Virtual Service Charge: There is a 1-hour minimum for all service providers.

Schedule Change without Notification: If Client does not provide Comp Therapy personnel with at least one business days' notice of a student absence or change in the school/student schedule, Client will be charged the amount equal to the scheduled service.

BII/Sped Aide On-Site Service: If a student is absent or their schedule is changed without prior notice to the BI/Sped Aide, the Client will be charged a six (6) hour service fee. Notification of any schedule changes must be provided to the BI/Sped Aide at least one (1) business day in advance and/or before the provider is en route or present at the school site. During the student's absence, the Client may retain the BI/Sped Aide on site to perform alternative duties within their scope of practice.

LVN/CNA On-Site Service: If a student is absent or their schedule is changed without prior notification to the LVN/CNA, the Client will be charged a six (6) hour service fee. Notification of any schedule changes must be provided before the LVN/CNA is en route or present at the school site. In the event of the student's absence, the Client may retain the LVN/CNA on site to perform other duties within their scope of practice.

Cancellation of On-Site/Virtual Meetings: If an IEP meeting is cancelled, Client must inform provider at least one day in advance. If Client fails to do so, they will be charged a 1-hour service fee.

Hours: Comp Therapy personnel are permitted to complete designated work offsite. Non-direct service hours may include, but are not limited to, IEP development, participation in IEP meetings, documentation, treatment planning, progress reports, and caseload service. Off-site work hours will be billed in 15-minute increments.



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ASSESSMENT AREAS	Hourly Rate
Adapted Physical Education Assessment	\$ 156
Academic Achievement (completed by Case Manager)	\$ 114
Assistive Technology Assessment	\$ 156
Augmentative Alternative Communication (AAC) (completed by AT or SLP)	\$ 156
ERICS Assessment (completed by School Psych)	\$ 126
Deaf or Hard of Hearing Assessment	\$ 157
Functional Behavior Assessment (completed by BID Provider)	\$ 128
Health Assessment Vision, Hearing, and Scoliosis Screening	\$ 325 flat rate \$ 10 per student
Occupational Therapy Assessment	\$ 126
Psycho-Educational Assessment (completed by School Psych)	\$ 126
Recreational Therapy Assessment	\$ 160
Social Emotional Assessment (completed by School Psych)	\$ 126
Language & Speech Assessment (completed by SLP)	\$ 126
Independent Education Evaluation - IEE	Contact for pricing

ASSESSMENTS

For Scheduled In-Person Assessments: To avoid a three (3) hour service fee per assessment, Client must notify the assessor or Comp Therapy at least one business day in advance if there will be a change in school/student schedule or if the student is absent. Once assessor is in-route and/or on site, and unable to assess student, Client will be charged a three (3) hour service fee. Billed student absence time will not count toward the maximum assessment billing hour allotment.

For Scheduled Virtual Assessments: To avoid a one and a half (1.5) hour service fee per virtual assessment, the Client must notify the assessor or Comp Therapy at least one business day in advance of any changes to the student's schedule or in the event of a student absence. If the assessor is notified on the day of the assessment of the student's unavailability, the Client will be charged a one and a half (1.5) hour service fee for each assessment. Billed student absence time will not count toward the maximum assessment billing hour allotment.

RUSH Rate: If Client requests an assessment to be completed within 30 calendar days or less of deadline. Client will be charged a RUSH RATE of \$155 per hour. Health Assessment RUSH Rate will be charged \$375 per assessment.



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CPI NONVIOLENT CRISIS INTERVENTION (NCI) TRAINING

Comp Therapy offers CPI Nonviolent Crisis Intervention Training to faculty/staff. Nonviolent Crisis Intervention (NCI) Training prepares your staff to prevent and de-escalate medium to high-risk behavior using both restrictive and non-restrictive methods. NCI rates begin at \$150.00 per faculty/staff member, with a minimum of 10 participants.

PROFESSIONAL ENRICHMENT WORKSHOPS

Comp Therapy offers customizable Professional Enrichment Workshops for comprehensive faculty and staff training, structured to provide essential training to address the needs of students enrolled in special education programs.

Below are Professional Enrichment topics that may benefit your school. These workshops can be customized to meet your school's specific needs:

PROFESSIONAL ENRICHMENT WORKSHOP TOPICS
Behavior Management in the Classroom Setting
Assistive Technology in the Special Education Classroom
Behavioral Interventions and Classroom Management for Students with Disabilities
Best Practices for Writing & Implementing IEPs
Data-Driven Decision Making in Special Education
Fostering Collaboration between General & Special Education Staff
Building Strong Partnerships & Engagement with Families



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Billing Descriptions: Related Service Providers

Description	Action Item	Billing Hours (15-min increments)
Caseload Service	Set-up caseload at the beginning of the school year/assignment (review PLP/goals, create service schedule)	Start to End Time
	Adding new student(s) to current caseload	30 mins
Collaboration/Consultation	Teacher/Parent/School Staff Meetings Collaboration with school site lead/ sped team	Start to End Time
Direct Services	Direct services to students *Include student initials	Start to End Time
Documentation	Session Notes in IEP data base	15 min per student
	Service Delivery Report	15 min
	Progress reports	15 min per student
IEP Development	Preparation for IEP meeting per student - Record/data review - Reporting on previous goals - Parent/teacher consult - Creating new PLPs - Creating new goals - Updating services - Updating IEP information after IEP meeting	2 hours
IEP Meeting	IEP Meeting	Start to End Time
Treatment Planning	Prep Time (dependent on caseload)	Up to 5 hours/week



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Billing Descriptions: Case Manager

Description	Action Item	Billing Hours (15-min increments)
Academic Assessment	Assessing student & Writing the report	Up to 12 hours
Caseload Service	Scheduling IEPs Setting up Master Calendar at the beginning of the year/assignment Progress Reports Compliance Reports Creating PWNs Post IEP Meeting items	Start to End Time
Collaboration	School Staff Meetings Teacher Meetings Parent calls/meetings	Start to End Time
Documentation	Entering services in database	Start to End Time
IEP Development	Writing an IEP per student	Up to 5 hours
IEP Meeting	IEP Meeting	Start to End Time
Transition Assessments	Conducting Interviews, observations, & writing report	Up to 6 hours



Comprehensive Therapy Associates, Inc.
TEACH Public Schools
2026-2027 School Year

Billing Descriptions: Assessments

Assessment Area	Billing Hours
Academic Assessment	12
Adapted Physical Education (Gross Motor)	14
Assistive Technology Assessment/AAC	18
Deaf or Hard of Hearing/DHH	10
Functional Behavior Assessment	26
Language & Speech Assessment (Articulation, Language, Fluency, Voice)	16
Occupational Therapy Assessment (Fine Motor)	14
Physical Therapy Assessment	14
Psycho-Educational Assessment (General Ability, Auditory & Visual Processing, Language, Motor, Social Emotional, Adaptive Behavior)	34
Recreational Therapy Assessment	16

All assessments include:

- Records Review
- Teacher/Staff Interview
- Parent/Caregiver Interview
- Formal & Informal Observations
- Administering Assessment Batteries
- Scoring & Analyzing Data
- Report Writing

Coversheet

Consider and Approve the Janitorial Services Contracts with Impact Facilities for TEACH Prep Elementary and Irresistable Cleaning for TEACH Academy of Technologies and TEACH Tech Charter High School and the Offices at 10600 S. Western Avenue

Section: III. Items for Potential Action
Item: G. Consider and Approve the Janitorial Services Contracts with Impact Facilities for TEACH Prep Elementary and Irresistable Cleaning for TEACH Academy of Technologies and TEACH Tech Charter High School and the Offices at 10600 S. Western Avenue
Purpose: Vote
Submitted by:
Related Material: 26_27 High School Contract-2 (5).pdf
26_27 Middle School Contract-2 (5).pdf
Janitorial Cost Comparison.docx
TPES-IMPACT Sol 5_27_26.pdf



2026/2027 Contract for TEACH Public Schools

This agreement is entered into between TEACH Inc., hereinafter referred to as TEACH Public Schools, and ICI, hereinafter referred to as Irresistible Cleaning Inc. Contractor agrees to provide cleaning services at the following location(s):

School Sites:

TEACH Tech Charter High- 10616 S. Western Ave. Los Angeles, CA 90047

TEACH Home Office - 10600 S. Western Ave. Los Angeles, CA 90047

The nighttime janitorial services will include but are not limited to:

1. Sweeping, mopping, and vacuuming floors,
2. Dusting and wiping surfaces (walls, desk, blinds, light fixtures, vents, and partitions).
3. Cleaning restrooms (disinfecting urinals, toilets, sinks, partitions and walls).
4. Emptying trash bins in all assigned areas (restrooms, classrooms, offices, lunch areas)
5. Pressure washing and degumming 3 times a week (front of school, walkways, and outside eating areas)

Other tasks as agreed upon.

Schedule: Cleaning services will be performed from 5 pm to 10 pm (the TEACH Home Office and School Principal will determine actual hours)

Services will be provided Monday through Friday, with occasional weekend dates, if needed, and will be communicated within 48 hours. In addition, the services will be rendered during the 180-day TEACH Instructional Calendar; therefore, breaks and special events will be advised.

For example, Spring, Summer, and Winter Breaks

Any changes to the schedule must be agreed upon in writing by both parties 10 days before the service period.

Payment Terms: An initial deposit of \$6,660 is required by 7/1/26. The client agrees to pay ICI for the cleaning services on a NET 30 payment plan. Invoices should be submitted to the client weekly (preferably), and payment is due within 30 days.

Term and Termination:

This Agreement shall commence on July 1, 2026, and shall continue as a yearly contract, renewing annually through June 30, 2028 (the "Term"), unless terminated earlier in accordance with this provision. Either party may terminate this Agreement for material breach by providing written notice to the other party. The breaching party shall have a reasonable opportunity to cure the breach within a specified period outlined in the notice prior to termination taking effect.



2026/2027 Contract for TEACH Public Schools

Insurance: Contractor agrees to maintain general liability insurance with coverage of at least 1M for the duration of this agreement.

Confidentiality: Both parties agree to keep confidential information obtained while providing services under this agreement.

Governing Law:

This agreement shall be governed by the laws of California.

TEACH Public School

Client: Matt Brown

Date:

Title:

Signatures:

Irresistible Cleaning LLC

Contractor:

Date:

Title: Founder

Signatures:



2026/2027 Contract for TEACH Public Schools

Exhibit A - Cleaning Task Checklist Location:

TEACH Tech Charter High

TEACH District Office

Tasks:

Sweeping, mopping, and vacuuming all floors; dusting and wiping all surfaces, including desks, tables, and countertops; cleaning and sanitizing restrooms, including toilets, sinks, and mirrors. Emptying all trash bins and replacing liners. Cleaning and sanitizing kitchen areas, including sinks, countertops, windows, glass doors, and mirrors. Disinfecting high-touch surfaces, such as door handles and light switches. Restock toilet paper, hand soap, and other supplies as needed. Remove cobwebs, clean light fixtures, and do any other cleaning tasks agreed upon by both parties.

Supplies:

The client agrees to provide all cleaning supplies and equipment necessary to complete the above functions, including, but not limited to, Cleaning solutions, mop, broom, vacuum cleaners, microfiber cloths, sponges, trash bags, and liners, gloves, and other personal protective equipment.

TEACH Public Schools

10600 S. Western Ave.

Los Angeles, CA, 90047

Attention: Shawwna Lawson

Services:

Name of Location	Daily Rate	Monthly	Annual	Staff
TEACH Academy of Technologies	\$647.50	\$10,791.67	\$129,500	3
Substitute Day Porter	\$345 for 8 hours a day			
24Hr Emergency Request	\$375 for 8 hours a day			



2026/2027 Contract for TEACH Public Schools

Staff Disclaimer:

Throughout the course of the school year, staffing levels have been adjusted and increased in response to identified needs and concerns. These changes were implemented to better support school operations, enhance supervision, and ensure a safe and productive environment for all students and staff.

Pricing Disclaimer:

Please note that the pricing for night crew services outlined in this contract is subject to change based on factors such as scope of work, additional services requested, and unforeseen circumstances encountered during the duration of the contract. While every effort will be made to adhere to the agreed-upon pricing, the final invoice may reflect adjustments to account for any variations from the original agreement. Both parties will communicate and agree upon any pricing changes in writing before implementation. We appreciate your understanding and flexibility in ensuring the successful completion of the contracted services.



2026/2027 Contract for TEACH Public Schools

This agreement is entered into between TEACH Inc., hereinafter referred to as TEACH Public Schools, and ICI, hereinafter referred to as Irresistible Cleaning Inc. Contractor agrees to provide cleaning services at the following location(s):

School Sites:

TEACH Academy of Technologies- 10000 & 10045 S. Western Ave. Los Angeles, CA 90047 and 1750 W. Century Blvd. Los Angeles, CA 90047

The nighttime janitorial services will include but are not limited to:

1. Sweeping, mopping, and vacuuming floors,
2. Dusting and wiping surfaces (walls, desk, blinds, light fixtures, vents, and partitions).
3. Cleaning restrooms (disinfecting urinals, toilets, sinks, partitions and walls).
4. Emptying trash bins in all assigned areas (restrooms, classrooms, offices, lunch areas)
5. Pressure washing and degumming 3 times a week (front of school, walkways, and outside eating areas)

Other tasks as agreed upon.

Schedule: Cleaning services will be performed from 5 pm to 10 pm (the TEACH Home Office and School Principal will determine actual hours)

Services will be provided Monday through Friday, with occasional weekend dates, if needed, and will be communicated within 48 hours. In addition, the services will be rendered during the 180-day TEACH Instructional Calendar; therefore, breaks and special events will be advised.

For example, Spring, Summer, and Winter Breaks

Any changes to the schedule must be agreed upon in writing by both parties 10 days before the service period.

Payment Terms: An initial deposit of \$6,660 is required by 7/1/26. The client agrees to pay ICI for the cleaning services on a NET 30 payment plan. Invoices should be submitted to the client weekly (preferably), and payment is due within 30 days.

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2026/2027 Contract for TEACH Public Schools

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Confidentiality: Both parties agree to keep confidential information obtained while providing services under this agreement.

Governing Law:

This agreement shall be governed by the laws of California.

TEACH Public School

Client: Matt Brown

Date:

Title:

Signatures:

Irresistible Cleaning LLC

Contractor:

Date:

Title: Founder

Signatures:



2026/2027 Contract for TEACH Public Schools

Exhibit A - Cleaning Task Checklist Location:

TEACH Academy of Technologies

Tasks:

Sweeping, mopping, and vacuuming all floors; dusting and wiping all surfaces, including desks, tables, and countertops; cleaning and sanitizing restrooms, including toilets, sinks, and mirrors. Emptying all trash bins and replacing liners. Cleaning and sanitizing kitchen areas, including sinks, countertops, windows, glass doors, and mirrors. Disinfecting high-touch surfaces, such as door handles and light switches. Restock toilet paper, hand soap, and other supplies as needed. Remove cobwebs, clean light fixtures, and do any other cleaning tasks agreed upon by both parties.

Supplies:

The client agrees to provide all cleaning supplies and equipment necessary to complete the above functions, including, but not limited to, Cleaning solutions, mop, broom, vacuum cleaners, microfiber cloths, sponges, trash bags, and liners, gloves, and other personal protective equipment.

TEACH Public Schools
10600 S. Western Ave.
Los Angeles, CA, 90047
Attention: Shawwna Lawson

Services:

Name of Location	Daily Rate	Monthly	Annual	Staff
TEACH Academy of Technologies	\$754.00	\$12,566.67	\$150,800	5
Substitute Day Porter	\$345 for 8 hours a day			
24Hr Emergency Request	\$375 for 8 hours a day			



2026/2027 Contract for TEACH Public Schools

Staff Disclaimer:

Throughout the course of the school year, staffing levels have been adjusted and increased in response to identified needs and concerns. These changes were implemented to better support school operations, enhance supervision, and ensure a safe and productive environment for all students and staff.

Pricing Disclaimer:

Please note that the pricing for night crew services outlined in this contract is subject to change based on factors such as scope of work, additional services requested, and unforeseen circumstances encountered during the duration of the contract. While every effort will be made to adhere to the agreed-upon pricing, the final invoice may reflect adjustments to account for any variations from the original agreement. Both parties will communicate and agree upon any pricing changes in writing before implementation. We appreciate your understanding and flexibility in ensuring the successful completion of the contracted services.

Janitorial Cost Comparison

Janitorial Vendor Cost Comparison Breakdown

Daily, Weekly, Monthly & Annual Cost Comparison

Vendor	Daily Cost	Weekly Cost	Monthly Cost	Annual Cost	Notes
Build Right LA	\$781.82	\$3,909.10	\$17,200.00	\$206,400.00	Existing vendor currently servicing campuses. Selected for TEACH Prep Elementary only for handyman work/projects only.
Impact Facilities Services Inc.	\$843.00	\$4,215.00	\$18,546.00	\$222,552.00	New vendor. Selected only by TEACH Prep Elementary.
Irresistible Cleaning Inc. (ICI)	\$1,841.50	\$9,207.50	\$30,691.67	\$368,300.00	Current vendor servicing TEACH campuses since 2024. Selected by middle school and high school.
GirlzOnTheRun	\$1,005.00	\$5,025.00	\$21,625.00	\$259,500.00	Proposal deemed incomplete and not eligible for final bid consideration.

Janitorial Cost Comparison

Vendor Breakdown by School Site

Build Right LA

School Site	Daily	Weekly	Monthly	Annual
TEACH Prep Elementary	\$204.55	\$1,022.75	\$4,500.00	\$54,000.00
TEACH Academy of Technologies	\$327.27	\$1,636.35	\$7,200.00	\$86,400.00
TEACH Tech Charter High School	\$250.00	\$1,250.00	\$5,500.00	\$66,000.00

Build Right LA Notes

- Existing vendor currently supporting campuses.
- TEACH Prep Elementary selected this vendor.
- Pricing includes evening janitorial staffing and optional porter support.

Impact Facilities Services Inc.

School Site	Daily	Weekly	Monthly	Annual
TEACH Prep Elementary	\$196.00	\$980.00	\$4,312.00	\$51,744.00

Janitorial Cost Comparison

TEACH Academy of Technologies	\$372.00	\$1,860.00	\$8,184.00	\$98,208.00
TEACH Tech Charter High School	\$275.00	\$1,375.00	\$6,050.00	\$72,600.00

Impact Facilities Notes

- **New vendor proposal.**
- **Selected only by TEACH Prep Elementary.**
- Included day porter support and weekly power washing services.

