TEACH Public Schools

Teach Inc. Regular Board Meeting

Date and Time

Tuesday August 25, 2026 at 5:00 PM PDT

Location

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

Location

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

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

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

2079 Saturn Ave.
Huntington Park, Ca 90255

1513 E 103rd st Los Angeles CA 90002

and via zoom at:

Topic: TEACH Regular Board Meeting
Time: Aug 25, 2026 05:00 PM Hawaii
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Meeting ID: 823 1412 5637

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THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE
Notice is hereby given that the order of consideration of matters on this agenda may be change without prior notice.
REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY
The Governing Board’s presiding officer reserves the right to impose reasonable time limits on public testimony to ensure that the agenda is completed.
REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY
Pursuant to the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in this meeting of the Governing

Board may request assistance by contacting TEACH Public Schools during normal business hours at as far in advance as possible, but no later than 24 hours before the meeting.

FOR MORE INFORMATION

For more information concerning this agenda or for materials relating to this meeting, please contact TEACH Public Schools, 10600 S. Western Ave. Los Angeles, CA 90047; phone: 323-872-0808; fax 323-389-4898. www.teachpublicschools.org

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Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**5:00 PM**
	A. Record Attendance		Beth Bulgeron	2 m
	B. Call the Meeting to Order		Cecilia Sandoval	
	C. Public Comment		Cecilia Sandoval	5 m
II.	**Consent Items**			**5:07 PM**
	Consent Items- Items included as Consent Items will be voted on in one motion, unless a member of the Board requests than an item be removed and voted on separately, in which case the Board Chair will determine when it will be called and considered for action.			
	A. Approve the Current Agenda and Approve the Minutes from the July 28, 2026 Meeting	Vote	Cecilia Sandoval	3 m
III.	**Items for Potential Action**			**5:10 PM**
	A. Executive Director Framing the Meeting	FYI	Matthew Brown	5 m
	B. Financials	Discuss	Richard McNeel	8 m
	C. Report from the Schools: Update on Work to Reduce Chronic Absenteeism, Professional Development Focus for the 26-27 SY and Beginning of the School Year Bright Spots	Discuss	Sione Thompson and Principals	10 m
	This presentation includes an update on the work to reduce chronic absenteeism and describes the annual focus areas for staff professional development for SY 2026-2027			

		Purpose	Presenter	Time
	by Sione Thompson, and Principals will report on highlights and areas for growth from the beginning of the school year.			
D.	Consideration of LAIRP Year One Partnership Agreement for Attendance Improvement Services	Vote	Matthew Brown	5 m

The Board will consider approval of a Year One Partnership Agreement with the Los Angeles Institute for Right-Brain Practices & Research (LAIRP) to support TEACH's efforts to address chronic absenteeism across all three school campuses. The 10-month engagement will provide attendance diagnostics, campus attendance task forces, data dashboards, intervention protocols, staff professional development, parent engagement, and ongoing progress monitoring. The Year One contract amount is $110,947 and covers services from July 31, 2026 through May 30, 2027. Years Two and Three are optional and would require separate written agreements.

Recommended Action
Approve the LAIRP Year One Partnership Agreement in the amount of $110,947.

E.	Consider and Approve the English Learner Master Plan	Vote	Sione Thompson	
F.	CEO Professional Goals for 2026-2027	Discuss	Matthew Brown	6 m
IV.	**Closing Items**			**5:44 PM**
A.	Board or Public Comment	FYI	Cecilia Sandoval	5 m
B.	The Next Regular Board Meeting will be held on September 29th at 5 pm	FYI	Cecilia Sandoval	
C.	Adjourn Meeting	Discuss	Cecilia Sandoval	

Coversheet

Approve the Current Agenda and Approve the Minutes from the July 28, 2026 Meeting

Section: II. Consent Items
Item: A. Approve the Current Agenda and Approve the Minutes from the July 28, 2026 Meeting
Purpose: Vote
Submitted by:
Related Material: 2026_07_28_board_meeting_minutes.pdf

DRAFT

TEACH Public Schools

Minutes

Teach Regular Board Meeting

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

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

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

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

2079 Saturn Ave.
Huntington Park, Ca 90255

1513 E 103rd st Los Angeles CA 90002

And Via Zoom at:

Join Zoom Meeting

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Join by SIP
• 87597618914@zoomcrc.com
Join instructions
https://teachpublicschools-org.zoom.us/meetings/87597618914/invitations?signature=iWx4gf0djwcaMqRWgYDSYGqoSV0quq8tPlx0HI_IxJ4

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www.teachpublicschools.org

Directors Present
A. Dragon (remote), J. Lobdell (remote), M. Maye (remote)

Directors Absent
C. Guardado, C. Sandoval

Guests Present
B. Bulgeron

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

J. Lobdell called a meeting of the board of directors of TEACH Public Schools to order on Tuesday Jul 28, 2026 at 5:02 PM.

C. Public Comment

There was no public comment.

II. Consent Items

A. Approve the Current Agenda and Approve the Minutes from the June 2, 2026 Special Board Meeting and the May 26, 2026 Regular Board Meeting

A. Dragon made a motion to approve the minutes from June 2, 2026 Special TEACH, Inc. Board Meeting on 06-02-26.
M. Maye seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

A. Dragon made a motion to approve the minutes from May 26, 2026 Teach Regular Board Meeting on 05-26-26.
M. Maye seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

III. Items for Potential Action

A.

Executive Director Framing the Meeting

Matt Brown framed the meeting and briefly outlined what was on the evening's agenda.

B. Financials

There was no financial report this month. Charter Impact is closing out the month of June and the financials will be reported in August.

C. Update on Staffing for the 2026-2027 School Year

Dr. Pimienta gave the staffing report. Eleven new staff memnbers have been onboarded for the upcoming school year. Shealso introduced Claire Go, the new AP at the high school and noted her experience of fourteen years of education. Ms. Go introduced herself and expressed gratitude and enthusiasm for the opportunity to serrve at the high school. The board members welcomed her to TEACH.

D. Consider and Approve the Comprehensive Safety Plans for TEACH Prep Elementary, TEACH Academy of Technologies and TEACH Tech Charter High School

A. Dragon made a motion to Approve the Comprehensive Safety Plans for each school.
M. Maye seconded the motion.
Beth introduced this item and explained the Comprehensive Safety plans included plans for all types of emergency scenarios and that they were updated each year to include new compliance requirements.
The board **VOTED** to approve the motion.

Roll Call

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

E. Consider and Approve the Student and Parent Handbooks for TEACH Prep Elementary, TEACH Academy of Technologies and TEACH Tech Charter High School

A. Dragon made a motion to Approve the Student and Parent Handbooks for each school.
M. Maye seconded the motion.
Beth spoke on this agenda item and explained that the handbooks were updated annually with a new welcome page and any new school policies, as well as required compliance language.
The board **VOTED** to approve the motion.

Roll Call

C. Guardado	Absent

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

F. Consider and Approve the Contract with Charter Impact

M. Maye made a motion to Approve the contract with Charter Impact.
A. Dragon seconded the motion.
Mr. Brown described our current relationship with Charter Impact and the services they provide and explained that the contract was a continuation of those services. He also explained that we would not be using Procurify so that portion of last year's contract would not continue. Board Member Lobdell commented that he was glad that Mr. Brown was able to identify cost savings.
The board **VOTED** to approve the motion.

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

G. Enter into a Memorandum of Agreement with LACOE

M. Maye made a motion to Enter into the Memorandum of Agreement with LACOE.
A. Dragon seconded the motion.
Mr. Brown explained the purpose of the MOA with LACOE and explained the process and that we were still addressing redline items within the contract. The MOA is attached as materials.
The board **VOTED** to approve the motion.

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

H. Approval of the Resolution to Submit the TEACH Tech Charter High School Renewal Petition

A. Dragon made a motion to Approve the Resolution to Submit the TEACH Tech Charter High School Renewal Petition.
M. Maye seconded the motion.
Mr. Brown reviewed the petition process, the timeline and our target submission date. He also reminded the board that they must complete the due diligence and questionnaire

and submit an updated resume. Board Member Lobdell noted that the reminder was agendized in closing items. Beth added that each board member was sent the forms and has asked for them to be returned complete by the end of July.
The board **VOTED** to approve the motion.

Roll Call

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

I. Approve the Corrected Academic Calendar

M. Maye made a motion to Approve the Corrected Academic Calendar.
A. Dragon seconded the motion.
Beth gave an updated Academic calendar which corrected one minor error in the earlier version- that the 12 month employees would not be required to work January 4-8. She emphasized that this correction did not impact student days, PD days or any other aspect of the work calendar.
The board **VOTED** to approve the motion.

Roll Call

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

J. Consider and Approve Annual Contracts for Transportation Services and Special Education Services for TEACH Prep, TEACH Academy of Technologies and TEACH Tech Charter HIgh School

A. Dragon made a motion to Approve the Annual Contracts for Transportation Services and Special Education Services for each of the schools.
M. Maye seconded the motion.
Matt Brown gave details about the transportation contract with FCOC and the Special Education Services contract. Materials attached.
The board **VOTED** to approve the motion.

Roll Call

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

IV. Closing Items

A. Announcement: Board Due Diligence and Questionnaires Due

Beth reminded the board to complete the documents for the High School Renewal.

B. Board or Public Comment

Board Member Lobdell noted that the staff morale appears to be high, and that the schools looked ready to have a successful school year.

C. The Next Regular Board Meeting will be held on August 25, 2026

D. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 5:24 PM.

Respectfully Submitted,
J. Lobdell

Documents used during the meeting

None

Coversheet

Consider and Approve the English Learner Master Plan

Section: III. Items for Potential Action
Item: E. Consider and Approve the English Learner Master Plan
Purpose: Vote
Submitted by:
Related Material: TEACH EL Master PlanBAB2.pdf

2026-2027

Master Plan

for English Learners

TEACH
PUBLIC SCHOOLS

TEACH Public Schools

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ACKNOWLEDGMENTS

TEACH Public Schools District
"The RAMS"

English Learner Master Plan

Board Approval: [date]

Founders
Mildred S. Cunningham
Edith H. Morris

Board of Directors
Cecilia Sandoval, Board Chair
James Lobdell, Secretary
Austin Dragon, Member
Marc Maye, Member
Spencer Burrows, Member

Mr. Matthew Brown, Executive Director

Prepared by:
Mr. Julian Filidor, English Learners Program Manager

TEACH Public Schools
10600 S Western Ave
Los Angeles, CA, 90047
(323) 872-0808
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TEACH Public Schools gratefully acknowledges materials developed by Encinitas Union School District, Green Dot Public Schools, and materials from the California Department of Education for the completion of this Master Plan.

TEACH PUBLIC SCHOOLS VISION, PURPOSE & GOALS

TEACH Public Schools are innovative, dynamic, creative, and educationally enriching institutions of positive-driven learning. We believe that all children can learn when taught well and given an opportunity. We adhere to the thinking of philosopher G. Givhan, “What you pay attention to grows.” By looking consistently at our students and the data of our practices, our teachers and students will “grow” in their development and to great successes in the 21st century.

VISION

TEACH Public Schools will reach students of all backgrounds by teaching the entire child which includes the social, physical, emotional and intellectual needs of the student. Upon graduation, the knowledge and the experiences acquired at our schools will be effectively applied to their daily life.

MISSION

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

GOALS

To fulfill our mission, we will:

- Challenge students who are unchallenged by traditional teaching applications to attain academic proficiency to grade level and above
- Allow each student the freedom to learn by exploring cutting edge technologies and concepts
- Enable students to become creative, self-motivated, competent college bound students, and lifelong learners that live responsibly as informed, and productive members of a complex social, economic, and global society

ELD VISION, PURPOSE & GOALS OF EL MASTER PLAN

VISION

TEACH Public Schools greatly values our students' multilingualism and the cultures they bring to our classrooms. The district provides various Master Plan instructional program options for students to achieve academically and learn one or more languages.

The TEACH Public Schools Master Plan for English Learners (ELs) sets the district's vision for educating our culturally and linguistically diverse students in an equitable way. Through a whole-school approach, EL students and their families are supported, included, and empowered to achieve mastery of content and language-specific standards while developing life skills and social-emotional awareness and intelligence that will foster lifelong learning and success.

PURPOSE

The purpose of this Master Plan is to support all stakeholders, (i.e., students, parents/guardians, families, teachers, faculty, admin and school leaders, community and city partners, organization leaders, and board directors) in understanding and providing feedback on our English Learner programs. The Master Plan provides information for school leaders to follow identification, assessment, and placement procedures, as well as programming options available for families of English Learner students. Herein are also resources for instructional leaders on how to implement and monitor integrated and designated instruction of those programs, and mark ways for parent, family, and the surrounding community involvement in the process.

This Master Plan is designed to ensure alignment and cohesion among all TEACH Public Schools to promote equity and fairness for all TEACH English Learner students and families. This document also delineates the educational support for TEACH public schools EL students transitioning from one school to the next (i.e., elementary to middle school, and middle school to high school), as well as an alumni support program offered to EL high school graduates who are transitioning to a college, university, or trade school post graduation. Next, information on Reclassified Fluent English Proficient (RFEP) students exiting the EL program(s) is included, and denotes the monitoring and services provided to those students and their families. Finally, in collaboration with the TEACH Director of Student & Family Engagement, this Master Plan details the organization's District English Learner Advisory Committee (DELAC) functions and meeting proceedings.

The content included in the Master Plan serves to ensure all schools within the TEACH district are in compliance and meet state and federal requirements while also fulfilling TEACH's vision to foster the development of English Learners' identities as English Learners/Multilingual students by valuing their life experiences and home languages. We will create equitable and rigorous instructional school experiences for all ELs in order to prepare them for college, career, and life in a modern, technologically-advanced world after graduation.

GOALS

To fulfill our ELD goals, we will:

- Develop a comprehensive EL Master Plan (this document) that outlines supports, services, and ensures compliance with California and US federal guidelines
- Build a shared sense of responsibility and urgency among all stakeholders to meet the needs of EL students
- Recognize families and community members as essential partners by honoring and leveraging their language, culture, skills, and lived experiences
- Position every teacher as an Integrated ELD educator, supported by collaboration with content area teams and sustained professional development
- Ensure educators understand and implement the CA ELD Standards and ELA/ELD Framework effectively, and are prepared to support students' success on the ELPAC
- Strengthen instructional programs and professional learning to ensure English Learners (ELs) engage with rigorous, intellectually stimulating, and appropriately challenging content
- Guide schools in the use of multiple data points to place, monitor, and support ELs across their academic journey
- Provide access to curriculum and professional development that helps English Learners gain confidence, strengthen communication skills, and become self-advocates in their learning
- Integrate and affirm students' cultural and linguistic identities within the curriculum
- Promote the use of texts and learning materials that reflect and celebrate the diverse identities of English Learners
- Collaborate with the Students with Exceptionalities (SwE) department to assist teachers in writing and implementing IEPs that prioritize language development and support reclassification for dually identified students
- Facilitate school-wide and cross-departmental dialogue focused on supporting the social-emotional well-being of English Learners

CHAPTER 1: IDENTIFICATION, ASSESSMENT & ENROLLMENT

This chapter outlines the policies and procedures used by TEACH Public Schools for the initial identification, assessment, and placement of students. These processes are designed to ensure consistency across enrollment, testing, and communication with families regarding available program options and placement decisions. It includes detailed guidance on identifying different types of English Learners, enrolling transfer students, and training staff and administrators on proper procedures, including parent rights and informed consent.

Step I: Initial Identification Procedure - Home Language Survey

- When a parent/guardian enrolls their child in a TEACH public school for the first time, they are asked to complete the Home Language Survey (**HLS**) as part of the registration packet. This survey consists of four questions pertaining to the home language of the family, and all four questions need to be answered.

*Note: the only HLS that is valid is the one completed by the parent/guardian at the initial enrollment in a California public school. Student language proficiency will be obtained from the California Longitudinal Pupil Achievement Data System (CALPADS) and prior records will be obtained from the former district.

- If the answers to questions 1, 2, 3, and 4 are “English,” the child is classified as English Only (**EO**). The parent/guardian is notified and provided a description of the English Language Mainstream (**ELM**) program available to their child.
- If only question #4 indicates a language other than English, the parent/guardian will be contacted to determine if English proficiency testing is necessary.
- The completed Home Language Survey must be kept on file in the student’s permanent cumulative folder.

TEACH Public Schools - Home Language Survey (HLS)
California Department of Education

HOME LANGUAGE SURVEY/*SONDEO DE PRIMER IDIOMA*
ENGLISH VERSION/*VERSIÓN EN ESPAÑOL*

Name of Student: _____ _____ _____
(*Nombre del Alumno*): Surname / Last Name (*Apellido*) First Given Name (*Nombre de Pila*) Second Given Name (*Segundo Nombre*)

School: _____ Age: _____ Grade Level: _____ Teacher Name: _____
(*Escuela*) (*Edad*) (*Nivel de Año*) (*Nombre del Maestro*)

Directions to Parents and Guardians:
Instrucciones para los padres y tutores:

The California *Education Code* contains legal requirements which direct schools to determine the language(s) spoken in the home of each student. This information is essential in order for the school to provide adequate instructional programs and services.
El Código Educativo de California contiene requisitos legales que le indican a las escuelas determinar los idiomas hablados en el hogar de cada alumno. Esta información es esencial a fin de que la escuela proporcione programas y servicios instructivos adecuados.

As parents or guardians, your cooperation is requested in complying with this legal requirement. Please respond to each of the four questions listed below as accurately as possible. For each question, write the name(s) of the language(s) that apply in the space provided. Please do not leave any question unanswered.
Como padres o tutores, se solicita su cooperación en cumplir con este requisito legal. Favor de responder a cada una de las cuatro preguntas al seguir lo más correctamente que sea posible. Para cada pregunta, escriba los nombres de los idiomas que corresponden en el espacio proporcionado. Favor de no dejar una pregunta en blanco.

1. Which language did your child learn when he/she first began to talk?
   ¿Cuál idioma aprendió su hijo/a cuando él/ella inicialmente empezó a hablar? _____
2. Which language does your child most frequently speak at home?
   ¿Cuál idioma habla más frecuentemente su hijo/a en casa? _____
3. Which language do you (the parents or guardians) most frequently use when speaking with your child?
   ¿Cuál idioma usa usted (los padres o tutores) más frecuentemente al hablar con su hijo/a? _____
4. Which language is most often spoken by adults in the home? (parents, guardians, grandparents, or any other adults)
   ¿Cuál idioma se habla más frecuentemente por los adultos en el hogar? (padres, tutores, abuelos o cualquier otro adulto) _____

Please sign and date this form in the spaces provided below, then return this form to your child's teacher. Thank you for your cooperation.
Favor de firmar y notar la fecha en este formulario en los espacios proporcionados al seguir, luego entrega el formulario al maestro de su hijo/a. Gracias por su cooperación.

_____ _____
Signature of Parent or Guardian Date
Firma del Padre o Tutor *Fecha*

Form HLS, Revised October 2005 (*Formulario HLS, Modificado octubre de 2005*)
California Department of Education (*Departamento de Educación de California*)

Step II: English Language Proficiency Assessments

California state regulations require that if the student's Home Language Survey indicates a language other than English is used at home, the student's English language proficiency level must be assessed within **30 calendar days** of enrollment.

Transitional Kindergarten: TEACH Public Schools will administer the Home Language Survey to TK students as required. Because TK enrollment does not constitute "initial enrollment" for purposes of California English learner identification, TK students will not be administered the Initial ELPAC for purposes of English learner classification. TEACH may provide developmentally appropriate language-development support based on classroom observation and student need. Upon enrollment in kindergarten, students will be assessed in accordance with applicable state requirements.

English proficiency for **grades K-12** is the Initial English Language Proficiency Assessments for California, known as the **Initial ELPAC.** The official assessments can be located in the Test Operations Management System, or **TOMS**, and the student will need their California Statewide Student Identifier, or **SSID #**, assigned to the student upon enrollment to the school. The assessment is administered by personnel during the assessment window, and as close to the date of enrollment as possible. The administer of the test must complete the appropriate training on the ELPAC Moodle Training site prior to administering any assessments: https://moodle.caaspp-elpac.org/.

The Initial ELPAC provides a consistent, standardized measurement of English language proficiency across the state to all eligible students, whose primary language is other than English, in four domains: **Listening, Speaking, Reading, and Writing**.