Irresistible Cleaning Inc. (ICI)

School Site	Daily	Weekly	Monthly	Annual
TEACH Prep Elementary	\$440.00	\$2,200.00	\$7,333.33	\$88,000.00
TEACH Academy of Technologies	\$754.00	\$3,770.00	\$12,566.67	\$150,800.00
TEACH Tech Charter High School & District Office	\$647.50	\$3,237.50	\$10,791.67	\$129,500.00

ICI Notes

- Current vendor servicing TEACH campuses since 2024.
- **Selected by TEACH Academy of Technologies and TEACH Tech Charter High School.**
- Middle school and high school requested additional staffing support, resulting in increased pricing for 2026–2027.
- Pricing includes pressure washing, degumming, emergency support, and substitute porter options.

Janitorial Cost Comparison

GirlzOnTheRun

School Site	Daily	Weekly	Monthly	Annual
TEACH Prep Elementary	\$275.00	\$1,375.00	\$5,875.00	\$70,500.00
TEACH Academy of Technologies	\$445.00	\$2,225.00	\$9,625.00	\$115,500.00
TEACH Tech Charter High School	\$285.00	\$1,425.00	\$6,125.00	\$73,500.00

GirlzOnTheRun Notes

- **Vendor proposal was incomplete and did not meet RFP submission requirements.**
- Required business verification documents and contract documentation were not submitted.
- Vendor was not eligible for final consideration.

IMPACT FACILITIES SERVICES INC.

JANITORIAL SERVICES PROPOSAL

Prepared For: TEACH Public Schools

Prepared By: Impact Facility Services Inc.

Service Commencement Date: **July 1st, 2026**

ABOUT US

Impact Facility Services Inc. is a premier provider of janitorial and facility maintenance services throughout Southern California. We specialize in servicing educational campuses, early childhood development centers, medical facilities, distribution centers, and multi-tenant properties.

We are fully licensed, bonded, and insured, and committed to delivering consistent, high-quality service through trained personnel, strong supervision, and a proactive quality assurance program.

QUALITY ASSURANCE & ACCOUNT MANAGEMENT

- Routine Supervisor Inspections
- Digital Quality Assurance Reporting
- Same-Day Response to service requests
- Corrective Action Tracking
- Real-Time Communication
- OSHA-Compliant Cleaning Standards
- Background-Checked & Trained Staff

A dedicated account manager will oversee all TEACH Public Schools locations.

SITE LOCATION

8505 S. Western Ave

Total Sq. Ft.: ~23,500

SCOPE OF WORK (NIGHT CREW – INTERIOR & EXTERIOR)

Classrooms

- Empty trash and replace liners
- Wipe high-touch surfaces (no desk wiping)
- Sweep floors daily
- Mop floors 3x per week
- Spot clean entry glass
- Sanitize high-touch points

Offices / Admin Areas

- Empty trash
- No desk wiping
- Dust accessible surfaces only
- Sweep and mop flooring daily
- Sanitize high-touch points

Restrooms

- Full cleaning and sanitation
- Restocking of supplies
- Trash removal

Common Areas / Multipurpose

- Sweep, mop, or vacuum flooring
- Sanitize high-touch areas

Exterior Services

- Playground, yard, and walkways cleaned
- Trash removal
- Campus perimeter upkeep
- Rinse exterior eating areas and tables daily
- Power washing of exterior surfaces (1x per week)

STAFFING MODEL & SCHEDULE

Night service will be performed Monday through Friday after school hours. Staffing levels will be assigned per campus based on final walkthrough and operational needs.

PRICING & INVESTMENT

Site	Daily Investment	Monthly Investment
TEACH Preparatory Elementary School (TPES)	\$196.00	\$4,312.00

DAY PORTER SERVICES (OPTIONAL)

Scope includes restroom monitoring, lunch area cleanup, spill response, trash monitoring (interior & exterior), and general campus support.

Rate: \$28.00 per hour

Estimated Monthly Investment: If Applicable

Floor Care Services (Additional)	Rate
Strip and Wax (VCT) Recommended 1–2 times annually	\$0.47 per sq. ft.
Carpet Cleaning Recommended quarterly	\$0.18 per sq. ft.
Machine Scrubbing (Hard Floors) Recommended monthly or as needed	\$0.25 per sq. ft.

ADDITIONAL SERVICES

Facility maintenance / handyman services

Rate: \$33.00 per hour

Window cleaning

Plumbing and electrical coordination

Emergency cleanup services

Landscaping

Pressure washing

Parking lot sweeping

REFERENCES

The following are current educational and institutional facilities serviced by Impact Facility Services Inc. All listed accounts have been maintained for 24+ months, demonstrating consistency, reliability, and long-term client satisfaction.

Accelerated Charter Schools – Los Angeles (All 3 Campuses)

Approx. 100,000 sq. ft.

POC: Jose Rodriguez – 323-896-8091

West Valley Christian School

POC: Trisha Herget – 818-625-1286

Children's Institute (All Sites)
POC: Ceasar Sarmiento – 213-321-2717

TERMS AND AGREEMENT

1. Scope of Services

Contractor agrees to provide all labor, supervision, and equipment necessary to perform services outlined in this proposal.

2. Service Commencement

Services shall commence on **July 1st, 2026**.

3. Term of Agreement

This Agreement shall be for a period of twelve (12) months and will automatically renew unless canceled with written notice.- **June 30th, 2027**.

4. Termination

Either party may terminate with sixty (60) days written notice.

5. Compensation & Payment Terms

Services billed monthly in advance on the 1st. Net 15 payment terms. 10% late fee on overdue balances.

6. Holidays

No service on major holidays unless requested at additional cost.

7. Supplies & Equipment

Contractor will provide all necessary equipment. Client will provide all consumable paper goods and cleaning chemicals, including paper towels, toilet paper, trash liners, soap, and cleaning solutions.

8. Insurance

Contractor maintains all required insurance. COI available upon request.

9. Independent Contractor

Contractor is an independent entity.

10. Non-Solicitation

Client agrees not to hire Contractor employees for 18 months after service.

11. Quality Assurance

Contractor will provide inspections and same-day corrective response.

12. Changes in Scope

Any scope changes may result in pricing adjustments.

13. Access

Client will provide necessary facility access.

14. Governing Law

State of California.

15. Entire Agreement

This document represents the full agreement.

SIGNATURES

Impact Facilities Services Inc.	TEACH Public Schools
Authorized Signature: _____	Authorized Signature: _____
Date: _____	Date: _____

Coversheet

Consider and Approve the Purchase of Computers at TEACH Prep Elementary, TEACH Academy of Technologies and TEACH Tech Charter High School

Section: III. Items for Potential Action
Item: H. Consider and Approve the Purchase of Computers at TEACH Prep Elementary, TEACH Academy of Technologies and TEACH Tech Charter High School
Purpose: Vote
Submitted by:
Related Material:
PRICING - 202606-413143 - TEACH PS - Chromebooks with White Glove - All Quotes.pdf
Apple Store for Education Institution _ Create Proposal _ All Quotes.pdf

Pricing Confirmation


Expiration Date

6/30/2026

Thank you for the opportunity to partner with you for your technology needs. Please see information below regarding your quote.

Thank you,
Steven Batwin

Quote #	Quote Date	Customer Name	Sales Rep	Total
202606-413143	6/30/2026	Teach Tech	Steven Batwin	\$61,353.86

Qty.	Part No.	Product Description	Unit Price	Extended Price
TEACH Academy of Technologies (MS)				
115	82W6003DUS	Lenovo 14e Chromebook Gen 3 82W6: Intel N-series - N100 / up to 3.4 GHz - Chrome OS - UHD Graphics - 8 GB RAM - 64 GB eMMC - 14" IPS 1920 x 1080 (Full HD) - Wi-Fi 6E - storm gray - kbd: English Non-Touch *(Order: 1 Qnt: 115 ETA: 7/11)*	\$441.44	\$50,765.60
115	ITG-CHROME-WGVP	White Glove Enterprise enrollment qty 1-499 units. This can also include scan Asset Tag into Google console during white glove	\$4.93	\$566.95
115	ITG-ETCH-NAME	Etch Business Name or Property Of Info, QTY 1-349 units on a single TD SYNEX Sales Order	\$4.16	\$478.40
115	ITG-ETCH-LOGO	Custom logo - up to 4 inch by 4 inch etched logo on a flat surface, qty 1-349 on a single TD SYNEX sales order, must have vector or jpeg file uploaded with required form for each sales order	\$7.28	\$837.20
115	GOG-CROSSWDISEDU-NEW	Google Chrome OS Management Console License, Education/Samsung	\$30.15	\$3,467.25
1		TAX		\$5,238.46
Total*				\$61,353.86

*Tax, eWaste & Freight Charges are additional where applicable. Unless specifically quoted here, Liftgate or Inside Delivery are additional.
Standard Payment terms NET 30.

Customer Information

Teach Tech
Enrique Robles
(323) 872-0808
erobles@teachps.org

Staples Sales Rep Information

Staples Technology Solutions
Steven Batwin
(407) 475-4887
Steven.Batwin@Staples.com

Please remit payments to:
Staples Technology Solutions
P.O. Box 95230
Chicago, IL 60694-5230

You can lease this monthly for only:
\$ 2,351.79

Contact your STS Account Representative to discuss how we can help you maximize your IT Budget and reduce your upfront cost with a variety of Leasing options. The estimated payment above is based on a 36 Month FMV Lease. Actual Payment may vary and is subject to credit approval. Other restrictions may apply.

Terms & Conditions: This quote is valid thru Expiration Date above and is subject to change. Staples reserves the right to reasonably adjust a Product's price if extraordinary market events require immediate adjustment (e.g., epidemics, shortages, trade disputes and tariffs, natural disasters, etc.). This proposal is confidential and meant for the client recipient above, any unauthorized review; use, disclosure or distribution is prohibited. Credit cards may be used only at the time of purchase and not for the payment of invoices. Purchase subject to Staples Terms and Conditions available here : https://sts.staples.com/tech_services_STS.html and Staples Return Policy available here: <https://sts.staples.com/returns.html>

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Quote #	Quote Date	Customer Name	Sales Rep	Total
202606-413143	6/30/2026	Teach PS - TPES	Steven Batwin	\$41,137.85

Qty.	Part No.	Product Description	Unit Price	Extended Price
90	9R3A9UT#ABA	HP Fortis 11 G10 Chromebook 180-degree hinge design - Intel N-series - N100 / up to 3.4 GHz - Chrome OS - UHD Graphics - 4 GB RAM - 32 GB eMMC - 11.6" 1366 x 768 (HD) - Wi-Fi 6E, Bluetooth - jack black - kbd: US *(Order: 1 Qty: 90 ETA: 7/11)*	\$369.44	\$33,249.60
90	ITG-CHROME-WGVP	White Glove Enterprise enrollment qty 1-499 units. This can also include scan Asset Tag into Google console during white glove	\$4.93	\$443.70
90	ITG-ETCH-NAME	Etch Business Name or Property Of Info, QTY 1-349 units on a single TD SYNEX Sales Order	\$4.16	\$374.40
90	ITG-ETCH-LOGO	Custom logo - up to 4 inch by 4 inch etched logo on a flat surface, qty 1-349 on a single TD SYNEX sales order, must have vector or jpeg file uploaded with required form for each sales order	\$7.28	\$655.20
90	GOG-CROSSWDISEDU-NEW	Google Chrome OS Management Console License, Education/Samsung	\$30.15	\$2,713.50
1		TAX		\$3,701.45
			Total*	\$41,137.85

*Tax, eWaste & Freight Charges are additional where applicable. Unless specifically quoted here, Liftgate or Inside Delivery are additional.
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Steven Batwin
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Steven.Batwin@Staples.com

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P.O. Box 95230
Chicago, IL 60694-5230

You can lease this monthly for only:
\$ 1,061.58

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Quote #	Quote Date	Customer Name	Sales Rep	Total
202606-413143	6/30/2026	Teach Tech	Steven Batwin	\$61,353.86

Qty.	Part No.	Product Description	Unit Price	Extended Price
TEACH Tech Charter High School (HS)				
115	82W6003DUS	Lenovo 14e Chromebook Gen 3 82W6: Intel N-series - N100 / up to 3.4 GHz - Chrome OS - UHD Graphics - 8 GB RAM - 64 GB eMMC - 14" IPS 1920 x 1080 (Full HD) - Wi-Fi 6E - storm gray - kbd: English Non-Touch *(Order: 1 Qnt: 115 ETA: 7/11)*	\$441.44	\$50,765.60
115	ITG-CHROME-WGVP	White Glove Enterprise enrollment qty 1-499 units. This can also include scan Asset Tag into Google console during white glove	\$4.93	\$566.95
115	ITG-ETCH-NAME	Etch Business Name or Property Of Info, QTY 1-349 units on a single TD SYNEX Sales Order	\$4.16	\$478.40
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Steven Batwin
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Your Cart

Update

Checkout

[Create Template >](#) | [Create Proposal >](#)

Part Number

TAT

Add

[Remove All x](#)

Item Picture	Description	Quantity	Total Quantity	Unit Price	Total Price
	15-inch MacBook Air: Apple M5 chip with 10-core CPU and 10-core GPU, 16GB, 512GB SSD - Starlight (Packaged in a 5-pack) ↗ MDVY4LL/A Configure > Remove Item x Specifications > Estimated Shipping: 2–3 weeks	Quantity 6 x 5	30	1,120.00 USD Recycle Fee >	33,600.00 USD 150.00 USD
	4-Year AppleCare+ for Schools 15-inch MacBook Air (M3/M4/M5) (no service fees) ↗ SGXD2LL/A Remove Item x Applicable terms and conditions can be viewed by clicking the AppleCare product link Select a different AppleCare+ plan 3-Year AppleCare+ for Schools 15-inch MacBook Air (M3/M4/M5) ↗ SGX72LL/A Unit Price: 149.00 USD 3-Year AppleCare+ for Schools 15-inch MacBook Air (M3/M4/M5) (no service fees) ↗ SGX82LL/A Unit Price: 179.00 USD 4-Year AppleCare+ for Schools 15-inch MacBook Air (M3/M4/M5) ↗ SGXC2LL/A Unit Price: 199.00 USD 4-Year AppleCare+ for Schools 15-inch MacBook Air (M3/M4/M5) (no service fees) ↗ SGXD2LL/A Unit Price: 249.00 USD Applicable terms and conditions can be viewed by clicking each AppleCare product link	Quantity 30	30	249.00 USD	7,470.00 USD
	14-inch MacBook Pro: Apple M5 chip with 10-core CPU and 10-core GPU, 32GB, 1TB SSD - Space Black ↗ MJ3D4LL/A Configure > Remove Item x Specifications > Estimated Shipping: 3–5 business days	Quantity 3	3	1,899.00 USD Recycle Fee >	5,697.00 USD 12.00 USD
	4-Year AppleCare+ for Schools - 14-inch MacBook Pro (no service fees) ↗	Quantity 3	3	329.00 USD	987.00 USD

Item Picture	Description	Quantity	Total Quantity	Unit Price	Total Price
	SD6P2LL/A Remove Item x Applicable terms and conditions can be viewed by clicking the AppleCare product link Select a different AppleCare+ plan - 3-Year AppleCare+ for Schools - 14-inch MacBook Pro SD6L2LL/A Unit Price: 199.00 USD 3-Year AppleCare+ for Schools - 14-inch MacBook Pro (no service fees) SD6M2LL/A Unit Price: 209.00 USD 4-Year AppleCare+ for Schools - 14-inch MacBook Pro SD6N2LL/A Unit Price: 299.00 USD 4-Year AppleCare+ for Schools - 14-inch MacBook Pro (no service fees) SD6P2LL/A Unit Price: 329.00 USD Applicable terms and conditions can be viewed by clicking each AppleCare product link				
	16-inch MacBook Pro: Apple M5 Pro chip with 18-core CPU and 20-core GPU, 48GB, 1TB SSD - Space Black ↗ MGEC4LL/A Configure > Remove Item x Specifications > Estimated Shipping: 3–5 business days	Quantity 2	2	2,754.00 USD Recycle Fee >	5,508.00 USD 10.00 USD
	4-Year AppleCare+ for Schools - 16-inch MacBook Pro Apple Silicon (no service fees) ↗ SD6Y2LL/A Remove Item x Applicable terms and conditions can be viewed by clicking the AppleCare product link Select a different AppleCare+ plan - 3-Year AppleCare+ for Schools - 16-inch MacBook Pro Apple Silicon SD6V2LL/A Unit Price: 279.00 USD 3-Year AppleCare+ for Schools - 16-inch MacBook Pro Apple Silicon (no service fees) SD6W2LL/A Unit Price: 289.00 USD 4-Year AppleCare+ for Schools - 16-inch MacBook Pro Apple Silicon SD6X2LL/A Unit Price: 379.00 USD 4-Year AppleCare+ for Schools - 16-inch MacBook Pro Apple Silicon (no service fees) SD6Y2LL/A Unit Price: 409.00 USD Applicable terms and conditions can be viewed by clicking each AppleCare product link	Quantity 2	2	409.00 USD	818.00 USD

Item Picture	Description	Quantity	Total Quantity	Unit Price	Total Price
	24-inch iMac with Retina 4.5K display: Apple M4 - Purple ↗ Z1K7 Configure > Remove Item x Specifications > Estimated Shipping: 2–3 weeks	Quantity 2	2	1,709.00 USD Recycle Fee >	3,418.00 USD 10.00 USD
	 4-Year AppleCare+ for Schools - iMac ↗ S7735LL/A Remove Item x Applicable terms and conditions can be viewed by clicking the AppleCare product link	Quantity 2	2	169.00 USD	338.00 USD
	Select a different AppleCare+ plan - 3-Year AppleCare+ for Schools - iMac ↗ S7729LL/A Unit Price: 119.00 USD 4-Year AppleCare+ for Schools - iMac ↗ S7735LL/A Unit Price: 169.00 USD Applicable terms and conditions can be viewed by clicking each AppleCare product link				

Subtotal:	58,018.00 USD
Estimated Tax:	4,701.75 USD
Total:	62,719.75 USD
	or as low as
	22,115.62 USD
	for 3 years