The Overall score consists of the student's Oral Language and Written Language performance levels. The weighting of the Oral Language and Written Language performance levels is based on the student's grade level.

Students will receive an Overall score that falls into one of three levels. As the Initial ELPAC is only administered once to eligible students, the same score ranges are used for all grade levels. The table below shows which scores fall within each range.

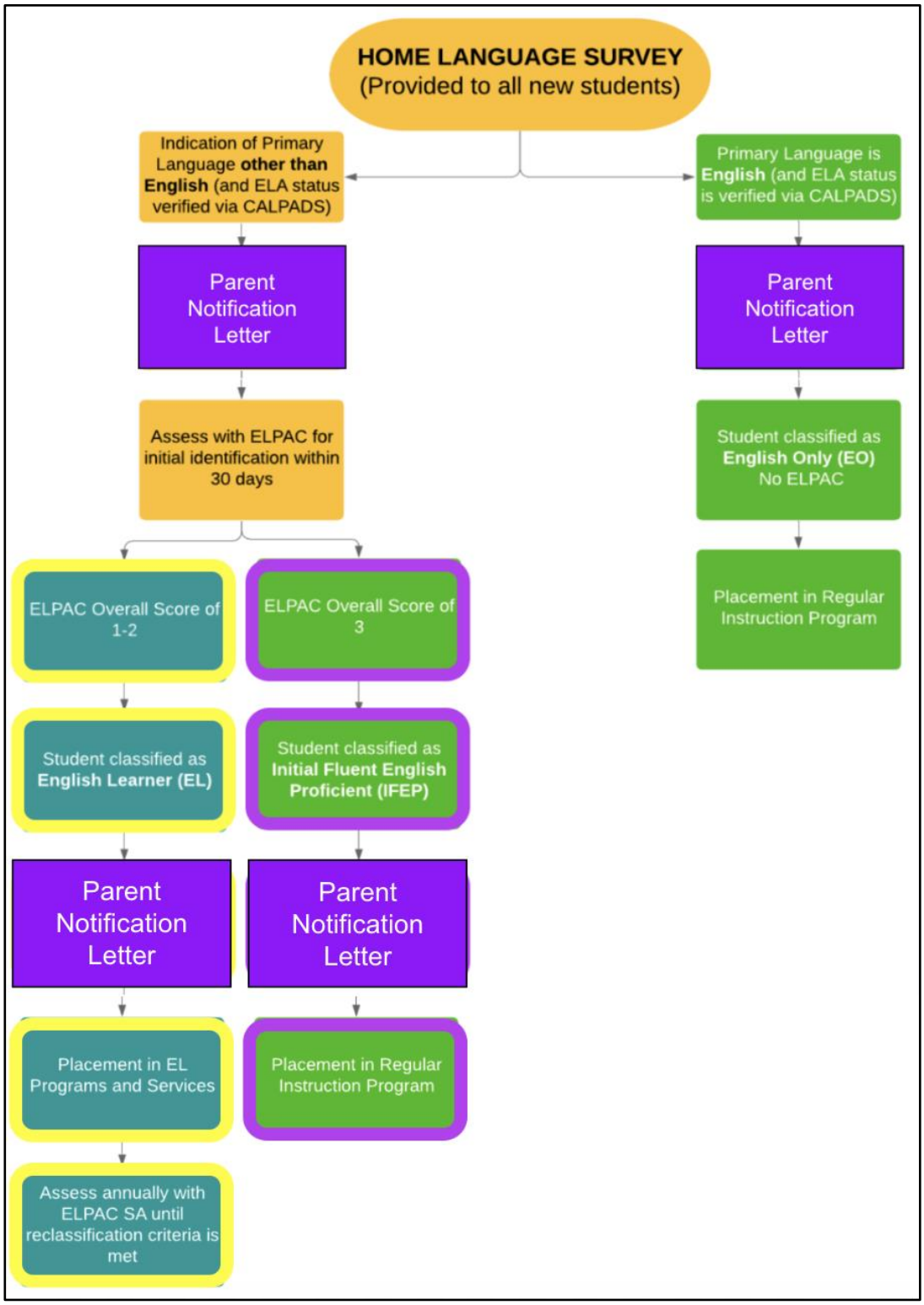
Initial ELPAC Overall Scale Score Ranges

Novice English Learner: **1**	Intermediate English Learner: **2**	Initial Fluent English Proficient (IFEP): **3**
150–369	370–449	450–600

Once student assessment results are published in TOMS, a student who receives an overall score of **1** or **2** will be automatically classified as an English Learner (EL) in

TOMS, and will be placed in the school's ELD program and eligible for all services and supports provided by the school (see Chapter 2: ELD Instructional Programs & Support Services) A student who receives an overall score of **3** will be classified as Initial Fluent English Proficient (IFEP) and will be placed in the school's Regular Instruction Program.

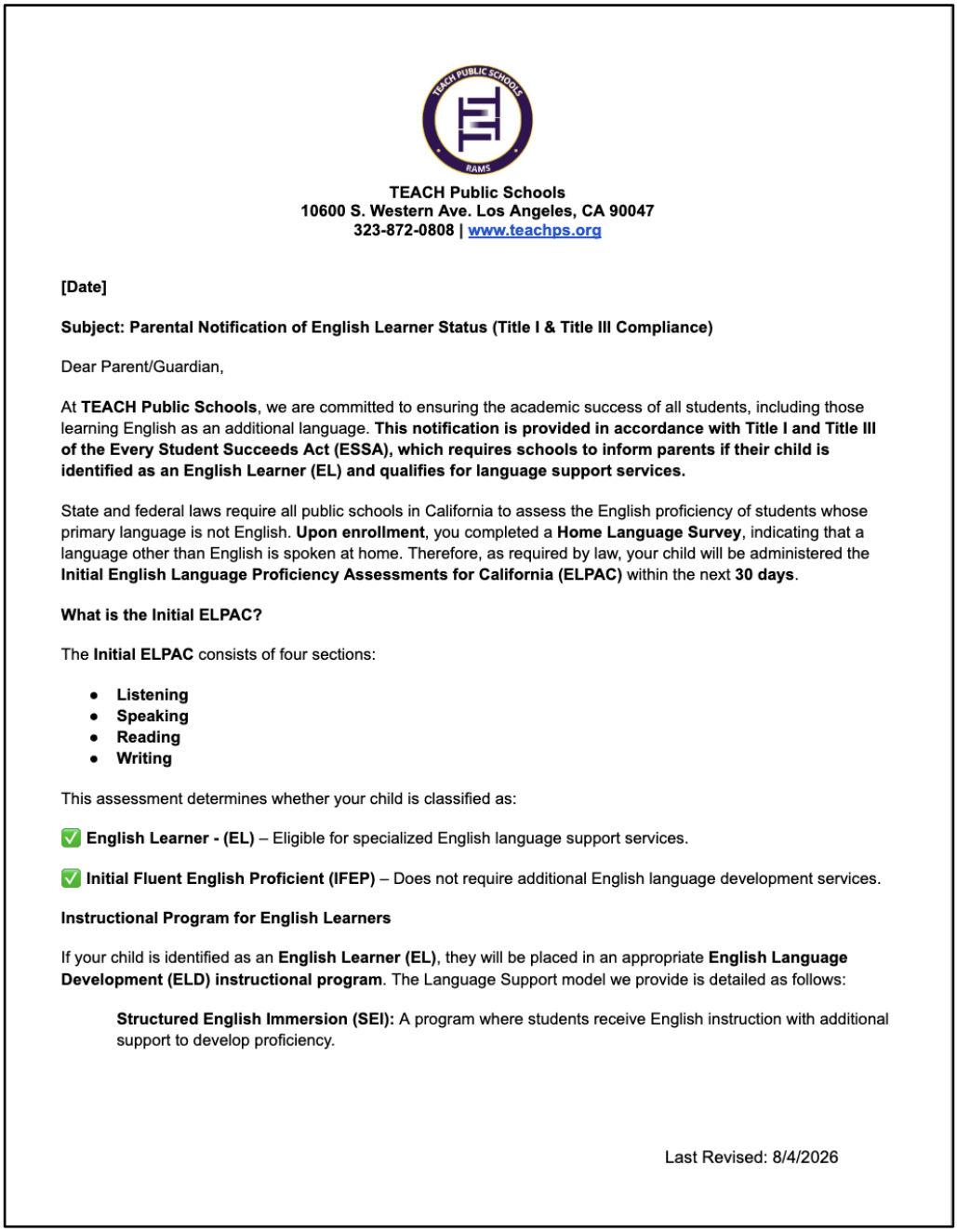
Identification of EL students Flow Diagram



Step III: Parent Notification Letter

Prior to assessing the student for their English proficiency, the parent notification letter below will be provided to the parent/guardian of the child in compliance with Title I and

Title III. This letter serves to inform stakeholders of the contents of the Initial ELPAC, as well as the determining classifications designated automatically by TOMS upon receiving the student's test results. Also, it describes the instructional program(s) provided by TEACH for English Learners, along with Parental Rights and additional supports offered.



TEACH Public Schools
10600 S. Western Ave. Los Angeles, CA 90047
323-872-0808 | www.teachps.org

[Date]

Subject: Parental Notification of English Learner Status (Title I & Title III Compliance)

Dear Parent/Guardian,

At **TEACH Public Schools**, we are committed to ensuring the academic success of all students, including those learning English as an additional language. **This notification is provided in accordance with Title I and Title III of the Every Student Succeeds Act (ESSA), which requires schools to inform parents if their child is identified as an English Learner (EL) and qualifies for language support services.**

State and federal laws require all public schools in California to assess the English proficiency of students whose primary language is not English. **Upon enrollment**, you completed a **Home Language Survey**, indicating that a language other than English is spoken at home. Therefore, as required by law, your child will be administered the **Initial English Language Proficiency Assessments for California (ELPAC)** within the next **30 days**.

What is the Initial ELPAC?

The **Initial ELPAC** consists of four sections:

- **Listening**
- **Speaking**
- **Reading**
- **Writing**

This assessment determines whether your child is classified as:

✅ **English Learner - (EL)** – Eligible for specialized English language support services.

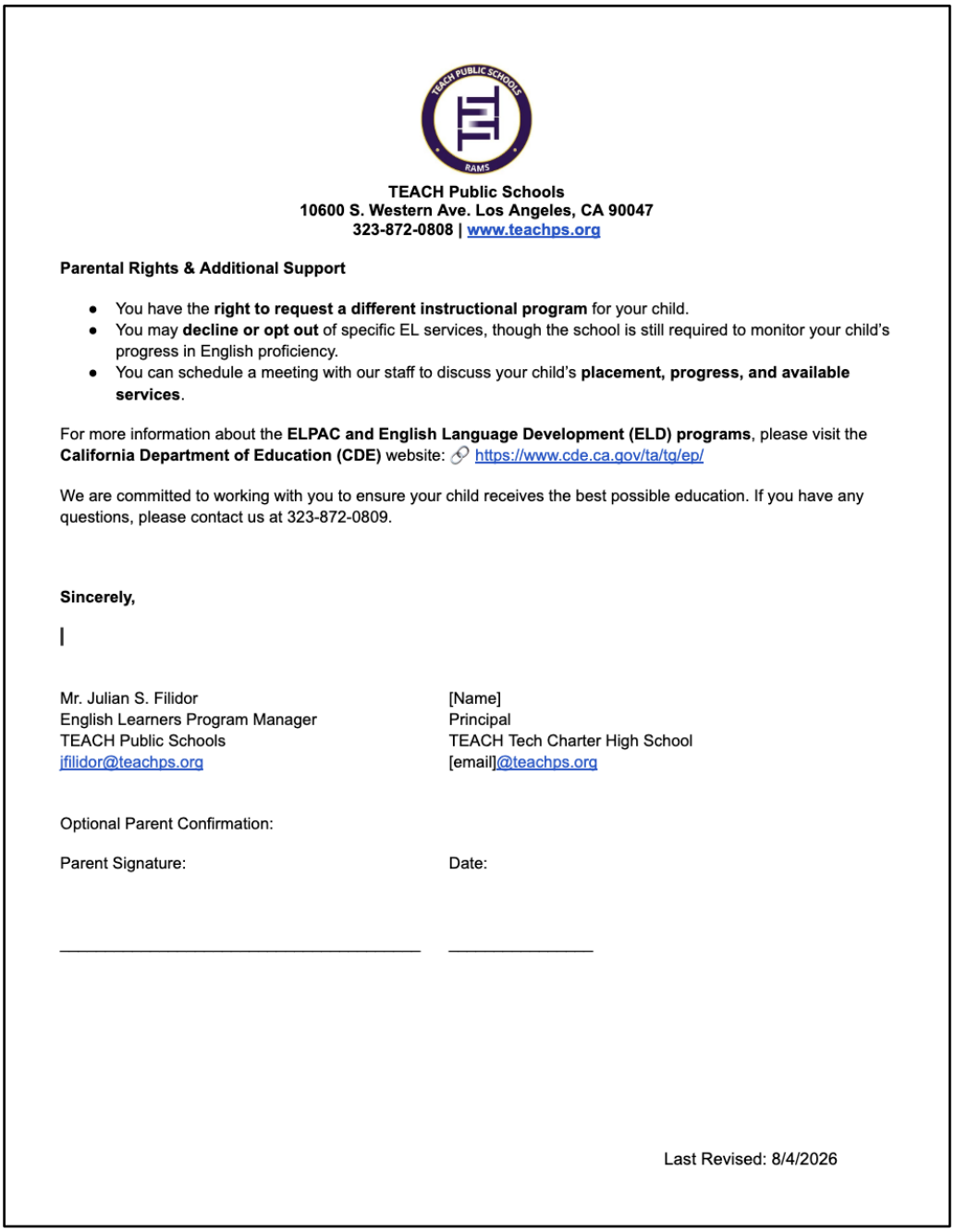
✅ **Initial Fluent English Proficient (IFEP)** – Does not require additional English language development services.

Instructional Program for English Learners

If your child is identified as an **English Learner (EL)**, they will be placed in an appropriate **English Language Development (ELD) instructional program**. The Language Support model we provide is detailed as follows:

Structured English Immersion (SEI): A program where students receive English instruction with additional support to develop proficiency.

Last Revised: 8/4/2026



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Parental Rights & Additional Support

- You have the **right to request a different instructional program** for your child.
- You may **decline or opt out** of specific EL services, though the school is still required to monitor your child's progress in English proficiency.
- You can schedule a meeting with our staff to discuss your child's **placement, progress, and available services**.

For more information about the **ELPAC and English Language Development (ELD) programs**, please visit the **California Department of Education (CDE)** website: https://www.cde.ca.gov/ta/tg/ep/

We are committed to working with you to ensure your child receives the best possible education. If you have any questions, please contact us at 323-872-0809.

Sincerely,

Mr. Julian S. Filidor
English Learners Program Manager
TEACH Public Schools
jfilidor@teachps.org

[Name]
Principal
TEACH Tech Charter High School
[email]@teachps.org

Optional Parent Confirmation:

Parent Signature: _____

Date: _____

Last Revised: 8/4/2026

Step IV: Program Placement

Upon receiving the student's score on the Initial ELPAC published within TOMS, the parent/guardian is informed of the student's test results. A copy of the official Score Report will be provided along with the Parent Notification Letter. Within this letter, the available Language Acquisition program(s) offered by TEACH will be detailed. The primary Language Acquisition program TEACH Public Schools offers to English Learners, in compliance with Title 5, California Education Code 300-340, is the **Structured English Immersion Program (SEI).** As mentioned in Step II, a student that

receives an overall score of **1** or **2** on the Initial ELPAC will be placed within the school's ELD program and receive designated supports. If the student receives an overall score of **3**, the student will be placed in the English Language Mainstream program.

Once a student is classified as an EL, then they are to be assessed annually by the **Summative ELPAC** each Spring during the mandated testing window until the student achieves all criteria necessary to be reclassified (see Chapter 5: Reclassification Procedures). Both the Initial and Summative ELPAC are standardized language proficiency tests designed to measure the English proficiency of non-native speakers in four domains: **Reading, Writing, Listening, and Speaking**. The child receives a score for each part of the test as well as an overall proficiency score. The score types include a raw score, a scale score, and a proficiency level.

Parental Exception Waiver

Parent Choice of Language Acquisition Program
Parents or legal guardians may choose a language acquisition program that best suits their child, consistent with California Education Code and applicable regulations. TEACH Public Schools currently offers Structured English Immersion as its language acquisition program. TEACH will provide parents with information regarding available language acquisition programs and applicable parent choice rights.

EL Transition from Elementary → Middle → High School

TEACH Public schools consists of three (3) schools across five (5) campuses:

TEACH Preparatory Elementary School
TEACH Academy of Technologies Middle School
TEACH Tech Charter High School

In our effort to create alignment and ensure that each English Learner is placed appropriately within the school's Language Acquisition programs, the district's serving English Learner Program Manager will work closely with the schools' EL Coordinators. This includes the transfer of student rosters, including ELPAC scores and EL Levels, for ELs graduating from the elementary school and enrolling into the middle school, as well as ELs graduating from the middle school and enrolling into the high school. Specific ELD supports (outlined in the next chapter) will continue to be provided for students depending on individual needs. TEACH Public Schools is committed to promote equity and fairness for all TEACH English Learner students and families.

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II-EL 03: EL Identification and Assessment

3.0 (EC §§ 313, 60810)
Each LEA must properly identify and assess all students who have a home language other than English.

3.1 (5 CCR §§ 11510[k], 11511[a])
A home language survey (HLS) must be used at the time of initial enrollment to identify language use in the home.

3.2 (5 CCR §§ 11307[a], 11511)
Within 30 calendar days of initial enrollment, each student whose home language is other than English, as determined by the HLS, must be assessed for English proficiency by means of the current English language proficiency assessment. Administration of the assessment must follow all of the publisher's instructions.

3.4 (EC §§ 313, 60810; 5 CCR § 11511[b])
All currently enrolled ELs must be assessed for English language proficiency by administering the current English Language Proficiency Assessments for California (ELPAC) during the annual assessment window.

CA (EC § 310 (2025)

(a) Parents or legal guardians of pupils enrolled in the school may choose a language acquisition program that best suits their child pursuant to this section. Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible, based upon the requirements of Section 305.

(b) If a school district implements a language acquisition program pursuant to this section, it shall do both of the following:

(1) Comply with the kindergarten and grades 1 to 3, inclusive, class size requirements specified in Section 42238.02.

(2) Provide, as part of the annual parent notice required pursuant to Section 48980 or upon enrollment, the parent or legal guardian of a minor pupil with information on the

types of language programs available to pupils enrolled in the school district, including, but not limited to, a description of each program.

3.6 (20 United States Code [U.S.C]. § 7011; EC § 60810)
Each LEA must identify all immigrant children and youth (ages 3 through 21), who were not born in any state in the U.S. and have not attended school in any state in the U.S. for more than three full academic years.

CHAPTER 2: ELD INSTRUCTIONAL PROGRAMS & SUPPORT SERVICES

TEACH Language Acquisition Program Model

TEACH Public Schools values the life experiences and home languages of all of our students. We are also committed to providing all students and families with access to all instructional and non-instructional lessons, materials, announcements, extra-curricular clubs, communications, and supports on a daily basis.

In an effort to best support our English Learner students, and thrive towards effective English language acquisition, TEACH Public Schools follows the Structured English Immersion (SEI) program with integrated and designated ELD.

Structured English Immersion (SEI) is a language acquisition program for English learner (EL) students in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for students who are learning English.

The goals of the SEI program are to help ELs:

- develop English proficiency in the areas of Reading, Writing, Listening, and Speaking quickly and progressively;
- participate fully in grade-level classroom instruction to achieve grade-level content standards and keep pace with non-English Learners;
- meet all reclassification criteria in order to transition to mainstream, fluent English-proficient classes

Components of SEI

While attending a TEACH Public School, English Learner Students receive:

1. **General Education Classroom Instruction**

ELs will learn with grade-level classmates and receive instruction in all subjects, including English Language Arts, Mathematics, the Sciences, and elective courses.

2. **Integrated ELD Support**

Teachers will use strategies such as visuals; vocabulary support; teacher exemplars; translated materials in student's home language; sentence starters and sentence frames; English subtitles for videos; guided practice, and other integrated strategies to help ELs understand grade-level content while continuing to learn English.