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Item Picture	Description	Quantity	Total Quantity	Unit Price	Total Price
	15-inch MacBook Air: Apple M5 chip with 10-core CPU and 10-core GPU, 16GB, 512GB SSD - Starlight (Packaged in a 5-pack) ↗ MDVY4LL/A Configure > Remove Item x Specifications > Estimated Shipping: 2–3 weeks	Quantity 5 x 5	25	1,120.00 USD Recycle Fee >	28,000.00 USD 125.00 USD
	4-Year AppleCare+ for Schools 15-inch MacBook Air (M3/M4/M5) (no service fees) ↗ SGXD2LL/A Remove Item x Applicable terms and conditions can be viewed by clicking the AppleCare product link Select a different AppleCare+ plan 3-Year AppleCare+ for Schools 15-inch MacBook Air (M3/M4/M5) ↗ SGX72LL/A Unit Price: 149.00 USD 3-Year AppleCare+ for Schools 15-inch MacBook Air (M3/M4/M5) (no service fees) ↗ SGX82LL/A Unit Price: 179.00 USD 4-Year AppleCare+ for Schools 15-inch MacBook Air (M3/M4/M5) ↗ SGXC2LL/A Unit Price: 199.00 USD 4-Year AppleCare+ for Schools 15-inch MacBook Air (M3/M4/M5) (no service fees) ↗ SGXD2LL/A Unit Price: 249.00 USD Applicable terms and conditions can be viewed by clicking each AppleCare product link	Quantity 25	25	249.00 USD	6,225.00 USD
	14-inch MacBook Pro: Apple M5 chip with 10-core CPU and 10-core GPU, 32GB, 1TB SSD - Space Black ↗ MJ3D4LL/A Configure > Remove Item x Specifications > Estimated Shipping: 3–5 business days	Quantity 3	3	1,899.00 USD Recycle Fee >	5,697.00 USD 12.00 USD
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Item Picture	Description	Quantity	Total Quantity	Unit Price	Total Price
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	16-inch MacBook Pro: Apple M5 Pro chip with 18-core CPU and 20-core GPU, 48GB, 1TB SSD - Space Black ↗ MGEC4LL/A Configure > Remove Item x Specifications > Estimated Shipping: 3–5 business days	Quantity 2	2	2,754.00 USD Recycle Fee >	5,508.00 USD 10.00 USD
	4-Year AppleCare+ for Schools - 16-inch MacBook Pro Apple Silicon (no service fees) ↗ SD6Y2LL/A Remove Item x Applicable terms and conditions can be viewed by clicking the AppleCare product link Select a different AppleCare+ plan 3-Year AppleCare+ for Schools - 16-inch MacBook Pro Apple Silicon SD6V2LL/A Unit Price: 279.00 USD 3-Year AppleCare+ for Schools - 16-inch MacBook Pro Apple Silicon (no service fees) SD6W2LL/A Unit Price: 289.00 USD 4-Year AppleCare+ for Schools - 16-inch MacBook Pro Apple Silicon SD6X2LL/A Unit Price: 379.00 USD 4-Year AppleCare+ for Schools - 16-inch MacBook Pro Apple Silicon (no service fees) SD6Y2LL/A Unit Price: 409.00 USD Applicable terms and conditions can be viewed by clicking each AppleCare product link	Quantity 2	2	409.00 USD	818.00 USD

Item Picture	Description	Quantity	Total Quantity	Unit Price	Total Price
	24-inch iMac with Retina 4.5K display: Apple M4 - Purple ↗	Quantity2	2	1,709.00 USD	3,418.00 USD
	Z1K7 Configure > Remove Item x			Recycle Fee >	10.00 USD
	Specifications > Estimated Shipping: 2–3 weeks				
	4-Year AppleCare+ for Schools - iMac ↗	Quantity2	2	169.00 USD	338.00 USD
	S7735LL/A Remove Item x				
	Applicable terms and conditions can be viewed by clicking the AppleCare product link				
Select a different AppleCare+ plan - 3-Year AppleCare+ for Schools - iMac ↗ S7729LL/A Unit Price: 119.00 USD 4-Year AppleCare+ for Schools - iMac ↗ S7735LL/A Unit Price: 169.00 USD Applicable terms and conditions can be viewed by clicking each AppleCare product link					

Subtotal:	51,148.00 USD
Estimated Tax:	4,155.75 USD
Total:	55,303.75 USD
	or as low as
	19,500.66 USD
	for 3 years

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Item Picture	Description	Quantity	Total Quantity	Unit Price	Total Price
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Item Picture	Description	Quantity	Total Quantity	Unit Price	Total Price
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	4-Year AppleCare+ for Schools - 16-inch MacBook Pro Apple Silicon (no service fees) ↗ SD6Y2LL/A Remove Item x Applicable terms and conditions can be viewed by clicking the AppleCare product link Select a different AppleCare+ plan - 3-Year AppleCare+ for Schools - 16-inch MacBook Pro Apple Silicon SD6V2LL/A Unit Price: 279.00 USD 3-Year AppleCare+ for Schools - 16-inch MacBook Pro Apple Silicon (no service fees) SD6W2LL/A Unit Price: 289.00 USD 4-Year AppleCare+ for Schools - 16-inch MacBook Pro Apple Silicon SD6X2LL/A Unit Price: 379.00 USD 4-Year AppleCare+ for Schools - 16-inch MacBook Pro Apple Silicon (no service fees) SD6Y2LL/A Unit Price: 409.00 USD Applicable terms and conditions can be viewed by clicking each AppleCare product link	Quantity 2	2	409.00 USD	818.00 USD

Item Picture	Description	Quantity	Total Quantity	Unit Price	Total Price
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	 4-Year AppleCare+ for Schools - iMac ↗ S7735LL/A Remove Item x Applicable terms and conditions can be viewed by clicking the AppleCare product link	Quantity 2	2	169.00 USD	338.00 USD
	Select a different AppleCare+ plan - 3-Year AppleCare+ for Schools - iMac ↗ S7729LL/A Unit Price: 119.00 USD 4-Year AppleCare+ for Schools - iMac ↗ S7735LL/A Unit Price: 169.00 USD Applicable terms and conditions can be viewed by clicking each AppleCare product link				

Subtotal:	58,018.00 USD
Estimated Tax:	4,701.75 USD
Total:	62,719.75 USD
	or as low as
	22,115.62 USD
	for 3 years

Coversheet

Consider and Approve the Contract with After School All Stars for After School Programming at TEACH Prep Elementary and TEACH Acadmy of Technologies

Section:	III. Items for Potential Action
Item:	I. Consider and Approve the Contract with After School All Stars for After School Programming at TEACH Prep Elementary and TEACH Acadmy of Technologies
Purpose:	Vote
Submitted by:	
Related Material:	TEACH Academy of Technologies LOA 2026-2027.pdf TEACH Preparatory LOA 2026-2027.pdf TEACH_Action_Item_Report_ASES_ASAS-LA 2026-27.pdf

TEACH Academy of Technologies
AGREEMENT FOR CONSULTANT SERVICES
2026-2027

This Agreement, entered into this 22nd day of May 2026, is made by and between AFTER-SCHOOL ALL-STARS, LOS ANGELES (ASAS, LA), herein called "Consultant," and TEACH ACADEMY OF TECHNOLOGIES, hereinafter called "TAT".

WITNESSETH:

WHEREAS, the Consultant agrees to render the services herein stated in accordance with directions stipulated by the TAT Principal or designee:

I. CONSULTANT SERVICES

TAT requires the services of an after-school consultant. The Consultant agrees to provide the following services:

- a.) Coordinate and manage a Middle School After School Program at TAT. Provide staffing, materials and management of after school grant.
- b.) Will follow and abide funding terms and conditions of ASES grant and submit all required reports to CDE with copies to TAT.

II. TERMS OF AGREEMENT

The term of this Agreement shall be effective from July 1, 2026, through June 30, 2027. The

III. PAYMENT FOR SERVICES

- a.) Amount not to exceed \$150,811.94 for services performed in accordance with agreement.
- b.) The Consultant shall submit a monthly invoice reconciling with submitted CDE Expenditure Reports. TAT will pay for services rendered and costs incurred within 30 days of receipt of invoice.

IV. RESPONSIBILITY FOR PROFESSIONAL SERVICES

TAT, not being skilled in the special services contemplated herein, relies upon the professional ability of the Consultant as a material inducement to enter into this Agreement. The Consultant agrees to use all reasonable care and diligence to perform these services in a manner acceptable to the Superintendent/President. It is understood that the acceptance of services or advice by TAT shall not operate as a waiver or release of the Consultant.

V. TERMINATION

TAT may, by written notice to the Consultant, terminate this Agreement in whole or in part at any time, for TAT's convenience. Upon receipt of such notice, the Consultant shall:

- A. Immediately discontinue all services affected (unless otherwise directed); and
- B. Deliver to TAT all information and material related to the provision of services, whether provided by TAT or generated by the Consultant, whether completed or in process.

Termination shall be effective upon the date the Consultant receives written notice. If termination is for convenience, the Consultant shall submit a final invoice within 60 days of termination, and TAT shall pay

the Consultant for services actually performed prior to the termination date, and other costs reasonably incurred to implement termination.

This Agreement may be terminated at any time, for any unspecified reason, at the sole discretion of TAT. TAT will only pay for services provided prior to the date of termination.

VI. SCHOOL/DISTRICT COOPERATION

TAT will cooperate with the Consultant by furnishing all necessary records and providing access to TAT personnel as needed to perform the required work.

VII. CONFIDENTIALITY OF INFORMATION

It is mutually agreed that the Consultant shall regard all information received during the performance of services as confidential and shall not disclose such information to any person without prior written consent of TAT.

VIII. CONSULTANT NOT AN EMPLOYEE OF DISTRICT

The Consultant shall have no authority to contract on behalf of TAT. The Consultant is an independent contractor and not an officer, agent, or employee of TAT.

IX. HOLD HARMLESS AGREEMENT

The Consultant agrees to indemnify and hold harmless TAT, its officers, agents, and employees from each claim or demand made and every liability, loss, damage, or expense incurred by reason of:

- a.) Liability for damages including (1) death or bodily injury to persons; (2) injury to property; (3) design defects; or (4) any related loss or damage arising from the Consultant's work under this Agreement, except for liability resulting from the sole negligence or willful misconduct of TAT, its officers, employees, agents, or independently contracted personnel.
- b.) Any injury to or death of persons or damage to property sustained by any person, firm, or corporation, including TAT, caused by the acts or omissions of the Consultant or its agents.
- c.) The Consultant, at their own expense, shall defend all actions or proceedings brought against TAT on any such claim and shall pay any resulting judgment.

X. INSURANCE

CONTRACTOR shall at his, her or its sole cost and expense, maintain in full force and effect, during the term of this Agreement, the following insurance coverage from a California licensed insurer with an A minus (A-), VII or better rating from A.M. Best, sufficient to cover any claims, damages, liabilities, costs and expenses (including counsel fees arising out of or in connection with CONTRACTOR'S fulfillment of any of its obligations under this Agreement or either party's use of the Work or any component or part thereof:

- A. Commercial Form General Liability Insurance, including both bodily injury and property damage, with limits as follows:
 - \$1,000,000 per occurrence
 - \$100,000 fire damage
 - \$5,000 medical expenses
 - \$1,000,000 personal and adv. Injury

- \$3,000,000 general aggregate (or if CONTRACTOR provides services solely over the Internet or some other means that does not require face to face contact between CONTRACTOR'S employees, agents, or subcontractors and DISTRICT students, CONTRACTOR shall have at least \$1,000,000 per occurrence and general aggregate for all damages arising from each accident or occurrence)
 - \$3,000,000 products/completed operations aggregate
- B. Business Auto Liability Insurance for owned scheduled, non-owned or hired automobiles with a combined single limit of no less than \$1,000,000 per occurrence. If CONTRACTOR provides transportation services to students, CONTRACTOR shall ensure that CONTRACTOR keeps in effect a liability insurance policy providing at least \$5,000,000 per occurrence and \$5,000,000 in aggregate coverage
- C. Worker's Compensation and Employer's Liability Insurance in a form and amount covering CONTRACTOR'S full liability under the California Worker's Compensation Insurance and Safety Act and in accordance with applicable state and federal laws.

Part A - Statutory Limits

Part B - \$1,000,000/\$1,000,000/\$1,000,000 Employer's Liability

- D. Errors and Omissions (Professional Liability) coverage, when applicable, with the following limits: \$1,000,000 per occurrence/\$1,000,000 aggregate.

XI. CRIMINAL BACKGROUND CHECK AND TUBERCULOSIS CLEARANCE CERTIFICATION

Prior to providing services under this Agreement, the Consultant shall certify compliance with California Education Code Section 45125.1 et seq. and complete the Criminal Background Check and Tuberculosis Clearance Certification, on an annual basis, as provided in Exhibit B. The Consultant shall maintain an up-to-date staff/volunteer roster as listed in Exhibit B and promptly notify TAT of any changes, additions, or renewed clearances.

XII. INCIDENT REPORTING REQUIREMENTS

The Consultant shall notify TAT by the next working day and submit a written report within seven (7) days of any health- or safety-related incident, including but not limited to issues involving criminal background clearances, building safety, or any event described under Education Code Section 8483.4(b), subdivision (c).

XIII. ASSIGNMENT AND SUBLETTING

The Consultant shall not assign, sublet, or transfer interest in this Agreement without prior written consent of TAT.

XIV. AGREEMENT MODIFICATIONS

This Agreement may not be modified, revised, or amended without the express written consent of TAT.

IN WITNESS WHEREOF, the parties to this agreement have hereunto caused the same to be executed the day and year written below.

TEACH Academy of Technologies
10045 S. Western Ave.
Los Angeles, CA. 90047

BY _____

AFTER-SCHOOL ALL-STARS, LOS ANGELES (ASAS, LA)
6501 Fountain Ave
Los Angeles, CA 90028

BY:



Signature of Authorized

Hector LaFarga Jr.

Printed Name

91-2162719

Employer I. D. / Social Security Number

5/22/2026

Date

**TEACH PREPARATORY MILDRED S. CUNNINGHAM & EDITH H. MORRIS ELEMENTARY
AGREEMENT FOR CONSULTANT SERVICES
2027-2027**

This Agreement, entered into this 22nd day of May 2026, is made by and between AFTER-SCHOOL ALL-STARS, LOS ANGELES (ASAS, LA), herein called "Consultant," and TEACH PREPARATORY, hereinafter called "TP".

WITNESSETH:

WHEREAS, the Consultant agrees to render the services herein stated in accordance with directions stipulated by the TP Principal or designee:

I. CONSULTANT SERVICES

TP requires the services of an after-school consultant. The Consultant agrees to provide the following services:

- a.) Coordinate and manage a Elementary School After School Program at TP. Provide staffing, materials and management of after school grant.
- b.) Will follow and abide funding terms and conditions of ASES grant and submit all required reports to CDE with copies to TP.

II. TERMS OF AGREEMENT

The term of this Agreement shall be effective from July 1, 2026, through June 30, 2027. The

III. PAYMENT FOR SERVICES

- a.) Amount not to exceed \$153,612.13 for services performed in accordance with agreement.
- b.) The Consultant shall submit a monthly invoice reconciling with submitted CDE Expenditure Reports. TP will pay for services rendered and costs incurred within 30 days of receipt of invoice.

IV. RESPONSIBILITY FOR PROFESSIONAL SERVICES

TP, not being skilled in the special services contemplated herein, relies upon the professional ability of the Consultant as a material inducement to enter into this Agreement. The Consultant agrees to use all reasonable care and diligence to perform these services in a manner acceptable to the Superintendent/President. It is understood that the acceptance of services or advice by TP shall not operate as a waiver or release of the Consultant.

V. TERMINATION

TP may, by written notice to the Consultant, terminate this Agreement in whole or in part at any time, for TP's convenience. Upon receipt of such notice, the Consultant shall:

- A. Immediately discontinue all services affected (unless otherwise directed); and
- B. Deliver to TP all information and material related to the provision of services, whether provided by TP or generated by the Consultant, whether completed or in process.

Termination shall be effective upon the date the Consultant receives written notice. If termination is for convenience, the Consultant shall submit a final invoice within 60 days of termination, and TP shall pay the

Consultant for services actually performed prior to the termination date, and other costs reasonably incurred to implement termination.

This Agreement may be terminated at any time, for any unspecified reason, at the sole discretion of TP. TP will only pay for services provided prior to the date of termination.

VI. SCHOOL/DISTRICT COOPERATION

TP will cooperate with the Consultant by furnishing all necessary records and providing access to TP personnel as needed to perform the required work.

VII. CONFIDENTIALITY OF INFORMATION

It is mutually agreed that the Consultant shall regard all information received during the performance of services as confidential and shall not disclose such information to any person without prior written consent of TP.

VIII. CONSULTANT NOT AN EMPLOYEE OF DISTRICT

The Consultant shall have no authority to contract on behalf of TP. The Consultant is an independent contractor and not an officer, agent, or employee of TP.

IX. HOLD HARMLESS AGREEMENT

The Consultant agrees to indemnify and hold harmless TP, its officers, agents, and employees from each claim or demand made and every liability, loss, damage, or expense incurred by reason of:

- a.) Liability for damages including (1) death or bodily injury to persons; (2) injury to property; (3) design defects; or (4) any related loss or damage arising from the Consultant's work under this Agreement, except for liability resulting from the sole negligence or willful misconduct of TP, its officers, employees, agents, or independently contracted personnel.
- b.) Any injury to or death of persons or damage to property sustained by any person, firm, or corporation, including TP, caused by the acts or omissions of the Consultant or its agents.
- c.) The Consultant, at their own expense, shall defend all actions or proceedings brought against TP on any such claim and shall pay any resulting judgment.

X. INSURANCE

CONTRACTOR shall at his, her or its sole cost and expense, maintain in full force and effect, during the term of this Agreement, the following insurance coverage from a California licensed insurer with an A minus (A-), VII or better rating from A.M. Best, sufficient to cover any claims, damages, liabilities, costs and expenses (including counsel fees arising out of or in connection with CONTRACTOR'S fulfillment of any of its obligations under this Agreement or either party's use of the Work or any component or part thereof:

- A. Commercial Form General Liability Insurance, including both bodily injury and property damage, with limits as follows:
 - \$1,000,000 per occurrence
 - \$100,000 fire damage
 - \$5,000 medical expenses
 - \$1,000,000 personal and adv. Injury

- \$3,000,000 general aggregate (or if CONTRACTOR provides services solely over the Internet or some other means that does not require face to face contact between CONTRACTOR'S employees, agents, or subcontractors and DISTRICT students, CONTRACTOR shall have at least \$1,000,000 per occurrence and general aggregate for all damages arising from each accident or occurrence)
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- C. Worker's Compensation and Employer's Liability Insurance in a form and amount covering CONTRACTOR'S full liability under the California Worker's Compensation Insurance and Safety Act and in accordance with applicable state and federal laws.

Part A - Statutory Limits

Part B - \$1,000,000/\$1,000,000/\$1,000,000 Employer's Liability

- D. Errors and Omissions (Professional Liability) coverage, when applicable, with the following limits: \$1,000,000 per occurrence/\$1,000,000 aggregate.

XI. CRIMINAL BACKGROUND CHECK AND TUBERCULOSIS CLEARANCE CERTIFICATION

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IN WITNESS WHEREOF, the parties to this agreement have hereunto caused the same to be executed the day and year written below.

TEACH PREPARATORY MILDRED S. CUNNINGHAM & EDITH H. MORRIS ELEMENTARY
8505 S. Western Ave
Los Angeles, CA. 90047

BY _____

AFTER-SCHOOL ALL-STARS, LOS ANGELES (ASAS, LA)
6501 Fountain Ave
Los Angeles, CA 90028

BY:



Signature of Authorized

Hector LaFarga Jr.