3. **Daily Designated English Language Development (ELD)**

EL students, upon the determination of the district's EL Program Manager and the school site's EL Coordinator, will receive focused, differentiated, and standards-based English instruction to develop reading, writing, listening and speaking skills throughout the day.

Additional Support Services

Our school district provides additional supports to help English Learners succeed academically, develop their English skills, and continue to grow socially and emotionally. Addition services include:

1. **Individual/Small Group Tutoring**

All TEACH Public Schools Teachers are required to provide a minimum of one "Tutoring Hour" per week on their designated tutoring day after school. This provides ELs extra time and support to achieve academic skills from their classroom teacher.

2. **Individual/Small Group ELD Instruction**

New-comer ELs, as well as ELs deemed to be of high-needs (including, but not limited to, students who are dually classified and have an Individualized Education Plan (**IEP**)) may receive small-group ELD instruction from a California-authorized staff member. These small-setting lessons will take place during regular school hours on a periodic pull-out schedule determined by the EL Program Manager and the school's EL Coordinator.

3. **Literacy Coach Support**

A school site's Literacy Coach may provide additional reading and writing support to EL students. Like Individual/Small Group ELD Instruction, this support will be provided to students who need additional help to reach their academic content and/or language state standards.

4. **Expanded Learning Opportunities Program (ELOP)**

Free Saturday weekend learning sessions are provided on a periodic basis throughout the school year. Students, including ELs, who would like additional tutoring and Teacher support to continue to develop their English proficiency are highly encouraged to attend.

The K-12 California ELD Standards

TEACH Public Schools, in accordance with California Education Code (EC) Section 60811, faithfully implements the California English Language Development Standards (CA ELD Standards) within every classroom from Kindergarten through grade 12.

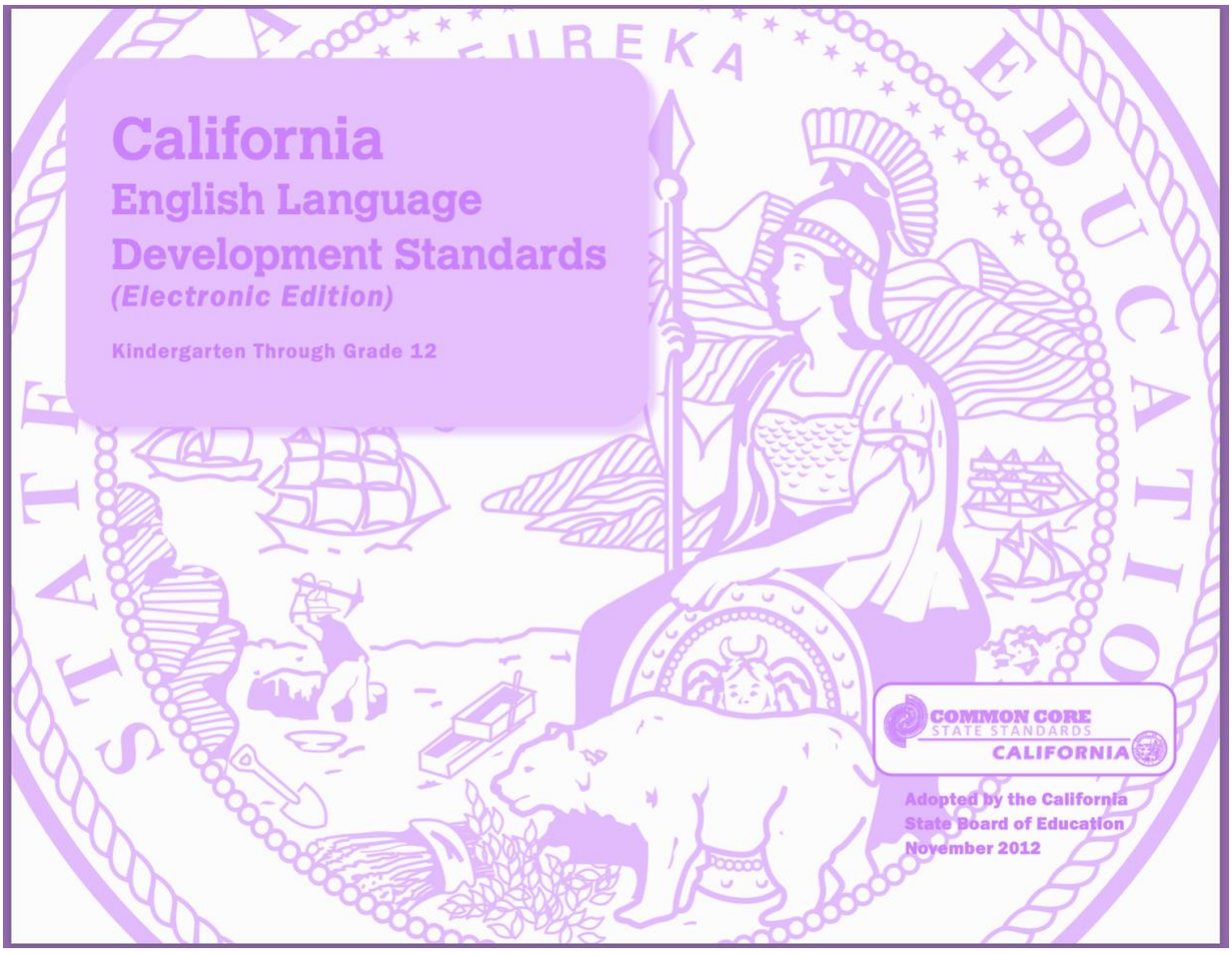
The CA ELD Standards amplify the California State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (ELA/Literacy). The CA ELD Standards, when used in tandem with state content

standards, assist English learner students to build English proficiency, refine the academic use of English, and provide students access to subject area content.

EL students need:

- to understand how to use the language meaningfully;
- a purpose for using English within a social function;
- and know how to access resources to be precise and convey exact meaning.

By embedding the CA ELD Standards within every lesson, TEACH Public Schools actively strives to fulfill its Mission to provide a learning environment focused on literacy.



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EL 13: Language Program Options and Parent Choice

13.0 Language acquisition programs may include, but are not limited to, all of the following:

13.1 (EC § 305[a][2])

School districts and county offices of education must, at a minimum, provide ELs with a structured English immersion (SEI) program.

(EC § 306[c][3])

SEI programs provide nearly all classroom instruction in English, but with curriculum and a presentation designed for students who are learning English.

(a) **(EC § 306[c][1])** Dual-language immersion programs that provide integrated language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding.

(b) **(EC § 306[c][2])** Transitional or developmental programs for ELs that provide instruction to students that utilizes English and a student's native language for literacy and academic instruction and enables an EL to achieve English proficiency and academic mastery of subject matter content and higher order skills, including critical thinking, in order to meet state-adopted academic content standards.

13.2 (EC § 306[c])

Parents or legal guardians of students enrolled in the school may choose a language acquisition program that best suits their child. "Language acquisition program" refers to educational programs designed to ensure English acquisition as rapidly and as effectively as possible and provide instruction to students on the state-adopted academic content standards, including the ELD standards. The language acquisition programs shall be informed by research and must lead to grade level proficiency and academic achievement in both English and another language.

13.3 (EC § 310[a])

Schools in which parents or legal guardians of 30 students or more per school, or the parents or legal guardians of 20 students or more in any grade request a language acquisition program designed to provide language instruction must be required to offer a program to the extent possible.

CHAPTER 3: STAFFING & PROFESSIONAL DEVELOPMENT

Certification & Credentialing

California state law requires appropriate authorization of teachers to provide instruction to English Learners, including individuals providing specified EL services (EC Section 44001, EC Section 44830(a),EC Section 44831, and EC Section 44253.1). Any Teacher assigned to provide English Language Development, Structured English Immersion or primary language instruction to English learner students at a TEACH Public School must possess an active English Learner or Bilingual Authorization designated by the **California Commission on Teacher Credentialing (CCTC)**. Teacher hiring and placement decisions are under the discretion of the acting Chief Academic & Strategic Initiatives Officer and based on student and program needs, including English Learner enrollment, data, and other relevant factors.

Notice of Nondiscrimination: TEACH Public Schools does not discriminate on the basis of race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information, 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.

Positions & Roles

English Learners Program Manager

Under the direction of the Chief Academic & Strategic Initiatives Officer, the English Learners Program Manager serves as the organization-wide lead for English Learner programs across TEACH Public Schools' elementary, middle, and high school programs. This position is responsible for the development, implementation, monitoring, evaluation, and continuous improvement of the TEACH Public Schools English Learner Master Plan to ensure aligned TK–12 systems of instruction, compliance, support, and academic achievement for Multilingual learners. The English Learner Program Manager collaborates with school leaders, EL Coordinators, teachers, intervention staff, Special Education teams, families, and organizational leadership to support Designated and Integrated ELD instruction aligned to the California ELA/ELD Framework and California ELD Standards while overseeing systems related to identification, placement, progress monitoring, reclassification, RFEP support, family engagement, and compliance.

EL Coordinator

Under the supervision of the English Learners Program Manager, the ELD Coordinator is responsible for building the instructional capacity of teachers and developing systemic supports to improve outcomes for English Learner (EL) students within the individual school site. This position will provide specialized expertise in the implementation of English Language Development (ELD) standards, strategies, and frameworks that advance academic language acquisition and accelerate reclassification rates. This role is critical to enhancing schoolwide capacity for integrating EL supports into core instruction and fostering a culture of inclusivity and academic excellence for Multilingual learners.

EL Instructional Aide

Under the direction of the school-site EL Coordinator, this position assists the EL Coordinator, teachers, and EL students on a daily basis by providing support in the classroom as needed. Instructional Aides are selected based on the needs of the district. Instructional Aides must possess a high school diploma or equivalent, and preferably have completed 48 post high school units.

Professional Development

As recognized by the California Department of Education (CDE) and the Commission on Teacher Credentialing (CTC), there is an integral relationship between educator effectiveness and student outcomes. In May 2015, the State Board of Education adopted the Quality Professional Learning Standards for California. The QPLS will serve as a guiding framework for providing Professional Development opportunities to TEACH Public Schools instructional staff in all areas, especially in regards to Professional Development to support English Learners. The QPLS identify characteristics of professional learning that are designed to support educators in building individual and collective capacity to meet professional, school, and student performance expectations. They are comprised of seven independent standards to support professional learning that is:

- Rooted in student and educator needs demonstrated through data
- Focused on content and pedagogy
- Designed to ensure equitable outcomes
- Designed and structured to be ongoing, intensive, and embedded in practice
- Collaborative with an emphasis on shared accountability
- Supported by adequate resources
- Coherent and aligned with other standards, policies, and programs

Professional Development, specifically for supporting English Learners, will be provided to all three school sites on a rolling, periodic basis. These PD's will be given by the EL Program Manager to teaching staff, and will consist of demonstrating research-based teaching strategies and accommodations, sharing of resources, news, and information pertinent to improving the support of English Learners.

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V-EL 11: Teacher EL Authorization

11.0 **(20 U.S.C. § 6826 [c]; EC §§ 44253.1, 44253.2, 44253.3, 44253.4, 44253.5, 44253.10; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1012–1013)** Teachers assigned to provide ELD and instruction in subject matter courses for ELs must be appropriately authorized.

V-EL 12: Professional Development Specific to English learners

12.0 Each LEA must provide professional development specific to the implementation of programs for ELs.

12.1 Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1011-1013) Each LEA must provide sufficient professional development to effectively implement the LEA's EL program.

12.2 Professional development is provided to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel, that is:

(a) **(20 U.S.C. § 6825[c][2][A])** Designed to improve the instruction and assessment of ELs.
(b) **(20 U.S.C. § 6825[c][2][B])** Designed to enhance the ability of teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for ELs.
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CHAPTER 4: ELPAC PREP, ASSESSMENT & PROGRESS MONITORING

Under the guidance of the English Learners Program Manager and the school's EL Coordinator, ELPAC prep will be provided to English Learners throughout the school year. The purpose of this preparation is to allow students to become familiar with the testing interface, build confidence in their testing abilities, and to understand the item types, format, and structure of the ELPAC. Through the TOMS online interface, Designated ELD Teachers could administer Training and Practice Tests, and Interim Assessments in a small-group, whole-class, or student-independent basis. ELPAC prep is a vital step to increase the readiness of English Learners and fulfill TEACH Public Schools' goals of maximizing EL Reclassifications.

ELPAC Interim Assessments (IA) Practice & Training Tests

ELPAC Training Tests, Practice Tests, and Interim Assessments
At-a-Glance

There are many tools available for teachers to gauge their students' learning and prepare them for the Summative English Language Proficiency Assessments for California (ELPAC) so that families can engage in student learning. This document provides a side-by-side comparison of ELPAC training tests, practice tests, and interim assessments to help educators decide which tool best fits their needs. These assessments are available for each domain (Listening, Speaking, Reading, and Writing) for kindergarten, grade one, grade two, and for grade spans three through five, six through eight, nine and ten, and eleven and twelve. There is an unlimited number of testing opportunities for each option.

Information	Training Tests	Practice Tests	Interim Assessments
Purpose	Allow students to become familiar with the testing interface and available accessibility resources for the ELPAC.	Provide students with opportunities to become familiar with the item types, format, and structure of the ELPAC.	Provide teachers with information on student performance to help gauge students' knowledge and skills in learning English.
Grade Levels	One test is available for each domain for each grade level and grade spans.	One test is available for each domain for each grade level and grade span.	Two test forms are available for each domain for each grade level and grade span.
Items	Offered by domain, these short assessments represent a variety of difficulty levels.	These full-length assessments mirror the summative assessments and are offered by domain with items that represent a variety of difficulty levels.	These assessments, offered by domain, contain about half the items of a full-length summative assessment and represent a variety of difficulty levels.
Directions and Scoring	*Directions for Administration (DFAs)* are available for each domain for each assessment. There are separate DFAs for braille. No scoring guides are available.	*DFAs* are available for each domain and assessment and contain scoring information. There are separate *DFAs* for braille. There are scoring guides for each assessment.	*DFAs*, training guides and exemplars, and test content and answer keys are available for each domain for each assessment. Results are generated once all scoring (including hand scoring) has been completed and submitted.
Logon	Access is available to anyone through a guest logon.	Access is available to anyone through a guest or secure logon.	Access is available to local educational agency staff through their secure logon.

Find additional information on the CAASPP and ELPAC Practice and Training Tests web page and on the CAASPP and ELPAC Interim Assessments web page.

California Department of Education • November 2025

Summative ELPAC / Summative Alternate ELPAC

The Summative ELPAC / Alternate ELPAC is an annual assessment given to students who are classified as English learners. This set of assessments is administered every spring during the designated testing window (between February and May) until the EL student is reclassified (see Chapter 5: Reclassification Procedures for more information). The purpose of the Summative ELPAC is to determine the English language proficiency level of an EL student, assess the student's progress in acquiring English skills (listening, speaking, reading, and writing), and support decisions for reclassifying a student's English Learner Acquisition Status (**ELAS**) to RFEP, when appropriate.

Parents will receive a Summative ELPAC Score Report that describes the four possible Summative ELPAC performance levels, the student's scores (e.g., overall, oral language, and written language) and their Summative ELPAC performance level. A sample of a student score report is available on the ELPAC Sample Student Score Reports (SSRs). For information about the four performance levels, reference the Summative ELPAC General PLDs web page.

Students whose IEP identifies the use of an alternate assessment and who are classified as EL students will take the Summative Alternate ELPAC every year until they are reclassified as proficient in English. The Summative Alternate English Language Proficiency Assessments for California (Alternate ELPAC) is used to determine the English language proficiency (ELP) of students in kindergarten through grade twelve whose primary language is not English. The Alternate ELPAC is aligned with the 2012 California English Language Development (ELD) Standards via the ELD Connectors and assesses the four domains in an integrated manner. This test is designed for students with the most significant cognitive disabilities who are English learner (EL) students and whose individualized education program (IEP) teams have determined that they are eligible for an alternate assessment.There is no parent opt out or medical exemption for this assessment.

In the event a TEACH Public Schools IEP Team identifies a student to take the Alternate ELPAC, the school's LEA can partner with a certified neighboring Local Educational Agency by signing a Memorandum of Understanding (MOU). This allows the neighboring LEA to handle test examiner training or student test administration. A copy of the signed MOU is emailed annually to elpac@scoe.net for confirmation.

Progress Monitoring

TEACH Public Schools supports English Learners from initial enrollment, through the ELD program, and after Reclassification. During a student's language acquisition journey, the school's EL Coordinator and school administrators strive to set incremental

and achievement goals year over year. It is the responsibility of the EL Coordinator to keep detailed records, including rosters of all ELs and their ELPAC Level, in an effort to monitor student progress and set goals for students.

English Learner Progress Indicator (ELPI)

Every year, the California School Dashboard, a division of the California Department of Education, publishes indicators for every California public school highlighting a school's performance. The CA Dashboard serves as a useful tool to monitor a TEACH Public School's English Learner progress and allows for the district's EL Program Manager, EL Coordinators, and school administrators to set overall goals for each school every year.

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(EC Section 313[f][1])
Assessment of English language proficiency (ELP) using an objective assessment instrument developed pursuant to California Education Code (EC) Section 60810, which, in California, is the Summative English Language Proficiency Assessments for California (ELPAC) and Summative Alternate ELPAC.

3.3 (EC §§ 313, 60810; 5 CCR § 11306)
Each LEA must annually assess the English language proficiency and academic progress of each EL.

3.5 (5 CCR § 11516.5)
Each EL on an active individualized education plan (IEP) or Section 504 Plan must be annually assessed for English language proficiency using the accommodations, modifications, or alternate assessments for the current ELPAC as specified in the student's IEP or Section 504 Plan.
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CHAPTER 5: RECLASSIFICATION PROCEDURES

Reclassification Criteria

Reclassification Criteria

TEACH Public Schools follows the California Department of Education requirements for reclassification of English Learner students. An English Learner will be considered for reclassification when the student has met all four required criteria:

1. Assessment of English Language Proficiency
The student achieves an Overall Performance Level of 4 on the Summative ELPAC. Students who take the Summative Alternate ELPAC must achieve an Overall Performance Level of 3.

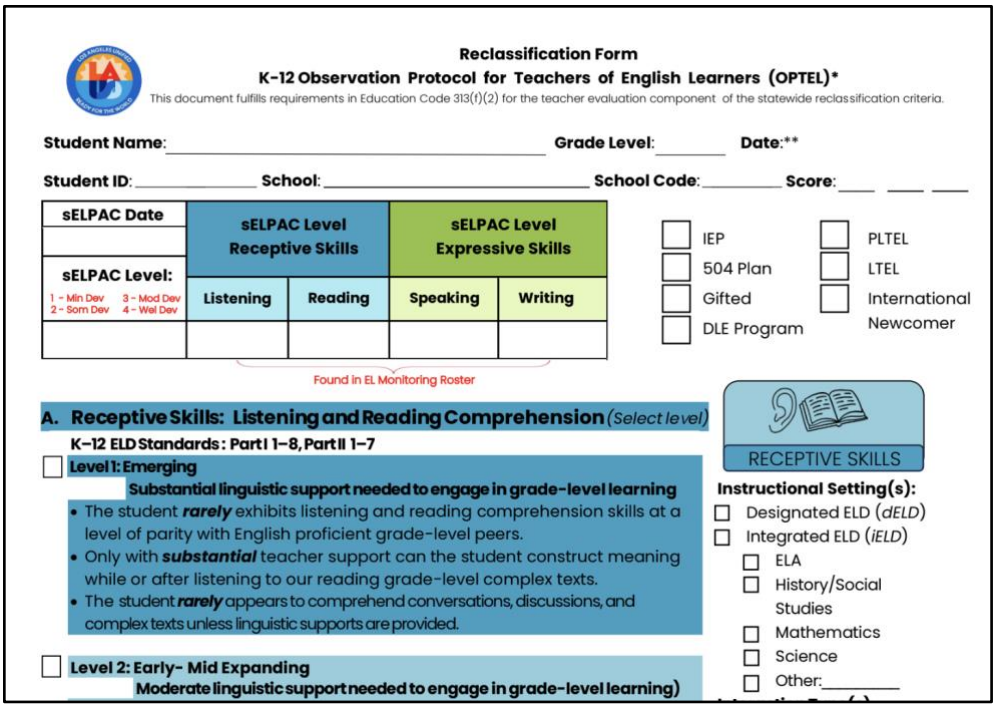
2. Teacher Evaluation
The student's teachers and other certificated staff with direct responsibility for teaching or placement decisions will have an opportunity to provide an evaluation of the student's curriculum mastery and academic performance. The evaluation will be based on relevant student performance data and the student's ability to participate effectively in grade-level instruction in English.