Printed Name

91-2162719

Employer I. D. / Social Security Number

5/22/2026

Date



TEACH
PUBLIC SCHOOLS

ACTION ITEM RECOMMENDATION SUMMARY REPORT

Recommendation for Board Action: 2026-2027 Expanded Learning Operator Approval

TO:	Members of the Board of Directors, TEACH Public Schools
FROM:	Enrique Robles, Director of Operations, Data and Technology
DATE:	May 26, 2026
SUBJECT:	Approval of Consultant Service Agreements with After-School All-Stars, Los Angeles (ASAS, LA) for the 2026-2027 School Year

Recommendation

It is recommended that the Board of Directors review and approve the consultant service agreements with **After-School All-Stars, Los Angeles (ASAS, LA)** to operate the Expanded Learning programs via the After School Education and Safety (ASES) grant at **TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary** and **TEACH Academy of Technologies (TAT)** for the 2026-2027 school year.

Background & Context

The After School Education and Safety (ASES) grant provides critical state funding to establish safe, constructive, and enriching after-school environments for our students. These programs are essential to support academic achievement, provide safe constructive alternatives, and foster literacy and enrichment activities.

After-School All-Stars, Los Angeles (ASAS, LA) is a deeply trusted and integrated community partner. In addition to operating our ASES programs, ASAS, LA serves as our formal partner and designated fiscal agent for our 21st Century Community Learning Centers (21st CCLC) program, reflecting a robust, multi-layered institutional collaboration.

Under these standard annual agreements, ASAS, LA will provide comprehensive program management, qualified staffing, educational materials, and full compliance reporting to the California Department of Education (CDE) for both campus sites.

Vendor Selection & Justification

Alternative operators were not explored or evaluated for the ASES program delivery because ASAS, LA serves as our integrated co-grantee and formal fiscal agent for our current federal 21st Century Community Learning Centers (21st CCLC) grants. TEACH Public Schools is bound to this collaborative relationship in the operational and strategic interest of both overlapping funding streams. Maintaining a unified single provider guarantees programmatic integrity, continuous reporting alignment, shared staffing efficiency, and total compliance safety across both state and federal Expanded Learning portfolios.

Financial Impact & Terms

The total combined contractual obligation for the 2026-2027 fiscal year is **\$304,424.07**, which is fully funded through the specific ASES grant allocations. There is zero baseline impact on the schools' general operating funds. Both agreements are effective from **July 1, 2026, through June 30, 2027**.

School Site	Program Type	Funding Source	Not-to-Exceed Amount
TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary	Elementary School	ASES Grant	\$153,612.13
TEACH Academy of Technologies (TAT)	Middle School	ASES Grant	\$150,811.94
TOTAL CONTRACTUAL COMMITMENT			\$304,424.07

Key Agreement Terms & Compliance

- **Payment Schedule:** ASAS, LA will submit monthly itemized invoices reconciling with submitted CDE Expenditure Reports. TEACH Public Schools will process and pay for services rendered within thirty (30) days of invoice verification.

- **Compliance & Safety:** ASAS, LA is contractually required to maintain absolute compliance with California Education Code Section 45125.1 et seq., conducting annual Criminal Background Checks and Tuberculosis Clearance Certifications for all staff and volunteers.
- **Incident Reporting:** ASAS, LA must provide notification by the next working day and a full written report within seven (7) days of any health- or safety-related incidents.
- **Insurance Mandate:** The consultant must maintain full commercial general liability (\$1,000,000 per occurrence / \$3,000,000 aggregate), business auto liability (\$1,000,000 limit), and statutory Worker's Compensation insurance with an A.M. Best rating of A- VII or better.
- **Termination Policy:** TEACH Public Schools reserves the right to terminate these agreements at any time for convenience with explicit written notice, incurring financial obligation only for services verified and performed prior to the date of termination.

Summary of Signatories

The underlying legal agreements have been fully finalized and signed by Hector LaFarga Jr., Authorized Representative for After-School All-Stars, Los Angeles, on May 22, 2026. They are presented to the Board today in final form pending formal ratification.

Coversheet

Consider and Approve the Contracts for Curriculum with McGraw, and CPM

Section: III. Items for Potential Action
Item: J. Consider and Approve the Contracts for Curriculum with McGraw, and CPM
Purpose: Vote
Submitted by:
Related Material:
quote_1000025811.pdf
TEACH PREP ELEM_CA Core Programs K-5 3YR w-PD_05.29.26.xls [Compatibility Mode].pdf
TEACH ACAD OF TECHNOLOGIES_Core Programs G6-8 3YR Renewal w-PD_05.29.26.xls [Compatibility Mode].pdf
TEACH TECH CHARTER HS_CA Programs G9-12 & AP 3YR Renewal w-PD_05.29.26.xls [Compatibility Mode].pdf



Quote To

Suzette Torres
TEACH Public Schools
10600 S Western Ave
Los Angeles, California 90047-4449
United States
(323) 872-0808

Shipping Information

Suzette Torres
TEACH Public Schools
10045 S Western Ave
Los Angeles, California 90047-4255
United States
(323) 872-0809

Quote Details

Quote No: 1000025811
Date: 03/03/2026
Expires: 09/30/2026

Items Ordered				
Product Name	SKU	Unit Price	Qty	Subtotal
Core Connections 2nd Ed, Course 2 – Student License 1-Year Subscription Renewal	R1603280808-1	\$30.00	140	\$4,200.00
Core Connections 2nd Ed, Course 3 – Student License 1-Year Subscription Renewal	R1603280877-1	\$30.00	150	\$4,500.00
Core Connections 2nd Ed, Course 2 – Teacher License 1-Year Subscription Renewal	R1603281195-1	\$125.00	4	\$500.00
Core Connections 2nd Ed, Course 3 – Teacher License 1-Year Subscription Renewal	R1603281201-1	\$125.00	4	\$500.00
Core Connections 2nd Ed, Integrated I – Student License 1-Year Subscription Renewal	R1603283243-1	\$30.00	122	\$3,660.00
Core Connections 2nd Ed, Integrated I – Teacher License 1-Year Subscription Renewal	R1603283281-1	\$125.00	4	\$500.00
Core Connections 2nd Ed, Integrated II – Student License 1-Year Subscription Renewal	R1603283496-1	\$30.00	102	\$3,060.00
Core Connections 2nd Ed, Integrated II – Teacher License 1-Year Subscription Renewal	R1603283557-1	\$125.00	4	\$500.00
Core Connections 2nd Ed, Integrated III – Student License 1-Year Subscription Renewal	R1603283946-1	\$30.00	92	\$2,760.00
Core Connections 2nd Ed, Integrated III – Teacher License 1-Year Subscription Renewal	R1603284004-1	\$125.00	4	\$500.00
Precalculus 3rd Ed – Student License 1-Year Subscription Renewal	R1603284622-1	\$30.00	25	\$750.00
Precalculus 3rd Ed – Teacher License 1-Year Subscription Renewal	R1603284646-1	\$125.00	3	\$375.00
Subtotal				\$21,805.00
No Shipping				\$0.00
Tax				\$2,126.00
Estimated Total				\$23,931.00

Thank you for your business!

Contact Us Support



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QUOTE PREPARED FOR:

Teach Prep Elem School
8505 S Western Ave
Los Angeles, CA 90047
ACCOUNT NUMBER: 13430705

SUBSCRIPTION/DIGITAL C**CONTACT:****SALES REP INFORMAT**

Gerren Bennett
gerren.bennett@mheducation.c

Section Summary	Value of All Materials	Free Materials
CA Wonders K-5, 3-Year	\$53,800.51	(\$4,013.10)
CA Maravillas Grade 5, 3-Year	\$1,413.80	(\$735.75)
CA IMPACT Grade K-5 3-Year Renewal	\$23,671.26	(\$2,176.38)
CA Impacto, Grade 5	\$368.65	\$0.00
CA Inspire Science Grades K-5, 3-Year Renewal	\$32,530.86	(\$4,757.04)
CA Inspire Science, Spanish Grade 5	\$487.20	\$0.00
CA Reveal Math Grade K	\$10,159.17	(\$2,240.45)
CA Reveal Math Grade 1	\$10,830.62	(\$2,240.45)
CA Reveal Math Grade 2	\$10,830.62	(\$2,240.45)
CA Reveal Math Grade 3	\$10,801.73	(\$2,240.45)
CA Reveal Math Grade 4	\$10,801.73	(\$2,240.45)
CA Reveal Math Grade 5	\$12,944.48	(\$2,240.45)
CA Reveal Math, Spanish Grade 5	\$3,545.59	\$0.00
Professional Development	\$17,000.00	(\$17,000.00)
PRODUCT TOTAL*	\$199,186.22	(\$42,124.97)
ESTIMATED S&H**		
ESTIMATED TAX**		
GRAND TOTAL*		

* Price firm for 90 days from quote date. Price quote must be attached to school purchase order to receive the quoted price and free materials.

**Shipping and handling charges shown are only estimates. Actual shipping and handling charges will be applied at time of order. Taxes shown are only estimates. Actual tax charges will be applied at time of order.

Comments:

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EXPIRATION DATE: 08/27/

QUOTE NUMBER:

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Product Description	ISBN	Qty	Unit Price	Free Materials
CA Wonders K-5, 3-Year				
<u>Grade K</u>				
READING WONDERS CALIFORNIA CLOSE READING COMPANION 3 YEAR PRINT BUNDLE GRADE K	978-0-07-897165-5	52	\$31.07	\$0.00
READING WONDERS CALIFORNIA YOUR TURN PRACTICE BOOK 3 YEAR PRINT BUNDLE GRADE K	978-0-07-897163-1	52	\$34.44	\$0.00
WONDERS CA GRADE K RNWL STUDENT WORKSPACE 3 YEAR SUBSCRIPTION	978-1-26-504551-7	52	\$117.27	\$0.00
READING WONDERS TEACHER WORKSPACE 3 YEAR SUBSCRIPTION GRADE K	978-0-07-676913-1	1	\$668.85	\$668.85
Grade K Subtotal:				\$668.85
<u>Grade 1</u>				
READING WONDERS CALIFORNIA CLOSE READING COMPANION 3 YEAR PRINT BUNDLE GRADE 1	978-0-07-897168-6	55	\$31.07	\$0.00
READING WONDERS CALIFORNIA YOUR TURN PRACTICE BOOK 3 YEAR PRINT BUNDLE GRADE 1	978-0-07-897164-8	55	\$34.09	\$0.00
WONDERS CA GRADE 1 RNWL STUDENT WORKSPACE 3 YEAR SUBSCRIPTION	978-1-26-504562-3	55	\$117.27	\$0.00
READING WONDERS TEACHER WORKSPACE 3 YEAR SUBSCRIPTION GRADE 1	978-0-07-676915-5	1	\$668.85	\$668.85
Grade 1 Subtotal:				\$668.85
<u>Grade 2</u>				
READING WONDERS CALIFORNIA CLOSE READING COMPANION 3 YEAR PRINT BUNDLE GRADE 2	978-0-07-897169-3	55	\$31.07	\$0.00
READING WONDERS CALIFORNIA YOUR TURN PRACTICE BOOK 3 YEAR PRINT BUNDLE GRADE 2	978-0-07-897151-8	55	\$34.44	\$0.00
WONDERS CA GRADE 2 RNWL STUDENT WORKSPACE 3 YEAR SUBSCRIPTION	978-1-26-504800-6	55	\$63.21	\$0.00
READING WONDERS TEACHER WORKSPACE 3 YEAR SUBSCRIPTION GRADE 2	978-0-07-676916-2	1	\$668.85	\$668.85
Grade 2 Subtotal:				\$668.85
<u>Grade 3</u>				
READING WONDERS CALIFORNIA CLOSE READING COMPANION 3 YEAR PRINT BUNDLE GRADE 3	978-0-07-897170-9	55	\$31.07	\$0.00
READING WONDERS CALIFORNIA YOUR TURN PRACTICE BOOK 3 YEAR PRINT BUNDLE GRADE 3	978-0-07-897152-5	55	\$34.44	\$0.00
WONDERS CA GRADE 3 RNWL STUDENT WORKSPACE 3 YEAR SUBSCRIPTION	978-1-26-504833-4	55	\$63.21	\$0.00

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Product Description	ISBN	Qty	Unit Price	Free Materials
READING WONDERS TEACHER WORKSPACE 3 YEAR SUBSCRIPTION GRADE 3	978-0-07-676918-6	1	\$668.85	\$668.85

Grade 3 Subtotal: \$668.85

Grade 4				
READING WONDERS CALIFORNIA CLOSE READING COMPANION 3 YEAR PRINT BUNDLE GRADE 4	978-0-07-897173-0	55	\$31.07	\$0.00
READING WONDERS CALIFORNIA YOUR TURN PRACTICE BOOK 3 YEAR PRINT BUNDLE GRADE 4	978-0-07-897155-6	55	\$34.44	\$0.00
WONDERS CA GRADE 4 RNWL STUDENT WORKSPACE 3 YEAR SUBSCRIPTION	978-1-26-504928-7	55	\$63.21	\$0.00
READING WONDERS TEACHER WORKSPACE 3 YEAR SUBSCRIPTION GRADE 4	978-0-07-676920-9	1	\$668.85	\$668.85

Grade 4 Subtotal: \$668.85

Grade 5				
READING WONDERS CALIFORNIA CLOSE READING COMPANION 3 YEAR PRINT BUNDLE GRADE 5	978-0-07-897159-4	70	\$31.07	\$0.00
READING WONDERS CALIFORNIA YOUR TURN PRACTICE BOOK 3 YEAR PRINT BUNDLE GRADE 5	978-0-07-897156-3	70	\$34.44	\$0.00
WONDERS CA GRADE 5 RNWL STUDENT WORKSPACE 3 YEAR SUBSCRIPTION	978-1-26-505086-3	70	\$63.21	\$0.00
READING WONDERS TEACHER WORKSPACE 3 YEAR SUBSCRIPTION GRADE 5	978-0-07-676921-6	1	\$668.85	\$668.85

Grade 5 Subtotal: \$668.85

CA Wonders K-5, 3-Year Subtotal: \$4,013.10

CA Maravillas Grade 5, 3-Year				
LECTURA MARAVILLAS CALIFORNIA CLOSE READING COMPANION 3 YR PRINT BUNDLE GRADE 5	978-0-07-897183-9	5	\$35.12	\$0.00
LECTURA MARAVILLAS CALIFORNIA YOUR TURN PRACTICE BOOK 3 YR PRINT BUNDLE GRADE 5	978-0-07-897217-1	5	\$37.46	\$0.00
LECTURA MARAVILLAS STUDENT WORKSPACE 3 YEAR SUBSCRIPTION GRADE 5	978-0-07-676481-5	5	\$63.03	\$0.00
LECTURA MARAVILLAS TEACHER WORKSPACE 3 YEAR SUBSCRIPTION GRADE 5	978-0-07-676471-6	1	\$735.75	\$735.75

CA Maravillas Grade 5, 3-Year Subtotal: \$735.75

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Product Description	ISBN	Qty	Unit Price	Free Materials
CA IMPACT Grade K-5 3-Year Renewal				
<u>Grade K</u>				
IMPACT CALIFORNIA LEARN & WORK STUDENT INQUIRY 3 YR SUBSC BUNDLE GRADE K	978-0-07-688970-9	52	\$52.39	\$0.00
IMPACT CALIFORNIA LEARN & WORK TEACHER CENTER 3 YEAR SUBSCRIPTION GRADE K	978-0-07-692242-0	1	\$362.73	\$362.73
Grade K Subtotal:				\$362.73
<u>Grade 1</u>				
IMPACT CALIFORNIA CHILD'S PLACE STUDENT INQUIRY 3 YR SUBSC BUNDLE GRADE 1	978-0-07-689366-9	55	\$62.02	\$0.00
IMPACT CALIFORNIA CHILD'S PLACE TEACHER CENTER 3 YEAR SUBSCRIPTION GRADE 1	978-0-07-692149-2	1	\$362.73	\$362.73
Grade 1 Subtotal:				\$362.73
<u>Grade 2</u>				
IMPACT CALIFORNIA PEOPLE DIFFERENCE STUDENT INQUIRY 3 YR SUBSC BUNDLE GRADE 2	978-0-07-689291-4	55	\$62.02	\$0.00
IMPACT CALIFORNIA PEOPLE MAKE DIFFERENCE TEACHER CENTER 3 YR SUBSC GRADE 2	978-0-07-692316-8	1	\$362.73	\$362.73
Grade 2 Subtotal:				\$362.73
<u>Grade 3</u>				
IMPACT CALIFORNIA CONTINUITY STUDENT INQUIRY 3 YR SUBSC BUNDLE GRADE 3	978-0-07-689193-1	55	\$66.38	\$0.00
IMPACT CALIFORNIA CONTINUITY & CHANGE TEACHER CENTER 3 YEAR SUBSCRIPTION GRADE 3	978-0-07-692041-9	1	\$362.73	\$362.73
Grade 3 Subtotal:				\$362.73
<u>Grade 4</u>				
IMPACT CALIFORNIA CHANGING STATE STUDENT INQUIRY 3 YR SUBSC BUNDLE GRADE 4	978-0-07-689416-1	55	\$66.38	\$0.00
IMPACT CALIFORNIA CHANGING STATE TEACHER CENTER 3 YEAR SUBSCRIPTION GRADE 4	978-0-07-692180-5	1	\$362.73	\$362.73
Grade 4 Subtotal:				\$362.73
<u>Grade 5</u>				
IMPACT CALIFORNIA US HISTORY STUDENT INQUIRY 3 YEAR SUBSCRIPTION BUNDLE GRADE 5	978-0-07-689200-6	70	\$66.38	\$0.00
IMPACT CALIFORNIA US HISTORY TEACHER CENTER 3 YEAR SUBSCRIPTION GRADE 5	978-0-07-691798-3	1	\$362.73	\$362.73
Grade 5 Subtotal:				\$362.73
CA IMPACT Grade K-5 3-Year Renewal Subtotal:				\$2,176.38
CA Impacto, Grade 5				

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Product Description	ISBN	Qty	Unit Price	Free Materials
IMPACT CALIFORNIA SPANISH US HISTORY STUDENT INQUIRY 3 YR SUBSC BUNDLE GRADE 5	978-0-07-689050-7	5	\$73.73	\$0.00
CA Impacto, Grade 5 Subtotal:				\$0.00

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Product Description	ISBN	Qty	Unit Price	Free Materials
CA Inspire Science Grades K-5, 3-Year Renewal				
<u>Grade K</u>				
INSPIRE SCIENCE CALIFORNIA COMPREHENSIVE STUDENT 3 YR SUBSC BUNDLE GRADE K	978-0-07-699371-0	52	\$81.21	\$0.00
INSPIRE SCIENCE CALIFORNIA ONLINE TEACHER CENTER 3 YEAR SUBSCRIPTION GRADE K	978-0-07-698707-8	1	\$792.84	\$792.84
Grade K Subtotal:				\$792.84
<u>Grade 1</u>				
INSPIRE SCIENCE CALIFORNIA COMPREHENSIVE STUDENT 3 YR SUBSC BUNDLE GRADE 1	978-0-07-699381-9	55	\$81.21	\$0.00
INSPIRE SCIENCE CALIFORNIA ONLINE TEACHER CENTER 3 YEAR SUBSCRIPTION GRADE 1	978-0-07-698739-9	1	\$792.84	\$792.84
Grade 1 Subtotal:				\$792.84
<u>Grade 2</u>				
INSPIRE SCIENCE CALIFORNIA COMPREHENSIVE STUDENT 3 YR SUBSC BUNDLE GRADE 2	978-0-07-699299-7	55	\$81.21	\$0.00
INSPIRE SCIENCE CALIFORNIA ONLINE TEACHER CENTER 3 YEAR SUBSCRIPTION GRADE 2	978-0-07-698676-7	1	\$792.84	\$792.84
Grade 2 Subtotal:				\$792.84
<u>Grade 3</u>				
INSPIRE SCIENCE CALIFORNIA COMPREHENSIVE STUDENT 3 YR SUBSC BUNDLE GRADE 3	978-0-07-699318-5	55	\$81.21	\$0.00
INSPIRE SCIENCE CALIFORNIA ONLINE TEACHER CENTER 3 YEAR SUBSCRIPTION GRADE 3	978-0-07-698805-1	1	\$792.84	\$792.84
Grade 3 Subtotal:				\$792.84
<u>Grade 4</u>				
INSPIRE SCIENCE CALIFORNIA COMPREHENSIVE STUDENT 3 YR SUBSC BUNDLE GRADE 4	978-0-07-699330-7	55	\$81.21	\$0.00
INSPIRE SCIENCE CALIFORNIA ONLINE TEACHER CENTER 3 YEAR SUBSCRIPTION GRADE 4	978-0-07-698836-5	1	\$792.84	\$792.84
Grade 4 Subtotal:				\$792.84
<u>Grade 5</u>				
INSPIRE SCIENCE CALIFORNIA COMPREHENSIVE STUDENT 3YR SUBSC BUNDLE GRADE 5	978-0-07-699340-6	70	\$81.21	\$0.00
INSPIRE SCIENCE CALIFORNIA ONLINE TEACHER CENTER 3 YEAR SUBSCRIPTION GRADE 5	978-0-07-698868-6	1	\$792.84	\$792.84
Grade 5 Subtotal:				\$792.84
CA Inspire Science Grades K-5, 3-Year Renewal Subtotal:				\$4,757.04
CA Inspire Science, Spanish Grade 5				

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Product Description	ISBN	Qty	Unit Price	Free Materials
INSPIRE SCIENCE CALIFORNIA SPANISH COMPREHENSIVE STUDENT 3YR SUB BUNDLE GRADE 5	978-0-07-699309-3	5	\$97.44	\$0.00

CA Inspire Science, Spanish Grade 5 Subtotal: \$0.00

CA Reveal Math Grade K				
CA REVEAL MATH GRADE K COMPREHENSIVE STUDENT BUNDLE 3 YEAR SUBSCRIPTION	978-1-26-560804-0	52	\$142.85	\$0.00

Teacher Resources				
CA REVEAL MATH GK COMPREHENSIVE TEACHER RESOURCE PKG 3 YEAR SUBSCRIPTION	978-1-26-449039-4	1	\$2,240.45	\$2,240.45
CA REVEAL MATH GRADE K VOCABULARY CARDS	978-1-26-609543-6	1	\$106.99	\$0.00
CA REVEAL MATH GRADE K MANIPULATIVE KIT	978-1-26-675985-7	1	\$283.54	\$0.00
MCGRAW HILL MATH GRADES K-2 FLUENCY CARD GAME KIT	978-1-26-618387-4	1	\$99.99	\$0.00

Teacher Resources Subtotal: \$2,240.45

CA Reveal Math Grade K Subtotal: \$2,240.45

CA Reveal Math Grade 1				
CA REVEAL MATH GRADE 1 COMPREHENSIVE STUDENT BUNDLE 3 YEAR SUBSCRIPTION	978-1-26-482407-6	55	\$142.85	\$0.00

Teacher Resources				
CA REVEAL MATH G1 COMPREHENSIVE TEACHER RESOURCE PKG 3 YEAR SUBSCRIPTION	978-1-26-572578-5	1	\$2,240.45	\$2,240.45
CA REVEAL MATH GRADE 1 VOCABULARY CARDS	978-1-26-609545-0	1	\$106.99	\$0.00
CA REVEAL MATH GRADES 1-2 MANIPULATIVE KIT	978-1-26-565721-5	1	\$526.44	\$0.00
MCGRAW HILL MATH GRADES K-2 FLUENCY CARD GAME KIT	978-1-26-618387-4	1	\$99.99	\$0.00

Teacher Resources Subtotal: \$2,240.45

CA Reveal Math Grade 1 Subtotal: \$2,240.45

CA Reveal Math Grade 2				
CA REVEAL MATH GRADE 2 COMPREHENSIVE STUDENT BUNDLE 3 YEAR SUBSCRIPTION	978-1-26-566243-1	55	\$142.85	\$0.00

Teacher Resources				
CA REVEAL MATH G2 COMPREHENSIVE TEACHER RESOURCE PKG 3 YEAR SUBSCRIPTION	978-1-26-546610-7	1	\$2,240.45	\$2,240.45
CA REVEAL MATH GRADE 2 VOCABULARY CARDS	978-1-26-609548-1	1	\$106.99	\$0.00
CA REVEAL MATH GRADES 1-2 MANIPULATIVE KIT	978-1-26-565721-5	1	\$526.44	\$0.00
MCGRAW HILL MATH GRADES K-2 FLUENCY CARD GAME KIT	978-1-26-618387-4	1	\$99.99	\$0.00

Teacher Resources Subtotal: \$2,240.45

CA Reveal Math Grade 2 Subtotal: \$2,240.45

CA Reveal Math Grade 3				

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Product Description	ISBN	Qty	Unit Price	Free Materials
CA REVEAL MATH GRADE 3 COMPREHENSIVE STUDENT BUNDLE 3 YEAR SUBSCRIPTION	978-1-26-437484-7	55	\$142.85	\$0.00

Teacher Resources

CA REVEAL MATH G3 COMPREHENSIVE TEACHER RESOURCE PKG 3 YEAR SUBSCRIPTION	978-1-26-491184-4	1	\$2,240.45	\$2,240.45
CA REVEAL MATH GRADE 3 VOCABULARY CARDS	978-1-26-609623-5	1	\$106.99	\$0.00
CA REVEAL MATH GRADES 3-5 MANIPULATIVE KIT	978-1-26-591594-0	1	\$497.55	\$0.00
MCGRAW HILL MATH GRADES 3-5 FLUENCY CARD GAME KIT	978-1-26-546210-9	1	\$99.99	\$0.00

Teacher Resources Subtotal: \$2,240.45

CA Reveal Math Grade 3 Subtotal: \$2,240.45

CA Reveal Math Grade 4

CA REVEAL MATH GRADE 4 COMPREHENSIVE STUDENT BUNDLE 3 YEAR SUBSCRIPTION	978-1-26-693813-9	55	\$142.85	\$0.00

Teacher Resources

CA REVEAL MATH G4 COMPREHENSIVE TEACHER RESOURCE PKG 3 YEAR SUBSCRIPTION	978-1-26-632982-1	1	\$2,240.45	\$2,240.45
CA REVEAL MATH GRADE 4 VOCABULARY CARDS	978-1-26-609634-1	1	\$106.99	\$0.00
CA REVEAL MATH GRADES 3-5 MANIPULATIVE KIT	978-1-26-591594-0	1	\$497.55	\$0.00
MCGRAW HILL MATH GRADES 3-5 FLUENCY CARD GAME KIT	978-1-26-546210-9	1	\$99.99	\$0.00

Teacher Resources Subtotal: \$2,240.45

CA Reveal Math Grade 4 Subtotal: \$2,240.45

CA Reveal Math Grade 5

CA REVEAL MATH GRADE 5 COMPREHENSIVE STUDENT BUNDLE 3 YEAR SUBSCRIPTION	978-1-26-622330-3	70	\$142.85	\$0.00

Teacher Resources

CA REVEAL MATH G5 COMPREHENSIVE TEACHER RESOURCE PKG 3 YEAR SUBSCRIPTION	978-1-26-601200-6	1	\$2,240.45	\$2,240.45
CA REVEAL MATH GRADE 5 VOCABULARY CARDS	978-1-26-609650-1	1	\$106.99	\$0.00
MCGRAW HILL MATH GRADES 3-5 MANIPULATIVE KIT	978-1-26-591594-0	1	\$497.55	\$0.00
MCGRAW HILL MATH GRADES 3-5 FLUENCY CARD GAME KIT	978-1-26-546210-9	1	\$99.99	\$0.00

Teacher Resources Subtotal: \$2,240.45

CA Reveal Math Grade 5 Subtotal: \$2,240.45

CA Reveal Math, Spanish Grade 5

CA REVEAL MATH GRADE 5 SPANISH COMPREHENSIVE STUDENT BUNDLE 3 YEAR SUBSCRIPTION	978-1-26-458879-4	5	\$171.41	\$0.00
CA REVEAL MATH G5 SPANISH COMPREHENSIVE TEACHER RESOURCE PKG 3 YEAR SUBSCRIPTION	978-1-26-652744-9	1	\$2,688.54	\$0.00

CA Reveal Math, Spanish Grade 5 Subtotal: \$0.00

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McGraw Hill LLC | PO Box 182605 | Columbus, OH 43218-2605

Email: orders_mhe@mheducation.com | Phone: 1-800-780-0246 | Fax: 1-866-513-8081

QUOTE DATE: 05/29/2026

ACCOUNT NAME: Teach Prep Elem School

EXPIRATION DATE: 08/27/

QUOTE NUMBER: JMCCO-05292026091728-001

ACCOUNT #: 13430705

PAGE #:



Because learning changes ev

Product Description	ISBN	Qty	Unit Price	Free Materials
Professional Development				
<u>ELA</u>				
PROFESSIONAL LEARNING ONLINE TRAINING UP TO 2 HOUR SESSION GRADES K-5 ELA	978-1-26-599458-7	1	\$1,500.00	\$1,500.00
PROFESSIONAL LEARNING ONSITE DAY K-5 ELA	978-1-26-422196-7	2	\$3,500.00	\$7,000.00
ELA Subtotal:				\$8,500.00
<u>Math</u>				
PROFESSIONAL LEARNING ONLINE TRAINING UP TO 2 HOUR SESSION GRADES K-5 MTHEMATICS	978-1-26-626322-4	1	\$1,500.00	\$1,500.00
PROFESSIONAL LEARNING ONSITE DAY K-5 MATHEMATICS	978-1-26-598838-8	2	\$3,500.00	\$7,000.00
Math Subtotal:				\$8,500.00
Professional Development Subtotal:				\$17,000.00

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McGraw Hill LLC | PO Box 182605 | Columbus, OH 43218-2605
 Email: orders_mhe@mheducation.com | Phone: 1-800-780-0246 | Fax: 1-866-513-8081

QUOTE DATE: 05/29/2026

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EXPIRATION DATE:08/27/

QUOTE NUMBER: JMCCO-05292026091728-001

ACCOUNT #: 13430705

PAGE #:



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QUOTE PREPARED FOR:

Teach Prep Elem School
 8505 S Western Ave
 Los Angeles, CA 90047
 ACCOUNT NUMBER: 13430705

CONTACT:

VALUE OF ALL MATERIALS
FREE MATERIALS
PRODUCT TOTAL*
ESTIMATED SHIPPING & HANDLING**
ESTIMATED TAX**
GRAND TOTAL

SUBSCRIPTION/DIGITAL CONTACT:

Comments:

* Price firm for 90 days from quote date. Price quote must be attached to school purchase order to receive the quoted price and free materials.

**Shipping and handling charges shown are only estimates. Actual shipping and handling charges will be applied at time of order. Taxes shown are only estimates. Actual tax charges will be applied at time of order.

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School Purchase Order Number: _____

Name of School Official (Please Print)

Signature of School Official

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EXPIRATION DATE: 08/27/2026

QUOTE NUMBER: JMCCO-05292026091728-001

ACCOUNT #: 13430705

PAGE #:

everything.

CONTACT:

FIION:

com

Product Subtotal
\$49,787.41
\$678.05
\$21,494.88
\$368.65
\$27,773.82
\$487.20
\$7,918.72
\$8,590.17
\$8,590.17
\$8,561.28
\$8,561.28
\$10,704.03
\$3,545.59
\$0.00
\$157,061.25
\$0.00
\$12,610.96
\$169,672.21

ates. If applicable, actual

everything.

Line Subtotal
\$1,615.64
\$1,790.88
\$6,098.04
*Free Materials
\$9,504.56
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\$6,449.85
*Free Materials
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\$1,708.85
\$1,894.20
\$3,476.55
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\$3,476.55

everything.

Line Subtotal
*Free Materials
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\$1,894.20
\$3,476.55
*Free Materials
\$7,079.60
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\$4,424.70
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\$9,010.40
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\$175.60
\$187.30
\$315.15
*Free Materials
\$678.05

everything.

Line Subtotal
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\$2,724.28
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*Free Materials
\$3,411.10
\$3,411.10
*Free Materials
\$3,411.10
\$3,650.90
*Free Materials
\$3,650.90
\$3,650.90
*Free Materials
\$3,650.90
\$4,646.60
*Free Materials
\$4,646.60
\$21,494.88

everything.

Line Subtotal
\$368.65
\$368.65

everything.

Line Subtotal
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*Free Materials
\$4,222.92
\$4,466.55
*Free Materials
\$4,466.55
\$4,466.55
*Free Materials
\$4,466.55
\$4,466.55
*Free Materials
\$4,466.55
\$4,466.55
*Free Materials
\$4,466.55
\$5,684.70
*Free Materials
\$5,684.70
\$27,773.82

everything.

Line Subtotal
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\$7,428.20
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\$106.99
\$283.54
\$99.99
\$490.52
\$7,918.72
\$7,856.75
*Free Materials
\$106.99
\$526.44
\$99.99
\$733.42
\$8,590.17
\$7,856.75
*Free Materials
\$106.99
\$526.44
\$99.99
\$733.42
\$8,590.17

everything.

Line Subtotal
\$7,856.75
*Free Materials
\$106.99
\$497.55
\$99.99
\$704.53
\$8,561.28
\$7,856.75
*Free Materials
\$106.99
\$497.55
\$99.99
\$704.53
\$8,561.28
\$9,999.50
*Free Materials
\$106.99
\$497.55
\$99.99
\$704.53
\$10,704.03
\$857.05
\$2,688.54
\$3,545.59

everything.

Line Subtotal
*Free Materials
*Free Materials
\$0.00
*Free Materials
*Free Materials
\$0.00
\$0.00

everything.

\$199,186.22
(\$42,124.97)
\$157,061.25
\$0.00
\$12,610.96
\$169,672.21



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Terms of Service and
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ie law, each located in the
sified, the initial term shall
a 'Subscription Renewal

16 we will no longer
ur websites by visiting



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QUOTE PREPARED FOR:

TEACH ACAD OF TECHNOLOGIES
10045 S WESTERN AVE
LOS ANGELES, CA 90047-4255
ACCOUNT NUMBER: 4800852

SUBSCRIPTION/DIGITAL C

Suzette Torres
storres@teachps.org
(323) 376-6098

CONTACT:

Suzette Torres
storres@teachps.org
(323) 376-6098

SALES REP INFORMAT

Gerren Bennett
gerren.bennett@mheducation.c

Section Summary	Value of All Materials	Free Materials
CA StudySync Grades 6-8, 3-Year Unitized	\$61,823.25	(\$389.25)
CA Inspire Science ELA	\$61,511.40	(\$396.90)
CA Inspire Science Spanish	\$2,444.85	\$0.00
CA Impact	\$51,403.50	(\$630.00)
CA Impacto	\$2,261.55	\$0.00
CA Reveal Math Course 1 (Grade 6)	\$24,449.82	(\$1,283.26)
CA Reveal Math Course 2 (Grade 7)	\$24,449.82	(\$1,283.26)
CA Reveal Math Course 3 (Grade 8)	\$24,449.82	(\$1,283.26)
CA Reveal Math Spanish	\$7,352.25	\$0.00
Professional Development	\$42,000.00	(\$42,000.00)
PRODUCT TOTAL*	\$302,146.26	(\$47,265.93)
ESTIMATED S&H**		
ESTIMATED TAX**		
GRAND TOTAL*		

* Price firm for 90 days from quote date. Price quote must be attached to school purchase order to receive the quoted price and free materials.

**Shipping and handling charges shown are only estimates. Actual shipping and handling charges will be applied at time of order. Taxes shown are only estimates. Actual tax charges will be applied at time of order.