3. Parent Opinion and Consultation
TEACH will provide the student's parent or guardian with notice of the student's eligibility for consideration for reclassification and an opportunity to participate in the reclassification process. TEACH will seek and consider the parent or guardian's opinion and input regarding the student's readiness for reclassification. Parent consent is not required for reclassification.

4. Basic Skills Relative to English-Proficient Students
The student demonstrates performance in basic skills within an empirically established range of performance for English-proficient students of the same grade. TEACH will use an objective English language arts assessment administered to students in the same grade to establish this comparison. The assessment and performance range used for this purpose will be determined by TEACH based on applicable state guidance and available student performance data.

TEACH Public Schools recognizes the following standardized assessments and benchmarks for English Learner students to meet the Basic Skills criteria.

K-12 Observation Protocol for Teachers of English Learners (OPTEL)



Reclassification Form

K-12 Observation Protocol for Teachers of English Learners (OPTEL)*

This document fulfills requirements in Education Code 313(f)(2) for the teacher evaluation component of the statewide reclassification criteria.

Student Name: _____ **Grade Level**: _____ **Date**:**

Student ID: _____ **School**: _____ **School Code**: _____ **Score**: ___ ___ ___

sELPAC Date	sELPAC Level Receptive Skills		sELPAC Level Expressive Skills	
sELPAC Level: (1 - Min Dev, 2 - Som Dev, 3 - Mod Dev, 4 - Wel Dev)	Listening	Reading	Speaking	Writing

Found in EL Monitoring Roster

☐ IEP ☐ PLTEL
☐ 504 Plan ☐ LTEL
☐ Gifted ☐ International Newcomer
☐ DLE Program

A. Receptive Skills: Listening and Reading Comprehension *(Select level)*

RECEPTIVE SKILLS

K–12 ELD Standards: Part I 1–8, Part II 1–7

☐ **Level 1: Emerging**
Substantial linguistic support needed to engage in grade-level learning

- The student ***rarely*** exhibits listening and reading comprehension skills at a level of parity with English proficient grade-level peers.
- Only with ***substantial*** teacher support can the student construct meaning while or after listening to our reading grade-level complex texts.
- The student ***rarely*** appears to comprehend conversations, discussions, and complex texts unless linguistic supports are provided.

Instructional Setting(s):
☐ Designated ELD (*dELD*)
☐ Integrated ELD (*iELD*)
☐ ELA
☐ History/Social Studies
☐ Mathematics
☐ Science
☐ Other:_____

☐ **Level 2: Early- Mid Expanding**
Moderate linguistic support needed to engage in grade-level learning)

TEACH Parent Recommendation Letter

TEACH Public Schools
10600 S. Western Ave. Los Angeles, CA 90047
teachps.org

2026-27 EL RECLASSIFICATION: PARENT RECOMMENDATION LETTER

TEACH Public Schools values our students' multilingualism and the cultures they bring to our classrooms. The District provides various Master Plan Instructional program options for students to achieve academically and learn one or more languages.

State and federal laws require all school districts to give a state test of English proficiency to students whose primary language is not English. All students entering a California public school for the first time, and who upon enrolling, indicate that a language other than English is spoken at home in the Home Language Survey (HLS), are given the English Language Proficiency Assessments for California (ELPAC). This test determines if a student is classified as an English Learner (EL) or is English Proficient (IFEP or RFEP).

Upon initial enrollment of your child, you indicated on the Home Language Survey that a language other than English is spoken at home. Therefore, your child was administered the ELPAC. There is evidence that your child is English Proficient. This evidence includes:

- Passing score of '4' on the Summative ELPAC
- Passing score of '4' on the SBAC (CAASPP) Test taken in 8th / 11th grade OR Approaching Grade Level minimum on basic skills test compared to peers
- Teacher recommendation (including a passing grade in student's ELA class)
- Parent consultation and recommendation (this letter)

Due to this evidence, and upon your approval, your child's ELA status will be changed from EL to RFEP. ***Please confirm that you recommend your child to be reclassified by signing here:***

[Student Name] - Parent/Guardian Signature: Date:

_____ _____

We appreciate your support in determining the right instructional program for your child. If you have any questions about the ELPAC or the English Language Development services provided, please contact us to discuss your child's academic journey and instructional program.

To learn more about the ELPAC, review the California Department of Education's website at: https://www.cde.ca.gov/ta/tg/ep/

Sincerely,

[SIGN HERE]

NAME - TITLE
TEACH [school] - email@teachps.org

Last Revised: 7/7/2026

RFEP Monitoring & Support

The moment a classified English Learner meets all four of the above criteria, the district's EL Program Manager or school-site's EL Coordinator, in conjunction with the district's Director of Operations of Data & Technology, will enter the student's new ELAS of RFEP into the California Longitudinal Pupil Achievement Data System (**CALPADS**). The DODT will ensure that the student's Reclassification is synced with all School Operations platforms, demonstrating their Redesignated status.

A Newly Reclassified student's performance in their classes, particularly in the student's ELA class, will be closely monitored by the school-site's EL Coordinator. This monitoring will take place for a minimum of four (4) complete school years. Just like EL students are monitored from one school to the next (see Chapter 1, section *EL Transition from Elementary → Middle → High School*), it is the responsibility of the district's English Learners Program Manager to ensure that an RFEP student is monitored and supported when transitioning from one school to another. If an RFEP student's performance in their ELA class falls below Passing, the student will receive academic intervention support on an at-need basis.

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IV-EL 10: Reclassification

10.0 Each LEA must reclassify a student from EL to proficient in English by using a process and criteria that includes, but is not limited to:

(a) **(EC § 313[f][1]; 5 CCR § 11303[a])** Assessment of English language proficiency.
(b) **(EC § 313[f][2]; 5 CCR § 11303[b])**Teacher evaluation that includes, but is not limited to, the student's academic performance. The term "teacher" refers to the classroom teacher and other certificated staff with direct responsibility for teaching or placement decisions of the student.
(c) **(EC § 313[f][3]; 5 CCR § 11303[c])** Opportunities for parent opinion, consultation, and involvement during the reclassification process.
(d) **(EC § 313[f][4]; 5 CCR §§ 11302, 11303[d])** Comparison of student's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient students of the same age that demonstrate whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English.
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10.1 (5 CCR § 11305)
Each LEA must maintain the following in the student's permanent record (regardless of the physical form of such record and to ensure transfer of documentation):

(a) Language and academic performance assessments
(b) Participants in the reclassification process
(c) Decision regarding reclassification

10.2 (20 U.S.C. § 6841[a][4][5]; 5 CCR § 11304)
Each LEA must monitor the progress of reclassified pupils for a minimum of four years to ensure correct classification, placement, and additional academic support, as needed.

CHAPTER 6: FAMILY & COMMUNITY ENGAGEMENT

The TEACH Public Schools community is the bedrock of our school district. Located along Western Avenue between 85th and 107th streets in South Los Angeles, we are a safe-haven, partner, and ally of the communities we serve. We strive to be the first option for families within the community to educate their child(ren). Through the work of the district's Director of Enrollment & Family Engagement, we create countless opportunities for TEACH community members to engage with their community.

District English Learner Advisory Committee (DELAC)
Comité Asesor de Padres a Nivel del Distrito

Because 51 English Learners are enrolled within our district, TEACH Public schools offers parents, guardians, and families the District English Learner Advisory Committee (DELAC) with periodic meetings. The agendas and minutes of the meetings are recorded and kept on file. DELAC meetings are parent-led through and are initiated by the parent-elected President. If the President cannot attend a meeting, the Vice-President will take their stead. Other roles include the DELAC Secretary and DELAC Parliamentary.

The DELAC shall advise the school district governing board on at least the following tasks:

- Development of the district EL Master Plan for education programs and services
- Conducting a district-wide needs assessment on a school-by-school basis
- Establishment of district program, goals, and objectives for programs and services for English learners
- Development of a plan to ensure compliance with any applicable teacher and/or teacher aide requirements
- Review and comment on the school district reclassification procedures
- Review and comment on the written notifications required to be sent to parents and guardians
- review and comment on the development or annual update of the Local Control and Accountability Plan (LCAP) and how funds affect English learners.

The TEACH Public Schools DELAC is a great source for parents of English Learners to know the on-goings of their child(ren)'s day-to-day learning, build community with other parents of English Learners, and learn of ways to best support their child(ren) at home in their English proficiency journey.

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EL 02: District English Learner Advisory Committee (DELAC)

2.0 (EC §§ 52176[a], 52063[b], 62002.5)
Each California public school district with 51 or more ELs must form a DELAC unless the district designates for this purpose a subcommittee of an existing districtwide advisory committee.

2.1 The DELAC shall advise the school district governing board on all of the following tasks:

(a) SPSA. (5 CCR) § 11308[c][1])
(b) (5 CCR § 11308[c][2])
(c) (5 CCR § 11308[c][3])
(d) (5 CCR §11308[c][4])
(e) (5 CCR § 11308[c][6])
(f) (5 CCR § 11308[c][7])
(g) If the DELAC acts as the EL parent advisory committee under EC §§ 52063(b)(1) and 52062(a)(2), the DELAC shall also review and comment on the development or annual update of the Local Control and Accountability Plan (LCAP). Under the local control funding formula (LCFF), districts with at least 50 ELs and whose total enrollment includes (a) at least 15 percent ELs must establish a DELAC, and that DELAC must carry out specific responsibilities related to the LCAP.

2.2 (5 CCR § 11308[d])
Each LEA must provide appropriate training materials and training, planned in full consultation with committee members, to assist members in carrying out their legal advisory responsibilities.