Comments:

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QUOTE DATE: 05/29/2026

ACCOUNT NAME: TEACH ACAD OF TECHNOLOGIES

EXPIRATION DATE: 08/27/2026

QUOTE NUMBER: JMCCO-05292026091229-001

ACCOUNT #: 4800852

PAGE #:



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Product Description	ISBN	Qty	Unit Price	Free Materials
CA StudySync Grades 6-8, 3-Year Unitized				
<u>Grade 6</u>				
STUDYSYNC G6 CALIFORNIA 3/3 STDNT W/DESIGNATED ELD&UNITS RW COMPANIONS 3YRBUNDLE	978-0-07-905746-4	150	\$136.52	\$0.00
STUDYSYNC CALIFORNIA ONLINE TEACHER WITH DESIGNATED ELD 3 YEAR SUBSCRIPTION	978-0-02-137937-8	1	\$129.75	\$129.75
Grade 6 Subtotal:				\$129.75
<u>Grade 7</u>				
STUDYSYNC G7 CALIFORNIA 3/3 STDNT W/DESIGNATED ELD&UNITS RW COMPANIONS 3YRBUNDLE	978-0-07-905747-1	150	\$136.52	\$0.00
STUDYSYNC CALIFORNIA ONLINE TEACHER WITH DESIGNATED ELD 3 YEAR SUBSCRIPTION	978-0-02-137937-8	1	\$129.75	\$129.75
Grade 7 Subtotal:				\$129.75
<u>Grade 8</u>				
STUDYSYNC G8 CALIFORNIA 3/3 STDNT W/DESIGNATED ELD&UNITS RW COMPANIONS 3YRBUNDLE	978-0-07-905751-8	150	\$136.52	\$0.00
STUDYSYNC CALIFORNIA ONLINE TEACHER WITH DESIGNATED ELD 3 YEAR SUBSCRIPTION	978-0-02-137937-8	1	\$129.75	\$129.75
Grade 8 Subtotal:				\$129.75
CA StudySync Grades 6-8, 3-Year Unitized Subtotal:				\$389.25

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EXPIRATION DATE: 08/27/

QUOTE NUMBER: JMCCO-05292026091229-001

ACCOUNT #: 4800852

PAGE #:



Because learning changes ev

Product Description	ISBN	Qty	Unit Price	Free Materials
CA Inspire Science ELA				
Grade 6				
CALIFORNIA INSPIRE SCIENCE G6 INTEGRATED COMPREHENSIVE STUDENT 3 YEAR BUNDLE	978-0-07-696774-2	150	\$135.81	\$0.00
CALIFORNIA INSPIRE SCIENCE G6 INTEGRATED ETEACHER EDITION 3 YEAR SUBSCRIPTION	978-0-07-696768-1	1	\$132.30	\$132.30
Grade 6 Subtotal:				\$132.30
Grade 7				
CA INSPIRE SCIENCE INTEGRATED G7 COMPREHENSIVE STUDENT BUNDLE 3 YEAR	978-0-07-697117-6	150	\$135.81	\$0.00
INSPIRE SCIENCE CALIFORNIA INTEGRATED ETEACHER EDITION 3 YR SUBSCRIPTION GRADE 7	978-0-07-697111-4	1	\$132.30	\$132.30
Grade 7 Subtotal:				\$132.30
Grade 8				
CA INSPIRE SCIENCE INTEGRATED G8 COMPREHENSIVE STUDENT BUNDLE 3 YEAR	978-0-07-697121-3	150	\$135.81	\$0.00
INSPIRE SCIENCE CALIFORNIA INTEGRATED ETEACHER EDITION 3 YR SUBSCRIPTION GRADE 8	978-0-07-697095-7	1	\$132.30	\$132.30
Grade 8 Subtotal:				\$132.30
CA Inspire Science ELA Subtotal:				\$396.90
CA Inspire Science, Spanish				
CALIFORNIA INSPIRE SCIENCE G6 INTEGRATED CMPSV SPANISH STUDENT BUNDLE 3YR SUBSC	978-0-07-693756-1	5	\$162.99	\$0.00
CA INSPR SCIENCE G7 INTEGRATED CMPSV SPANISH STUDENT BNDL 3YR SUBSCRIPTION	978-0-07-696035-4	5	\$162.99	\$0.00
CA INSPR SCIENCE G8 INTEGRATED CMPSV SPANISH STUDENT BNDL 3YR SUBSCRIPTION	978-0-07-696049-1	5	\$162.99	\$0.00
CA Inspire Science, Spanish Subtotal:				\$0.00

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QUOTE DATE: 05/29/2026

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EXPIRATION DATE: 08/27/

QUOTE NUMBER: JMCCO-05292026091229-001

ACCOUNT #: 4800852

PAGE #:



Because learning changes ev

Product Description	ISBN	Qty	Unit Price	Free Materials
CA Impact				
Grade 6				
IMPACT CA G6 INQ JRNL DGTL AND PRNT STD BNDL 3Y SUB WH AND GEOG ANCIENT CVLZTNS	978-1-26-625666-0	150	\$112.83	\$0.00
IMPACT CA G6 OTE 3 YEAR SUBSCRIPTION WORLD HISTORY AND GEOGRAPHY ANCIENT TIMES	978-1-26-627112-0	1	\$210.00	\$210.00
Grade 6 Subtotal:				\$210.00
Grade 7				
IMPACT CA G7 INQ JRNL DGTL AND PRNT STD BNDL 3Y SUB WH AND GEOG MEDVL AND EMT	978-1-26-535038-3	150	\$112.83	\$0.00
IMPACT CA G7 OTE 3Y SUB WH AND GEOGRAPHY MEDIEVAL AND EARLY MODERN TIMES	978-1-26-635298-0	1	\$210.00	\$210.00
Grade 7 Subtotal:				\$210.00
Grade 8				
IMPACT CA G8 INQ JRNL DGT AND PRT STD BNDL 3Y SUB USH AND GEOG GRWTH AND CNFLCT	978-1-26-495062-1	150	\$112.83	\$0.00
IMPACT CA G8 ONLINE TEACHER CENTER 3Y SUB USH AND GEOGRAPHY GROWTH AND CONFLICT	978-1-26-565566-2	1	\$210.00	\$210.00
Grade 8 Subtotal:				\$210.00
CA Impact Subtotal:				\$630.00
CA Impacto				
Grades 6-8, 4-Year				
IMPACTO CA G6 SPANISH INQUIRY JOURNAL DGTL & PRNT STDNT 4YR BNDL WHGAC	978-0-07-687810-9	5	\$150.77	\$0.00
IMPACTO CA G7 SPANISH INQUIRY JOURNAL DGTL & PRNT STDNT 4YR BNDL WHGMT	978-0-07-687869-7	5	\$150.77	\$0.00
IMPACTO CA G8 SPNSH INQRY JRNL DIG/PRNT STDNT 4YRBNDL US HIST&GEOG GRWTH&CONFLICT	978-0-07-687917-5	5	\$150.77	\$0.00
Grades 6-8, 4-Year Subtotal:				\$0.00
CA Impacto Subtotal:				\$0.00

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McGraw Hill LLC | PO Box 182605 | Columbus, OH 43218-2605
 Email: orders_mhe@mheducation.com | Phone: 1-800-780-0246 | Fax: 1-866-513-8081

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QUOTE NUMBER: JMCCO-05292026091229-001

ACCOUNT #: 4800852

PAGE #:



Because learning changes ev

Product Description	ISBN	Qty	Unit Price	Free Materials
CA Reveal Math Course 1 (Grade 6)				
CA REVEAL MATH COURSE 1 COMPREHENSIVE STUDENT BUNDLE 3 YEAR SUBSCRIPTION	978-1-26-514307-7	150	\$151.80	\$0.00
Teacher Resources				
CA REVEAL MATH COURSE 1 COMPREHENSIVE TEACHER RESOURCE PKG 3 YEAR SUBSCRIPTION	978-1-26-489375-1	1	\$1,283.26	\$1,283.26
CA REVEAL MATH COURSES 1-3 MANIPULATIVES KIT	978-1-26-650914-8	1	\$246.59	\$0.00
MCGRAW HILL MATH GRADES 6-8 FLUENCY CARD GAME KIT	978-1-26-671183-1	1	\$149.97	\$0.00
Teacher Resources Subtotal:				\$1,283.26
CA Reveal Math Course 1 (Grade 6) Subtotal:				\$1,283.26
CA Reveal Math Course 2 (Grade 7)				
CA REVEAL MATH COURSE 2 COMPREHENSIVE STUDENT BUNDLE 3 YEAR SUBSCRIPTION	978-1-26-627130-4	150	\$151.80	\$0.00
Teacher Resources				
CA REVEAL MATH COURSE 2 COMPREHENSIVE TEACHER RESOURCE PKG 3 YEAR SUBSCRIPTION	978-1-26-488331-8	1	\$1,283.26	\$1,283.26
CA REVEAL MATH COURSES 1-3 MANIPULATIVES KIT	978-1-26-650914-8	1	\$246.59	\$0.00
MCGRAW HILL MATH GRADES 6-8 FLUENCY CARD GAME KIT	978-1-26-671183-1	1	\$149.97	\$0.00
Teacher Resources Subtotal:				\$1,283.26
CA Reveal Math Course 2 (Grade 7) Subtotal:				\$1,283.26
CA Reveal Math Course 3 (Grade 8)				
CA REVEAL MATH COURSE 3 COMPREHENSIVE STUDENT BUNDLE 3 YEAR SUBSCRIPTION	978-1-26-446091-5	150	\$151.80	\$0.00
Teacher Resources				
CA REVEAL MATH COURSE 3 COMPREHENSIVE TEACHER RESOURCE PKG 3 YEAR SUBSCRIPTION	978-1-26-461500-1	1	\$1,283.26	\$1,283.26
CA REVEAL MATH COURSES 1-3 MANIPULATIVES KIT	978-1-26-650914-8	1	\$246.59	\$0.00
MCGRAW HILL MATH GRADES 6-8 FLUENCY CARD GAME KIT	978-1-26-671183-1	1	\$149.97	\$0.00
Teacher Resources Subtotal:				\$1,283.26
CA Reveal Math Course 3 (Grade 8) Subtotal:				\$1,283.26

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QUOTE DATE: 05/29/2026

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QUOTE NUMBER: JMCCO-05292026091229-001

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PAGE #:



Because learning changes ev

Product Description	ISBN	Qty	Unit Price	Free Materials
CA Reveal Math, Spanish				
CA REVEAL MATH COURSE 1 SPANISH COMPREHENSIVE STUDENT BUNDLE 3 YEAR SUBSCRIPTION	978-1-26-461888-0	5	\$182.17	\$0.00
CA REVEAL MATH C1 SPANISH COMPREHENSIVE TEACHER RESOURCE PKG 3 YEAR SUBSCRIPTION	978-1-26-456213-8	1	\$1,539.90	\$0.00
CA REVEAL MATH COURSE 2 SPANISH COMPREHENSIVE STUDENT BUNDLE 3 YEAR SUBSCRIPTION	978-1-26-634586-9	5	\$182.17	\$0.00
CA REVEAL MATH C2 SPANISH COMPREHENSIVE TEACHER RESOURCE PKG 3 YEAR SUBSCRIPTION	978-1-26-646389-1	1	\$1,539.90	\$0.00
CA REVEAL MATH COURSE 3 SPANISH COMPREHENSIVE STUDENT BUNDLE 3 YEAR SUBSCRIPTION	978-1-26-680358-1	5	\$182.17	\$0.00
CA REVEAL MATH C3 SPANISH COMPREHENSIVE TEACHER RESOURCE PKG 3 YEAR SUBSCRIPTION	978-1-26-633554-9	1	\$1,539.90	\$0.00

CA Reveal Math, Spanish Subtotal: \$0.00

PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER**SEND ORDER TO:**

McGraw Hill LLC | PO Box 182605 | Columbus, OH 43218-2605
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Because learning changes ev

Product Description	ISBN	Qty	Unit Price	Free Materials
Professional Development				
<u>ELA</u>				
PROFESSIONAL LEARNING ONSITE DAY 6-12 ELA	978-1-26-422392-3	3	\$3,500.00	\$10,500.00
ELA Subtotal:				\$10,500.00
<u>Math</u>				
PROFESSIONAL LEARNING ONSITE DAY 6-12 MATHEMATICS	978-1-26-422185-1	3	\$3,500.00	\$10,500.00
Math Subtotal:				\$10,500.00
<u>Science</u>				
PROFESSIONAL LEARNING ONSITE DAY 6-12 SCIENCE	978-1-26-422143-1	3	\$3,500.00	\$10,500.00
Science Subtotal:				\$10,500.00
<u>Social Studies</u>				
PROFESSIONAL LEARNING ONSITE DAY 6-12 SOCIAL STUDIES	978-1-26-422119-6	3	\$3,500.00	\$10,500.00
Social Studies Subtotal:				\$10,500.00
Professional Development Subtotal:				\$42,000.00

PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER

SEND ORDER TO:

McGraw Hill LLC | PO Box 182605 | Columbus, OH 43218-2605
 Email: orders_mhe@mheducation.com | Phone: 1-800-780-0246 | Fax: 1-866-513-8081

QUOTE DATE: 05/29/2026

ACCOUNT NAME: TEACH ACAD OF TECHNOLOGIES

EXPIRATION DATE: 08/27/

QUOTE NUMBER: JMCCO-05292026091229-001

ACCOUNT #: 4800852

PAGE #:



Because learning changes ev

QUOTE PREPARED FOR:

TEACH ACAD OF TECHNOLOGIES
10045 S WESTERN AVE
LOS ANGELES, CA 90047-4255
ACCOUNT NUMBER: 4800852

CONTACT:

Suzette Torres
storres@teachps.org
(323) 376-6098

VALUE OF ALL MATERIALS

FREE MATERIALS

PRODUCT TOTAL*

ESTIMATED SHIPPING & HANDLING**

ESTIMATED TAX**

GRAND TOTAL**SUBSCRIPTION/DIGITAL CONTACT:**

Suzette Torres
storres@teachps.org
(323) 376-6098

Comments:

* Price firm for 90 days from quote date. Price quote must be attached to school purchase order to receive the quoted price and free materials.

**Shipping and handling charges shown are only estimates. Actual shipping and handling charges will be applied at time of order. Taxes shown are only estimates. Actual tax charges will be applied at time of order.

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ATTENTION: In our effort to protect our customer's data, we will no longer store credit card data in any manner within our system. Therefore, as of April 30, 2025, we will no longer accept credit card orders via email, fax, or mail/package delivery. Credit card orders may be placed over the phone by calling the number listed above or via our website at www.mheducation.com (or www.mhecoast2coast.com).

School Purchase Order Number:

Name of School Official (Please Print)

Signature of School Official

PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER**SEND ORDER TO:**

McGraw Hill LLC | PO Box 182605 | Columbus, OH 43218-2605
Email: orders_mhe@mheducation.com | Phone: 1-800-780-0246 | Fax: 1-866-513-8081

QUOTE DATE: 05/29/2026

ACCOUNT NAME: TEACH ACAD OF TECHNOLOGIES

EXPIRATION DATE: 08/27/2026

QUOTE NUMBER: JMCCO-05292026091229-001

ACCOUNT #: 4800852

PAGE #:

everything.

CONTACT:

FIION:

com

Product Subtotal
\$61,434.00
\$61,114.50
\$2,444.85
\$50,773.50
\$2,261.55
\$23,166.56
\$23,166.56
\$23,166.56
\$7,352.25
\$0.00
\$254,880.33
\$0.00
\$24,850.86
\$279,731.19

ates. If applicable, actual

everything.

Line Subtotal
\$20,478.00
*Free Materials
\$20,478.00
\$20,478.00
*Free Materials
\$20,478.00
\$20,478.00
*Free Materials
\$20,478.00
\$61,434.00

everything.

Line Subtotal
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*Free Materials
\$20,371.50
\$20,371.50
*Free Materials
\$20,371.50
\$20,371.50
*Free Materials
\$20,371.50
\$61,114.50
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\$814.95
\$814.95
\$2,444.85

everything.

Line Subtotal
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\$16,924.50
*Free Materials
\$16,924.50
\$16,924.50
*Free Materials
\$16,924.50
\$50,773.50
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\$753.85
\$753.85
\$2,261.55
\$2,261.55

everything.

Line Subtotal
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*Free Materials
\$246.59
\$149.97
\$396.56
\$23,166.56
\$22,770.00
*Free Materials
\$246.59
\$149.97
\$396.56
\$23,166.56
\$22,770.00
*Free Materials
\$246.59
\$149.97
\$396.56
\$23,166.56

everything.

Line Subtotal
\$910.85
\$1,539.90
\$910.85
\$1,539.90
\$910.85
\$1,539.90
\$7,352.25

everything.

Line Subtotal
*Free Materials
\$0.00
*Free Materials
\$0.00
*Free Materials
\$0.00
*Free Materials
\$0.00
\$0.00
\$0.00

everything.

\$302,146.26
(\$47,265.93)
\$254,880.33
\$0.00
\$24,850.86
\$279,731.19



ates. If applicable, actual

Terms of Service and
re, McGraw Hill LLC
ed Materials set forth
ie law, each located in the
sified, the initial term shall
a 'Subscription Renewal

16 we will no longer
ur websites by visiting



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QUOTE PREPARED FOR:

TEACH TECH CHARTER HIGH SCH
10616 S WESTERN AVE
LOS ANGELES, CA 90044
ACCOUNT NUMBER: 7668261

SUBSCRIPTION/DIGITAL C

CONTACT:

SALES REP INFORMAT

Gerren Bennett
gerren.bennett@mheducation.c

Section Summary	Value of All Materials	Free Materials
CA StudySync Grades 9-12, 3-Year Unitized	\$50,279.10	(\$519.00)
CA IMPACT Grades 10-12 3-Year	\$41,592.60	(\$840.00)
Brinkley, American History: Connecting with the Past © 2023, 16e 1-Year	\$4,299.30	(\$211.05)
Harrison, American Democracy Now, 2022, 7e	\$3,899.91	(\$212.16)
CA Inspire Biology	\$13,901.25	(\$132.30)
CA Inspire Chemistry	\$9,710.70	(\$132.30)
CA Inspire Physics	\$9,710.70	(\$132.30)
Cunningham, Principles of Environmental Science, 2023, 1e	\$11,140.65	(\$211.05)
CA Reveal Integrated I ©2026	\$27,121.75	(\$1,850.50)
CA Reveal Integrated II ©2026	\$27,121.75	(\$1,850.50)
CA Reveal Integrated III ©2026	\$19,430.50	(\$1,850.50)
Miller, PreCalculus ©2024, 1e	\$6,857.55	(\$211.05)
Bluman, Elementary Statistics: High School Edition ©2024, 1e	\$3,923.85	(\$211.05)
Math for Business & Finance: An Algebraic Approach 3e (180 Day Access Only)	\$3,920.00	\$0.00
Professional Development	\$42,000.00	(\$42,000.00)
PRODUCT TOTAL*	\$274,909.61	(\$50,363.76)
ESTIMATED S&H**		
ESTIMATED TAX**		
GRAND TOTAL*		

* Price firm for 90 days from quote date. Price quote must be attached to school purchase order to receive the quoted price and free materials.
**Shipping and handling charges shown are only estimates. Actual shipping and handling charges will be applied at time of order. Taxes shown are only estim; tax charges will be applied at time of order.

Comments:
CA REVEAL INTEGRATED I-III GUIDED NOTES MANUAL PRICING WITH EMBEDDED SHIPPING (NOT YET IN SYSTEM)

PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER

SEND ORDER TO: McGraw Hill LLC | PO Box 182605 | Columbus, OH 43218-2605
Email: orders_mhe@mheducation.com | Phone: 1-800-780-0246 | Fax: 1-866-513-8081

QUOTE DATE: 05/29/2026 ACCOUNT NAME: TEACH TECH CHARTER HIGH SCH EXPIRATION DATE:08/27/

QUOTE NUMBER:

JMCCO-05292026082652-001

ACCOUNT #: 7668261

PAGE #:



Because learning changes ev

Product Description	ISBN	Qty	Unit Price	Free Materials
CA StudySync Grades 9-12, 3-Year Unitized				
<u>Grade 9</u>				
STUDYSYNC G9 CALIFORNIA 3/3 STDNT W/DESIGNATED ELD&UNITS RW COMPANIONS 3YRBUNDLE	978-0-07-905790-7	115	\$127.59	\$0.00
STUDYSYNC CALIFORNIA ONLINE TEACHER WITH DESIGNATED ELD 3 YEAR SUBSCRIPTION	978-0-02-137937-8	1	\$129.75	\$129.75
Grade 9 Subtotal:				\$129.75
<u>Grade 10</u>				
STUDYSYNC G10 CA 3/3 STDNT W/DESIGNATED ELD&RW UNITS COMPANIONS 3 YEAR BUNDLE	978-0-07-905871-3	115	\$127.59	\$0.00
STUDYSYNC CALIFORNIA ONLINE TEACHER WITH DESIGNATED ELD 3 YEAR SUBSCRIPTION	978-0-02-137937-8	1	\$129.75	\$129.75
Grade 10 Subtotal:				\$129.75
<u>Grade 11</u>				
STUDYSYNC G11 CA 3/3 STDNT W/DESIGNATED ELD&RW UNITS COMPANIONS 3 YEAR BUNDLE	978-0-07-905872-0	80	\$127.59	\$0.00
STUDYSYNC CALIFORNIA ONLINE TEACHER WITH DESIGNATED ELD 3 YEAR SUBSCRIPTION	978-0-02-137937-8	1	\$129.75	\$129.75
Grade 11 Subtotal:				\$129.75
<u>Grade 12</u>				
STUDYSYNC G12 CALIFORNIA 3/3 STDNT W/DESIGNATED ELD & RWUNITS COMPANIONS 3YRBUNDLE	978-0-07-905883-6	80	\$127.59	\$0.00
STUDYSYNC CALIFORNIA ONLINE TEACHER WITH DESIGNATED ELD 3 YEAR SUBSCRIPTION	978-0-02-137937-8	1	\$129.75	\$129.75
Grade 12 Subtotal:				\$129.75
CA StudySync Grades 9-12, 3-Year Unitized Subtotal:				\$519.00

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QUOTE DATE: 05/29/2026

ACCOUNT NAME: TEACH TECH CHARTER HIGH SCH

EXPIRATION DATE: 08/27/

QUOTE NUMBER: JMCCO-05292026082652-001

ACCOUNT #: 7668261

PAGE #:



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Product Description	ISBN	Qty	Unit Price	Free Materials
CA IMPACT Grades 10-12 3-Year				
IMPACT CA G10 INQ JRNL DGTL PRNT STDNT 3YRBDL WRLDHIST CULTURE GEOG MDRNWRLD	978-1-26-500246-6	115	\$112.83	\$0.00
IMPACT CA G10 OTE 3Y SUB WORLD HISTORY CULTURE AND GEOGRAPHY THE MODERN WORLD	978-1-26-626029-2	1	\$210.00	\$210.00
IMPACT CA G11 INQ JRNL DGTL AND PRNT STDT BNDL 3Y SUB USH AND GEOG CONT AND CHG	978-1-26-572680-5	65	\$112.83	\$0.00
IMPACT CA G11 OTE 3Y SUB US HISTORY AND GEOGRAPHY CONTINUITY AND CHANGE	978-1-26-618196-2	1	\$210.00	\$210.00
IMPACT CA G12 INQ JRNL DGTL AND PRNT STDT BNDL 3Y SUB PRNCPLS OF AMERICAN DMCRCY	978-1-26-632953-1	65	\$112.83	\$0.00
IMPACT CA G12 OTE 3Y SUB PRINCIPLES OF AMERICAN DEMOCRACY	978-1-26-686206-9	1	\$210.00	\$210.00
IMPACT CA G12 INQ JRNL DGTL AND PRNT STDT BNDL 3Y SUB PRNCPLS OF ECONOMICS	978-1-26-461473-8	65	\$112.83	\$0.00
IMPACT CA G12 OTE 3Y SUB PRINCIPLES OF ECONOMICS	978-1-26-531416-3	1	\$210.00	\$210.00
<u>Actively Learn Social Studies</u>				
ACTIVELY LEARN SOCIAL STUDIES 3YR ADD ON PRODUCT	ALSSBD.3	310	\$18.63	\$0.00
Actively Learn Social Studies Subtotal:				\$0.00
CA IMPACT Grades 10-12 3-Year Subtotal:				\$840.00

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QUOTE DATE: 05/29/2026

ACCOUNT NAME: TEACH TECH CHARTER HIGH SCH

EXPIRATION DATE: 08/27/

QUOTE NUMBER: JMCCO-05292026082652-001

ACCOUNT #: 7668261

PAGE #:



Because learning changes ev

Product Description	ISBN	Qty	Unit Price	Free Materials
Brinkley, American History: Connecting with the Past © 2023, 16e 1-Year				
BRINKLEY AM HIST AP ED 2023 16E STDNT PRINT AND DGTL BUNDLE SE WONLN SE 3YR SUBS	978-1-26-638389-2	25	\$163.53	\$0.00
BRINKLEY AMERICAN HISTORY AP ED 2023 16E OTE 3YR SUBSCRIPTION	978-1-26-635844-9	1	\$211.05	\$211.05
Brinkley, American History: Connecting with the Past © 2023, 16e 1-Year Subtotal:				\$211.05
Harrison, American Democracy Now, 2022, 7e				
HARRISON AM DEM NOW 2022 7E STUDENT PRINT AND DIGITAL BUNDLE SE ONLN SE 3YSUB	978-1-26-594125-3	25	\$147.51	\$0.00
HARRISON AMERICAN DEMOCRACY NOW AP ED 2022 7E ONLINE TE 3YR SUBSCRIPTION	978-1-26-601948-7	1	\$212.16	\$212.16
Harrison, American Democracy Now, 2022, 7e Subtotal:				\$212.16

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 Email: orders_mhe@mheducation.com | Phone: 1-800-780-0246 | Fax: 1-866-513-8081

QUOTE DATE: 05/29/2026

ACCOUNT NAME: TEACH TECH CHARTER HIGH SCH

EXPIRATION DATE: 08/27/

QUOTE NUMBER: JMCCO-05292026082652-001

ACCOUNT #: 7668261

PAGE #:



Because learning changes ev

Product Description	ISBN	Qty	Unit Price	Free Materials
CA Inspire Biology				
INSPIRE BIOLOGY CALIFORNIA COMPLETE STUDENT 3 YEAR BUNDLE	978-0-07-696692-9	115	\$119.73	\$0.00
INSPIRE BIOLOGY CALIFORNIA ETEACHER EDITION 3 YEAR SUBSCRIPTION	978-0-07-696681-3	1	\$132.30	\$132.30
CA Inspire Biology Subtotal:				\$132.30
CA Inspire Chemistry				
INSPIRE CHEMISTRY CALIFORNIA COMPLETE STUDENT 3 YEAR BUNDLE	978-0-07-696711-7	80	\$119.73	\$0.00
INSPIRE CHEMISTRY CALIFORNIA ETEACHER EDITION 3 YEAR SUBSCRIPTION	978-0-07-696702-5	1	\$132.30	\$132.30
CA Inspire Chemistry Subtotal:				\$132.30
CA Inspire Physics				
CALIFORNIA INSPIRE PHYSICS COMPLETE STUDENT 3 YEAR BUNDLE	978-0-07-696753-7	80	\$119.73	\$0.00
CALIFORNIA INSPIRE PHYSICS ETEACHER EDITION 3 YEAR SUBSCRIPTION	978-0-07-696743-8	1	\$132.30	\$132.30
CA Inspire Physics Subtotal:				\$132.30
Cunningham, Principles of Environmental Science, 2023, 1e				
CUNNINGHAM PRINCIPLES OF ENVMTL SCIENCE 2023 1E STANDARD STDNT BUNDLE 3YR SUB	978-1-26-573830-3	115	\$95.04	\$0.00
CUNNINGHAM PRINCIPLES OF ENVIRONMENTAL SCIENCE 2023 1E 3YR TEACHER SUBSCRIPTION	978-1-26-573827-3	1	\$211.05	\$211.05
Cunningham, Principles of Environmental Science, 2023, 1e Subtotal:				\$211.05

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QUOTE DATE: 05/29/2026

ACCOUNT NAME: TEACH TECH CHARTER HIGH SCH

EXPIRATION DATE:08/27/

QUOTE NUMBER: JMCCO-05292026082652-001

ACCOUNT #: 7668261

PAGE #:



Because learning changes ev

Product Description	ISBN	Qty	Unit Price	Free Materials
CA Reveal Integrated I ©2026				
CA REVEAL INTEGRATED I COMPREHENSIVE STUDENT BUNDLE WITH GUIDED NOTES 3Y SUB	978-1-26-510549-5	115	\$219.75	\$0.00
CA REVEAL INTEGRATED I COMPREHENSIVE TEACHER RESOURCE PKG 3 YEAR SUBSCRIPTION	978-1-26-445994-0	1	\$1,850.50	\$1,850.50
CA Reveal Integrated I ©2026 Subtotal:				\$1,850.50
CA Reveal Integrated II ©2026				
CA REVEAL INTEGRATED II COMPREHENSIVE STUDENT BUNDLE WITH GUIDED NOTES 3Y SUB	978-1-26-475087-0	115	\$219.75	\$0.00
CA REVEAL INTEGRATED II COMPREHENSIVE TEACHER RESOURCE PKG 3 YEAR SUBSCRIPTION	978-1-26-643618-5	1	\$1,850.50	\$1,850.50
CA Reveal Integrated II ©2026 Subtotal:				\$1,850.50
CA Reveal Integrated III ©2026				
CA REVEAL INTEGRATED III COMPREHENSIVE STUDENT BUNDLE WITH GUIDED NOTES 3Y SUB	978-1-26-509681-6	80	\$219.75	\$0.00
CA REVEAL INTEGRATED III COMPREHENSIVE TEACHER RESOURCE PKG 3 YEAR SUBSCRIPTION	978-1-26-505849-4	1	\$1,850.50	\$1,850.50
CA Reveal Integrated III ©2026 Subtotal:				\$1,850.50

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 Email: orders_mhe@mheducation.com | Phone: 1-800-780-0246 | Fax: 1-866-513-8081

QUOTE DATE: 05/29/2026

ACCOUNT NAME: TEACH TECH CHARTER HIGH SCH

EXPIRATION DATE: 08/27/

QUOTE NUMBER: JMCCO-05292026082652-001

ACCOUNT #: 7668261

PAGE #:



Because learning changes ev

Product Description	ISBN	Qty	Unit Price	Free Materials
Miller, PreCalculus ©2024, 1e				
MILLER PRECALC HS EDITION 1E 2024 SE PRNT DIGTL BNDL SE WITH ONLINE SE 3YR SUBSC	978-1-26-598183-9	35	\$189.90	\$0.00
MILLER PRECALCULUS HIGH SCHOOL EDITION 1E 2024 ONLINE TE 3Y SUBSCRIPTION	978-1-26-567389-5	1	\$211.05	\$211.05
Miller, PreCalculus ©2024, 1e Subtotal:				\$211.05
Bluman, Elementary Statistics; High School Edition ©2024, 1e				
BLUMAN ELEM STATS HS EDTN 1E 2024 SE PRINT DIGITAL BNDL SE EDTNWONLNSE 3YR SUBSC	978-1-26-454357-1	20	\$185.64	\$0.00
BLUMAN ELEMENTARY STATISTICS HIGH SCHOOL EDITION 1E 2023 ONLINE TE 3YR SUBSC	978-1-26-673291-1	1	\$211.05	\$211.05
Bluman, Elementary Statistics; High School Edition ©2024, 1e Subtotal:				\$211.05
Math for Business & Finance: An Algebraic Approach 3e (180 Day Access Only)				
CNCT OLAMATH BUS FINC ALGIC APPROACH (180 Day Connect Access, NO PRINT)	978-1-26-071936-9	35	\$112.00	\$0.00
Math for Business & Finance: An Algebraic Approach 3e (180 Day Access Only) Subtotal:				\$0.00

PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER

SEND ORDER TO:

McGraw Hill LLC | PO Box 182605 | Columbus, OH 43218-2605
 Email: orders_mhe@mheducation.com | Phone: 1-800-780-0246 | Fax: 1-866-513-8081

QUOTE DATE: 05/29/2026

ACCOUNT NAME: TEACH TECH CHARTER HIGH SCH

EXPIRATION DATE: 08/27/

QUOTE NUMBER: JMCCO-05292026082652-001

ACCOUNT #: 7668261

PAGE #:



Because learning changes ev

Product Description	ISBN	Qty	Unit Price	Free Materials
Professional Development				
<u>ELA</u>				
PROFESSIONAL LEARNING ONSITE DAY 6-12 ELA	978-1-26-422392-3	3	\$3,500.00	\$10,500.00
ELA Subtotal:				\$10,500.00
<u>Math</u>				
PROFESSIONAL LEARNING ONSITE DAY 6-12 MATHEMATICS	978-1-26-422185-1	3	\$3,500.00	\$10,500.00
Math Subtotal:				\$10,500.00
<u>Science</u>				
PROFESSIONAL LEARNING ONSITE DAY 6-12 SCIENCE	978-1-26-422143-1	3	\$3,500.00	\$10,500.00
Science Subtotal:				\$10,500.00
<u>Social Studies</u>				
PROFESSIONAL LEARNING ONSITE DAY 6-12 SOCIAL STUDIES	978-1-26-422119-6	3	\$3,500.00	\$10,500.00
Social Studies Subtotal:				\$10,500.00
Professional Development Subtotal:				\$42,000.00

PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER**SEND ORDER TO:**

McGraw Hill LLC | PO Box 182605 | Columbus, OH 43218-2605
 Email: orders_mhe@mheducation.com | Phone: 1-800-780-0246 | Fax: 1-866-513-8081

QUOTE DATE: 05/29/2026

ACCOUNT NAME: TEACH TECH CHARTER HIGH SCH

EXPIRATION DATE: 08/27/

QUOTE NUMBER: JMCCO-05292026082652-001

ACCOUNT #: 7668261

PAGE #:



Because learning changes ev

QUOTE PREPARED FOR:

TEACH TECH CHARTER HIGH SCH
10616 S WESTERN AVE
LOS ANGELES, CA 90044
ACCOUNT NUMBER: 7668261

CONTACT:

VALUE OF ALL MATERIALS
FREE MATERIALS
PRODUCT TOTAL*
ESTIMATED SHIPPING & HANDLING**
ESTIMATED TAX**
GRAND TOTAL

SUBSCRIPTION/DIGITAL CONTACT:

Comments:

* Price firm for 90 days from quote date. Price quote must be attached to school purchase order to receive the quoted price and free materials.

**Shipping and handling charges shown are only estimates. Actual shipping and handling charges will be applied at time of order. Taxes shown are only estimates. Actual tax charges will be applied at time of order.

Terms of Service:

By placing an order for digital products (the 'Subscribed Materials'), the entity that this price quote has been prepared for ('Subscriber') agrees to be bound by the any specific provisions required by Subscriber's state law, each located in the applicable links below. Subject to Subscriber's payment of the fees set out above, McGraw Hill hereby grants to Subscriber a non-exclusive, non-transferable license to allow only the number of Authorized Users that corresponds to the quantity of Subscribed Materials above to access and use the Subscribed Materials under the terms described in the Terms of Service and any specific provisions required by Subscriber's state law, each located in the applicable links below. The subscription term for the Subscribed Materials shall be as set forth in the Product Description above. If no subscription term is specified, the subscription term shall be one (1) year from the date of this price quote (the 'Initial Subscription Term'), and thereafter the Subscriber shall renew for additional one (1) year terms (each a 'Renewal Term'). provided MHE has chosen to renew the subscription and has sent an invoice for such Subscription Renewal Term to Subscriber.

[Terms Of Service](#)

[Provisions required by Subscriber State law](#)

ATTENTION: In our effort to protect our customer's data, we will no longer store credit card data in any manner within our system. Therefore, as of April 30, 2025, we will no longer accept credit card orders via email, fax, or mail/package delivery. Credit card orders may be placed over the phone by calling the number listed above or via our website at www.mheducation.com (or www.mhecoast2coast.com).

School Purchase Order Number: _____

Name of School Official (Please Print)

Signature of School Official

PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER**SEND ORDER TO:**

McGraw Hill LLC | PO Box 182605 | Columbus, OH 43218-2605
Email: orders_mhe@mheducation.com | Phone: 1-800-780-0246 | Fax: 1-866-513-8081

QUOTE DATE: 05/29/2026

ACCOUNT NAME: TEACH TECH CHARTER HIGH SCH

EXPIRATION DATE: 08/27/2026

QUOTE NUMBER: JMCCO-05292026082652-001

ACCOUNT #: 7668261

PAGE #:

everything.

ONTACT:

FION:

com

Product Subtotal
\$49,760.10
\$40,752.60
\$4,088.25
\$3,687.75
\$13,768.95
\$9,578.40
\$9,578.40
\$10,929.60
\$25,271.25
\$25,271.25
\$17,580.00
\$6,646.50
\$3,712.80
\$3,920.00
\$0.00
\$224,545.85
\$4,225.17
\$20,739.82
\$249,510.84

ates. If applicable, actual



everything.

Line Subtotal
\$14,672.85
*Free Materials
\$14,672.85
\$14,672.85
*Free Materials
\$14,672.85
\$10,207.20
*Free Materials
\$10,207.20
\$10,207.20
*Free Materials
\$10,207.20
\$49,760.10

everything.

Line Subtotal
\$12,975.45
*Free Materials
\$7,333.95
*Free Materials
\$7,333.95
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*Free Materials
\$5,775.30
\$5,775.30
\$40,752.60

everything.

Line Subtotal
\$4,088.25
*Free Materials
\$4,088.25
\$3,687.75
*Free Materials
\$3,687.75

everything.

Line Subtotal
\$13,768.95
*Free Materials
\$13,768.95
\$9,578.40
*Free Materials
\$9,578.40
\$9,578.40
*Free Materials
\$9,578.40
\$10,929.60
*Free Materials
\$10,929.60

everything.

Line Subtotal
\$25,271.25
*Free Materials
\$25,271.25
\$25,271.25
*Free Materials
\$25,271.25
\$17,580.00
*Free Materials
\$17,580.00

everything.

Line Subtotal
\$6,646.50
*Free Materials
\$6,646.50
\$3,712.80
*Free Materials
\$3,712.80
\$3,920.00
\$3,920.00

everything.

Line Subtotal
*Free Materials
\$0.00
*Free Materials
\$0.00
*Free Materials
\$0.00
*Free Materials
\$0.00
\$0.00
\$0.00

everything.

\$274,909.61
(\$50,363.76)
\$224,545.85
\$4,225.17
\$20,739.82
\$249,510.84



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Coversheet

Authorization for Executive Director to Execute Charter School/Non Profit Public Benefit Corporation Certification (IRS Notice 2015-07)

Section: III. Items for Potential Action
Item: K. Authorization for Executive Director to Execute Charter School/Non Profit Public Benefit Corporation Certification (IRS Notice 2015-07)
Purpose: Vote
Submitted by:
Related Material: TEACH Tech CalSTRS Charter School Certification (Form 0765).pdf
TEACH Academy CalSTRS Charter School Certification (Form 0765).pdf
TEACH Prep CalSTRS Charter School Certification (Form 0765).pdf



CalSTRS Charter School/Nonprofit Public Benefit Corporation Certification (IRS Notice 2015-07)

Section 1: Charter School Identification

CHARTER SCHOOL NAME TEACH Tech Charter High School
CHARTER SCHOOL COUNTY-DISTRICT-SCHOOL (CDS) CODE 19-64733-0129627
NPBC NAME TEACH Inc.
NPBC MAILING ADDRESS 10600 S. Western Ave. Los Angeles CA 90047

Pursuant to Notice 2015-07, *Relief for Certain Participants in Section 414(d) Governmental Plans* (Notice 2015-07), the Internal Revenue Service (IRS) and the United States Treasury Department are expected to issue final regulations permitting a state or local retirement system to provide benefits for charter school employees and continue to qualify as an Internal Revenue Code section 414(d) governmental plan, provided that certain requirements are met. The IRS and the United States Treasury Department have identified those requirements in Section III.A of Notice 2015-07.