CHAPTER 7: EVALUATION & CONTINUOUS IMPROVEMENT

TEACH Public Schools provide defined standards and expectations for student learning. These standards reflect the district's commitment to the importance of learning and how learning is best demonstrated. In response to statewide accountability reform, TEACH has a primary vision that all students will meet the district's academic content and performance standards while being supported socially and emotionally.

Through TEACH's assessment program, teachers carefully plan what students are asked to do, how student performance is evaluated, and how evaluation results are used. The assessment program is responsive to their developmental and linguistic differences, as well as the special needs of English learners. The district maintains information about the ongoing academic progress of English learners. Through multiple methods of assessment, TEACH is able to determine to what degree ELs are meeting district academic achievement goals.

Here, English Learner progress on CAASPP, ELPAC, and California School Dashboard is reviewed and discussed. As part of the LCAP process, metrics and/or indicators are reviewed as part of TEACH's system of English Learner progress monitoring to determine the effectiveness of EL positions and services provided in order to make recommendations for continuance or elimination of actions.

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IV-EL 09: Evaluation of EL Program Effectiveness

9.0 (20 U.S.C. §§ 1703[f], 6841[b],[c]; Castaneda v. Pickard [5th Cir. 1981] 648 F.2d 989,1009–1011)

A program evaluation must be provided by each LEA and must be used to determine:

(a) The degree to which, within a reasonable amount of time:

i. ELs are attaining English language proficiency comparable to that of average native speakers of English in the district.

ii. EL students' academic results indicate that ELs are achieving and sustaining parity of academic achievement with students who entered the district's school system already proficient in English.

(b) The effectiveness of programs and activities in assisting ELs to attain proficiency and to meet academic achievement and content standards.

(c) Necessary improvements to programs and activities for which Title III funds have been used for EL and immigrant students.
(d) Whether to eliminate specific EL activities proven to be ineffective.

II-EL 05: EL Program Inclusion in Development of the SPSA (Schoolwide)

5.0 The EL program must be included in the development of the SPSA.
5.1 (EC § 64001[f]) An approved SPSA must contain:
(a) An analysis of academic performance and language development data to determine EL student and program needs.
(b) **(EC § 64001[f])** School goals to meet the identified academic and language proficiency needs of ELs.
(c) **(EC § 64001[f])** Activities to reach school goals to improve the academic performance of EL students.
(d) **(EC § 64001[f])** The means to annually evaluating the progress of programs toward accomplishing the goals, including determining whether the needs of all children have been met by the strategies used, particularly the needs of low-achieving ELs and those at risk of not meeting state academic content standards.
(e) **(EC § 64001[g])** Expenditures of Economic Impact Aid-Limited English Proficient (EIA-LEP) carryover allocated to the school through the Consolidated Application and Reporting System (CARS).

5.2 (EC §§ 64000[a], 64001[g]) The local governing board must review and approve the SPSA annually and whenever there are material changes to the plan.

5.3 (20 U.S.C. § 6823[b][3][G], [4]; EC § 64001[h])
The SPSA must be consistent with the district local plan.

(EC § 64001[d]) LEAs that distribute Title III funds or services directly to schools must ensure that the Title III programs operated at the schools are included in SPSAs, administered in accordance with the LCAP addendum or other EL plan submitted to the California Department of Education (CDE), and adhere to all applicable statutes and regulations.

II-EL 06: Title III and EIA-LEP Inventory

6.0 For all categorical programs, each LEA must maintain an inventory record for each piece of equipment with an acquisition cost of more than $500 per unit that is purchased with EIA-LEP and Title III funds. The record must describe the acquisition by:
(a) Type; (b) Model; (c) Serial number; (d) Funding source; (e) Acquisition date;

(f) Cost; (g) Location; (h) Current condition; (i) Transfer, replacement, or disposition of obsolete or unusable equipment.

6.1 (EC § 35168; 5 CCR § 3946; 2 Code of Federal Regulations [CFR] § 200.313[d])

Each LEA must have conducted a physical check of the inventory of equipment within the past two years and reconciled the results with inventory records.

END OF MASTER PLAN

Coversheet

CEO Professional Goals for 2026-2027

Section: III. Items for Potential Action
Item: F. CEO Professional Goals for 2026-2027
Purpose: Discuss
Submitted by:
Related Material: TEACH_ED_FY2627_Board_Memo_Aug2026.pdf

EXECUTIVE DIRECTOR · BOARD MEMO

FY 2026–27 Executive Director Goals

Schools & CMO Operations — For Adoption at the August 25, 2026 Board Meeting

To: TEACH Inc. Board of Directors

From: Matt Brown, Executive Director

Date: August 25, 2026

Re: FY 2026–27 ED Objectives & Key Results — recommended for adoption

Purpose

This memo introduces two proposed Executive Director objectives for FY 2026–27 covering school and CMO operations. Each carries measurable Key Results and milestones.

Context: What FY 2025–26 Set Up

FY 2025–26 closed with strong momentum. TEACH Prep secured a full five-year renewal at LACOE on appeal — a materially better outcome than the two-year term LAUSD staff had originally recommended. The consolidated network delivered an approximate $670,575 net surplus at the April 30, 2026 close, all schools met covenants (45-day cash-on-hand and 1.10x base-rent coverage), and the leaner CMO produced a $455K surplus while retiring redundant systems and expanding AI-assisted workflows.

That foundation supports two clear operational imperatives for FY 2026–27: navigate TEACH TECH's renewal cycle from a position of strength under any outcome, and stand up the systems, controls, and documentation needed for AB 126's expanded charter audit requirements — which take effect in FY 2027–28 — while continuing to meet the network's already-substantial existing compliance obligations without any slippage.

Objective 1 — Navigate TEACH Tech Charter High School's Renewal Cycle From a Position of Strength

Rationale. TEACH TECH's renewal petition will be submitted to LAUSD on August 19, 2026 — deliberately earlier in the cycle than TEACH Prep's petition last year, buying the organization more runway to prepare for every scenario. The FY 2026–27 goal is not simply to win a full-term renewal at LAUSD (an outcome we do not fully control); it is to position TEACH TECH and TEACH Inc. to succeed under any outcome the process may produce — renewal or denial with a strong AB 1505 appeal to LACOE, or, in the worst case, an orderly transition. Preparation across scenarios, not the vote itself, is the controllable objective.

Key Results

KR	Key Result — measurable target for FY 2026–27
KR 1.1	Sustain a compliance-clean posture through the entire LAUSD process — CSD review, September 15, 2026 public hearing, and November 17, 2026 Board action — with zero material findings from CMO internal audit and full documentary responsiveness to every LAUSD staff request.
KR 1.2	Have a complete AB 1505 appeal record — evidentiary binder, retained outside counsel, LACOE contingency plan — ready by November 10, 2026, one week ahead of the LAUSD Board action, so an appeal can be filed within days of any adverse outcome.
KR 1.3	Maintain board-informed operational continuity readiness across TEACH Inc. throughout the LAUSD and LACOE processes, with detailed scenario briefings delivered to the Board as needed.

Key milestones: Petition submitted to LAUSD (Aug 19, '26) · LAUSD public hearing (Sep 15, '26) · AB 1505 appeal record ready (Nov 10, '26) · LAUSD Board action (Nov 17, '26) · Any LACOE appeal filed within the 30-day statutory window · Board-informed operational continuity briefings throughout · LACOE outcome (Spring '27).

Objective 2 — Build the Systems and Controls Needed to Meet AB 126's Expanded Charter Compliance Requirements, on Top of TEACH Inc.'s Already Substantial Compliance Load

Rationale. The California charter sector already operates under an unusually dense compliance regime — LCAP, SARC, CALPADS, Uniform Complaint Procedures, First and Second Interim reports, Unaudited Actuals, Brown Act, Form 700, SELPA and special-education reporting, CAASPP/ELPAC accountability, Food Service Authority compliance, and school-specific authorizer oversight, to name only the most visible. Each item consumes real capacity at the CMO office and at every school site. AB 126, signed into law this year, adds a further, material layer of expanded audit testing and internal-controls documentation for charter schools, with the new requirements taking effect in the FY 2027–28 audit cycle.

FY 2026–27 is therefore the build year. To be ready for the first AB 126 audit without disrupting school operations or Board reporting — and without paying the higher long-run cost of a rushed FY 2027–28 remediation — the CMO team needs to design and stand up the required systems, documentation, and staff accountability now, while continuing to meet every existing obligation cleanly. This objective anchors that preparatory work. It is squarely ED-lane under the CMO Management Services MOU (Sections 1, 4, 5, 8, and 19). It is also a marker the Board's as the regulatory and compliance load on California charter schools continues to rise, and the operational implications for TEACH Inc. will compound over the next several years.

Key Results

KR	Key Result — measurable target for FY 2026–27
KR 2.1	Deliver a clean FY 2025–26 independent audit — zero material findings, no significant deficiencies, and no repeat comments from the prior year — to the Board by the statutory December 15, 2026 deadline.
KR 2.2	Complete a full AB 126 gap analysis by March 1, 2027 — mapping each new requirement to a named owner, a documentation artifact, and a target implementation date ahead of the FY 2027–28 audit cycle.
KR 2.3	Stand up updated internal-controls documentation by June 30, 2027 — segregation of duties, authorization matrices, cash and procurement controls, related-party disclosures, and a documented fraud-risk assessment — meeting or exceeding the AB 126 standard for the FY 2027–28 audit.
KR 2.4	Sustain 100% on-time filing of every existing authorizer, state, and federal deliverable at every school — LCAP, SARC, CALPADS, Uniform Complaint Procedure, First Interim, Second Interim, Unaudited Actuals, and Form 700 — with zero authorizer follow-up requests, while the AB 126 build-out is underway.
KR 2.5	Deliver a Board briefing by March 31, 2027 on the broader charter compliance landscape — the cumulative capacity and cost implications of AB 126 layered onto existing obligations, and any Board-level decisions the ED anticipates needing over the following 12 months.

Key milestones: FY 2025–26 audit delivered to Board (Dec 15, '26) · AB 126 gap analysis complete (March 1, '27) · Board briefing on the charter compliance landscape (Mar 31, '27) · Updated internal-controls documentation stood up (Jun 30, '27) · FY 2026–27 Unaudited Actuals (Jul '27).

Requested Board Action

The Executive Director requests formal adoption of the two FY 2026–27 Executive Director Objectives and their Key Results as presented, with authority for the ED to refine measurement mechanics.