CalSTRS is permitting employees of the NPBC to be covered under CalSTRS in reliance on the certifications in Section 2 that the NPBC meets and will fully comply with the requirements of, all modifications to, amendments to, expansions of, or other changes to the requirements of Notice 2015-07, as of the date the 26 USC section 414(d) regulations go into effect.

Consistent with Section 47604 of the Education Code, and in accordance with their approved charter petition, the charter school identified in this section has elected to operate as, or be operated by, the nonprofit public benefit corporation (NPBC) identified above; and has elected to participate in CalSTRS or continue to participate in CalSTRS to provide benefits under the Teachers' Retirement Law for its employees who perform creditable service for a charter school which is eligible to receive state apportionment.

Section 2: Certification

Check one:

- ☐ I certify the charter school has publicly available written contractual agreements with each employee to perform creditable service under the

Teachers' Retirement Law, specifying which charter school the service is being performed at. A true and correct copy of all written contractual agreements for eligible employees will be updated and maintained by the charter school. The charter school will furnish copies of any written contractual agreements at any time upon CalSTRS request.

☒ I certify the NPBC meets the following requirements from Notice 2015-07 and further requirements imposed by the Teachers' Retirement Law:

- (a) NPBC is a nonsectarian independent public school that serves a governmental purpose by providing tuition-free elementary or secondary education, or both.
- (b) NPBC is established and operates a charter school in accordance with the Charter Schools Act of 1992, as amended, authorizing NPBC to create or establish one or more independent public schools.
- (c) Participation in CalSTRS for NPBC's employees is contingent on each employee having a written contract to perform creditable service under the Teachers' Retirement Law and only for those employees who actually perform creditable service activities under that contract. A true and correct copy of all written contracts for eligible employees will be updated and maintained by NPBC. NPBC will furnish copies of any written contracts at any time upon the request of CalSTRS.
- (d) NPBC satisfies either of the following:
 - (1) NPBC's governing board or body is controlled by the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision. NPBC confirms that the state or political subdivision has the power to nominate, appoint, remove, and replace a majority of the members of the NPBC's governing board or board, or a majority of the members of the NPBC's governing board or body are publicly nominated and elected under state law.
 - (2) NPBC satisfies all of the following requirements:
 - (i) The primary source of NPBC's funding is from the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision.
 - (ii) The rights of NPBC's employees to their accrued benefits under CalSTRS are not dependent on whether NPBC continues to

participate in CalSTRS, and in the event NPBC ceases participation in CalSTRS, a governmental entity in the State of California has responsibility for the accrued benefits of NPBC's employees, including the continued funding of the accrued benefits, to no lesser extent than a governmental entity has responsibility for the continued funding of the accrued benefits of the employees of any other participating employer of CalSTRS in the event that other employer were to cease to be a participating employer under CalSTRS.

- (iii) NPBC is part of a local educational agency, as defined in 20 U.S.C. 7801(26) (or is its own local educational agency), and is subject to the significant regulatory control and oversight by the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision of the state as further described in Section IIIA, paragraphs (d)(2)(iii)(1) and (d)(2)(iii)(2), of Notice 2015-07.
- (e) All financial interests of ownership in NPBC are held by the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision of the state. The State of California, a political subdivision of the state, or an agency or instrumentality of the state are entitled to NPBC's net assets upon dissolution or final liquidation of NPBC, or those net assets will be transferred to another public school that satisfies the requirement in Section III.A of Notice 2015-07.
- (f) NPBC has governing documents that require its net assets, upon dissolution or final liquidation of NPBC, to be distributed to either a public school that meets the requirement of Section III.A of Notice 2015-07 or that its net assets will be transferred to the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision. A true and correct copy of all such documents will be updated and maintained by NPBC. NPBC will furnish copies of any such documents at any time upon the request of CalSTRS.

NPBC certifies and acknowledges its employees' participation in CalSTRS is conditioned on the promises and representations above. NPBC further understands that CalSTRS will be obligated to comply with the final regulations issued pursuant to 26 USC section 414(d). Should NPBC fail to timely comply with any and all applicable requirements of Notice 2015-07 and final regulations issued under 26 USC section 414(d), CalSTRS may be required to terminate NPBC's participation in CalSTRS, including cancellation of all benefits and any service credit accrued for employees and retirees of NPBC.

Section 3: Required Signature

The undersigned is the duly appointed representative and is authorized to sign on behalf of the charter school, the NPBC or both.

By signing below, the undersigned represents under penalty of perjury under the laws of the State of California and further subject to the criminal penalties described in Section 22010 of the Education Code that all the information on this form is true and correct. The undersigned further acknowledges that if any information on this form is incorrect, CalSTRS reserves the right to refer the undersigned's and NPBC's or charter school's conduct to state, local and federal law enforcement and to take all actions authorized under the Teachers' Retirement Law, including, but not limited to, cancelling benefits for NPBC's or charter school's employees and NPBC's or charter school's continued participation in CalSTRS.

I hereby declare under penalty of perjury under the laws of the State of California and further subject to the penalties described in Section 22010 of the Education Code that all the information provided above is true and correct, and I hereby declare that the NPBC operating the charter school is complying with the requirements of Notice 2015-07 as of the date the 26 USC section 414(d) regulations go into effect.

PRINT NAME OF OFFICIAL REPRESENTATIVE Matt Brown	
REPRESENTATIVE'S POSITION TITLE Executive Director	
REPRESENTATIVE'S EMAIL mbrown@teachps.org	
REPRESENTATIVE'S PHONE NUMBER 323-251-7719	
REPRESENTATIVE'S SIGNATURE	SIGNATURE DATE June 3, 2026



CalSTRS Charter School/Nonprofit Public Benefit Corporation Certification (IRS Notice 2015-07)

Section 1: Charter School Identification

CHARTER SCHOOL NAME TEACH Academy of Technologies
CHARTER SCHOOL COUNTY-DISTRICT-SCHOOL (CDS) CODE 19-22242-0122242
NPBC NAME TEACH Inc.
NPBC MAILING ADDRESS 10600 S. Western Ave. Los Angeles CA 90047

Pursuant to Notice 2015-07, *Relief for Certain Participants in Section 414(d) Governmental Plans* (Notice 2015-07), the Internal Revenue Service (IRS) and the United States Treasury Department are expected to issue final regulations permitting a state or local retirement system to provide benefits for charter school employees and continue to qualify as an Internal Revenue Code section 414(d) governmental plan, provided that certain requirements are met. The IRS and the United States Treasury Department have identified those requirements in Section III.A of Notice 2015-07.

CalSTRS is permitting employees of the NPBC to be covered under CalSTRS in reliance on the certifications in Section 2 that the NPBC meets and will fully comply with the requirements of, all modifications to, amendments to, expansions of, or other changes to the requirements of Notice 2015-07, as of the date the 26 USC section 414(d) regulations go into effect.

Consistent with Section 47604 of the Education Code, and in accordance with their approved charter petition, the charter school identified in this section has elected to operate as, or be operated by, the nonprofit public benefit corporation (NPBC) identified above; and has elected to participate in CalSTRS or continue to participate in CalSTRS to provide benefits under the Teachers' Retirement Law for its employees who perform creditable service for a charter school which is eligible to receive state apportionment.

Section 2: Certification

Check one:

- ☐ I certify the charter school has publicly available written contractual agreements with each employee to perform creditable service under the

Teachers' Retirement Law, specifying which charter school the service is being performed at. A true and correct copy of all written contractual agreements for eligible employees will be updated and maintained by the charter school. The charter school will furnish copies of any written contractual agreements at any time upon CalSTRS request.

☒ I certify the NPBC meets the following requirements from Notice 2015-07 and further requirements imposed by the Teachers' Retirement Law:

- (a) NPBC is a nonsectarian independent public school that serves a governmental purpose by providing tuition-free elementary or secondary education, or both.
- (b) NPBC is established and operates a charter school in accordance with the Charter Schools Act of 1992, as amended, authorizing NPBC to create or establish one or more independent public schools.
- (c) Participation in CalSTRS for NPBC's employees is contingent on each employee having a written contract to perform creditable service under the Teachers' Retirement Law and only for those employees who actually perform creditable service activities under that contract. A true and correct copy of all written contracts for eligible employees will be updated and maintained by NPBC. NPBC will furnish copies of any written contracts at any time upon the request of CalSTRS.
- (d) NPBC satisfies either of the following:
 - (1) NPBC's governing board or body is controlled by the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision. NPBC confirms that the state or political subdivision has the power to nominate, appoint, remove, and replace a majority of the members of the NPBC's governing board or board, or a majority of the members of the NPBC's governing board or body are publicly nominated and elected under state law.
 - (2) NPBC satisfies all of the following requirements:
 - (i) The primary source of NPBC's funding is from the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision.
 - (ii) The rights of NPBC's employees to their accrued benefits under CalSTRS are not dependent on whether NPBC continues to

participate in CalSTRS, and in the event NPBC ceases participation in CalSTRS, a governmental entity in the State of California has responsibility for the accrued benefits of NPBC's employees, including the continued funding of the accrued benefits, to no lesser extent than a governmental entity has responsibility for the continued funding of the accrued benefits of the employees of any other participating employer of CalSTRS in the event that other employer were to cease to be a participating employer under CalSTRS.

- (iii) NPBC is part of a local educational agency, as defined in 20 U.S.C. 7801(26) (or is its own local educational agency), and is subject to the significant regulatory control and oversight by the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision of the state as further described in Section IIIA, paragraphs (d)(2)(iii)(1) and (d)(2)(iii)(2), of Notice 2015-07.
- (e) All financial interests of ownership in NPBC are held by the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision of the state. The State of California, a political subdivision of the state, or an agency or instrumentality of the state are entitled to NPBC's net assets upon dissolution or final liquidation of NPBC, or those net assets will be transferred to another public school that satisfies the requirement in Section III.A of Notice 2015-07.
- (f) NPBC has governing documents that require its net assets, upon dissolution or final liquidation of NPBC, to be distributed to either a public school that meets the requirement of Section III.A of Notice 2015-07 or that its net assets will be transferred to the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision. A true and correct copy of all such documents will be updated and maintained by NPBC. NPBC will furnish copies of any such documents at any time upon the request of CalSTRS.

NPBC certifies and acknowledges its employees' participation in CalSTRS is conditioned on the promises and representations above. NPBC further understands that CalSTRS will be obligated to comply with the final regulations issued pursuant to 26 USC section 414(d). Should NPBC fail to timely comply with any and all applicable requirements of Notice 2015-07 and final regulations issued under 26 USC section 414(d), CalSTRS may be required to terminate NPBC's participation in CalSTRS, including cancellation of all benefits and any service credit accrued for employees and retirees of NPBC.

Section 3: Required Signature

The undersigned is the duly appointed representative and is authorized to sign on behalf of the charter school, the NPBC or both.

By signing below, the undersigned represents under penalty of perjury under the laws of the State of California and further subject to the criminal penalties described in Section 22010 of the Education Code that all the information on this form is true and correct. The undersigned further acknowledges that if any information on this form is incorrect, CalSTRS reserves the right to refer the undersigned's and NPBC's or charter school's conduct to state, local and federal law enforcement and to take all actions authorized under the Teachers' Retirement Law, including, but not limited to, cancelling benefits for NPBC's or charter school's employees and NPBC's or charter school's continued participation in CalSTRS.

I hereby declare under penalty of perjury under the laws of the State of California and further subject to the penalties described in Section 22010 of the Education Code that all the information provided above is true and correct, and I hereby declare that the NPBC operating the charter school is complying with the requirements of Notice 2015-07 as of the date the 26 USC section 414(d) regulations go into effect.

PRINT NAME OF OFFICIAL REPRESENTATIVE Matt Brown	
REPRESENTATIVE'S POSITION TITLE Executive Director	
REPRESENTATIVE'S EMAIL mbrown@teachps.org	
REPRESENTATIVE'S PHONE NUMBER 323-251-7719	
REPRESENTATIVE'S SIGNATURE	SIGNATURE DATE June 3, 2026



CalSTRS Charter School/Nonprofit Public Benefit Corporation Certification (IRS Notice 2015-07)

Section 1: Charter School Identification

CHARTER SCHOOL NAME TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School
CHARTER SCHOOL COUNTY-DISTRICT-SCHOOL (CDS) CODE 19-64733-0138305
NPBC NAME TEACH Inc.
NPBC MAILING ADDRESS 10600 S. Western Ave. Los Angeles CA 90047

Pursuant to Notice 2015-07, *Relief for Certain Participants in Section 414(d) Governmental Plans* (Notice 2015-07), the Internal Revenue Service (IRS) and the United States Treasury Department are expected to issue final regulations permitting a state or local retirement system to provide benefits for charter school employees and continue to qualify as an Internal Revenue Code section 414(d) governmental plan, provided that certain requirements are met. The IRS and the United States Treasury Department have identified those requirements in Section III.A of Notice 2015-07.

CalSTRS is permitting employees of the NPBC to be covered under CalSTRS in reliance on the certifications in Section 2 that the NPBC meets and will fully comply with the requirements of, all modifications to, amendments to, expansions of, or other changes to the requirements of Notice 2015-07, as of the date the 26 USC section 414(d) regulations go into effect.

Consistent with Section 47604 of the Education Code, and in accordance with their approved charter petition, the charter school identified in this section has elected to operate as, or be operated by, the nonprofit public benefit corporation (NPBC) identified above; and has elected to participate in CalSTRS or continue to participate in CalSTRS to provide benefits under the Teachers' Retirement Law for its employees who perform creditable service for a charter school which is eligible to receive state apportionment.

Section 2: Certification

Check one:

- ☒ I certify the charter school has publicly available written contractual agreements with each employee to perform creditable service under the

Teachers' Retirement Law, specifying which charter school the service is being performed at. A true and correct copy of all written contractual agreements for eligible employees will be updated and maintained by the charter school. The charter school will furnish copies of any written contractual agreements at any time upon CalSTRS request.

☒ I certify the NPBC meets the following requirements from Notice 2015-07 and further requirements imposed by the Teachers' Retirement Law:

- (a) NPBC is a nonsectarian independent public school that serves a governmental purpose by providing tuition-free elementary or secondary education, or both.
- (b) NPBC is established and operates a charter school in accordance with the Charter Schools Act of 1992, as amended, authorizing NPBC to create or establish one or more independent public schools.
- (c) Participation in CalSTRS for NPBC's employees is contingent on each employee having a written contract to perform creditable service under the Teachers' Retirement Law and only for those employees who actually perform creditable service activities under that contract. A true and correct copy of all written contracts for eligible employees will be updated and maintained by NPBC. NPBC will furnish copies of any written contracts at any time upon the request of CalSTRS.
- (d) NPBC satisfies either of the following:
 - (1) NPBC's governing board or body is controlled by the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision. NPBC confirms that the state or political subdivision has the power to nominate, appoint, remove, and replace a majority of the members of the NPBC's governing board or board, or a majority of the members of the NPBC's governing board or body are publicly nominated and elected under state law.
 - (2) NPBC satisfies all of the following requirements:
 - (i) The primary source of NPBC's funding is from the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision.
 - (ii) The rights of NPBC's employees to their accrued benefits under CalSTRS are not dependent on whether NPBC continues to

participate in CalSTRS, and in the event NPBC ceases participation in CalSTRS, a governmental entity in the State of California has responsibility for the accrued benefits of NPBC's employees, including the continued funding of the accrued benefits, to no lesser extent than a governmental entity has responsibility for the continued funding of the accrued benefits of the employees of any other participating employer of CalSTRS in the event that other employer were to cease to be a participating employer under CalSTRS.

- (iii) NPBC is part of a local educational agency, as defined in 20 U.S.C. 7801(26) (or is its own local educational agency), and is subject to the significant regulatory control and oversight by the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision of the state as further described in Section IIIA, paragraphs (d)(2)(iii)(1) and (d)(2)(iii)(2), of Notice 2015-07.
- (e) All financial interests of ownership in NPBC are held by the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision of the state. The State of California, a political subdivision of the state, or an agency or instrumentality of the state are entitled to NPBC's net assets upon dissolution or final liquidation of NPBC, or those net assets will be transferred to another public school that satisfies the requirement in Section III.A of Notice 2015-07.
- (f) NPBC has governing documents that require its net assets, upon dissolution or final liquidation of NPBC, to be distributed to either a public school that meets the requirement of Section III.A of Notice 2015-07 or that its net assets will be transferred to the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision. A true and correct copy of all such documents will be updated and maintained by NPBC. NPBC will furnish copies of any such documents at any time upon the request of CalSTRS.

NPBC certifies and acknowledges its employees' participation in CalSTRS is conditioned on the promises and representations above. NPBC further understands that CalSTRS will be obligated to comply with the final regulations issued pursuant to 26 USC section 414(d). Should NPBC fail to timely comply with any and all applicable requirements of Notice 2015-07 and final regulations issued under 26 USC section 414(d), CalSTRS may be required to terminate NPBC's participation in CalSTRS, including cancellation of all benefits and any service credit accrued for employees and retirees of NPBC.

Section 3: Required Signature

The undersigned is the duly appointed representative and is authorized to sign on behalf of the charter school, the NPBC or both.

By signing below, the undersigned represents under penalty of perjury under the laws of the State of California and further subject to the criminal penalties described in Section 22010 of the Education Code that all the information on this form is true and correct. The undersigned further acknowledges that if any information on this form is incorrect, CalSTRS reserves the right to refer the undersigned's and NPBC's or charter school's conduct to state, local and federal law enforcement and to take all actions authorized under the Teachers' Retirement Law, including, but not limited to, cancelling benefits for NPBC's or charter school's employees and NPBC's or charter school's continued participation in CalSTRS.

I hereby declare under penalty of perjury under the laws of the State of California and further subject to the penalties described in Section 22010 of the Education Code that all the information provided above is true and correct, and I hereby declare that the NPBC operating the charter school is complying with the requirements of Notice 2015-07 as of the date the 26 USC section 414(d) regulations go into effect.

PRINT NAME OF OFFICIAL REPRESENTATIVE Matt Brown	
REPRESENTATIVE'S POSITION TITLE Executive Director	
REPRESENTATIVE'S EMAIL mbrown@teachps.org	
REPRESENTATIVE'S PHONE NUMBER 323-251-7719	
REPRESENTATIVE'S SIGNATURE	SIGNATURE DATE June 3, 2026