TEACH Public Schools

TEACH Public School Regular Board Meeting

Date and Time

Tuesday October 27, 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:
oin Zoom Meeting
https://teachpublicschools-org.zoom.us/j/83322086711?pwd=v7veeyjVweXMXxWIHG6oUOVjyIkb7K.1

Meeting ID: 833 2208 6711
Passcode: 889307

One tap mobile
+12532158782,,83322086711#,,,,*889307# US (Tacoma)
+13462487799,,83322086711#,,,,*889307# US (Houston)

Join by SIP
• 83322086711@zoomcrc.com

Join instructions
https://teachpublicschools-org.zoom.us/meetings/83322086711/invitations?signature=9B1DORlFinNHrPxxGQUB-elXeB1dPCQK_5FpRtdX3LA

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 September 29, 2026 Meeting	Vote	Cecilia Sandoval	3 m
III.	**Items for Potential Action**			**5:10 PM**
	A. Executive Director Framing the Meeting & Update on TEACH Tech Renewal	FYI	Matthew Brown	5 m
	B. Financial Report	Discuss	Richard McNeel	4 m

		Purpose	Presenter	Time
C.	Revised 2026-2027 TEACH Budgets	Vote	Richard McNeel	6 m
D.	Consider and Approve the Revised CMO Agreement	Vote	Matthew Brown	2 m
E.	Consider and Approve the Update to TEACH Inc Bylaws	Vote	Matthew Brown	2 m
F.	Consider and Approve the English Learner Master Plan	Vote	Beth Bulgeron	4 m

This item was tabled at our last Board Meeting due to a change in the law. This plan reflects recent updates and requirements from the new law.

G.	Resolution to Approve: Annual Certification of Course-Based Independent Study Courses for 2026-2027 Exhibits A, B and C: List of Certified Course-Based Independent Study Courses	Vote	Sione Thompson	4 m
H.	Consider and Approve the Following Updated Policies: TEACH Public Schools School Food Authority (SFA) Policy Manual TEACH SFA Procurement Policy and Code of Conduct TEACH Local School Wellness Policy	Vote	Enrique Robles	5 m

Action requested: Adopt the 2026–27 updates to the School Food Authority (SFA) Policy Manual (8531), the SFA Procurement Policy and Code of Conduct (8532), and the TEACH Public Schools Wellness Policy (5315).
These three policies govern how TEACH runs its school breakfast and lunch program and supports student health. The updates bring them in line with new federal and California requirements and match the approval process in the Fiscal Policies and Procedures the Board adopted on September 29, 2026. They also adopt a written procedure for documenting staff time charged to the cafeteria fund, which resolves the finding from the California Department of Education's 2024–25 review of TEACH's meal program.
The main changes to the meal program are:

- Whole and 2% milk are now allowed at lunch under the new federal Whole Milk for Healthy Kids Act.
- The policies list upcoming requirements so TEACH and its meal vendor can prepare: lower sodium and added-sugar limits on July 1, 2027, and California's ban on six artificial food dyes on December 31, 2027.

		Purpose	Presenter	Time

- Foreign food is limited to 10% of TEACH's yearly food costs under federal Buy American rules.
- Program materials must use the U.S. Department of Agriculture's updated nondiscrimination statement.
- This is the last year of TEACH's current free-meals-for-all period. The application for 2027–28 is due to the state by June 30, 2027.

The SFA Procurement Policy and Code of Conduct raises purchasing limits to the new federal levels: price quotes are required above $15,000, and formal bids above $350,000. It also allows preference for locally grown food. The Wellness Policy assigns clear leadership, sets nutrition education and physical education goals for each school, limits food at classroom celebrations, and describes TEACH's mental health supports.

I.	Report on the TEACH Academy of Technologies Wellness Fair	FYI	Christian Gomez	7 m
J.	Receive and File Resignation of Cindy Guardado and Next Steps for Board Recruitment	FYI	Beth Bulgeron	2 m
K.	Academic Report on Dashboard Data and State Indicators for TEACH Prep Elementary, TEACH Academy of Technologies and TEACH Tech Charter High School	Discuss	Sione Thompson	8 m
L.	Consider and Approve Revisions to Academic Calendar for 2026-2027 This version removes typos in key.	Vote	Beth Bulgeron	2 m

IV. Closing Items — 6:01 PM

A.	Board or Public Comment	FYI	Cecilia Sandoval	5 m
B.	The Next Regular Board Meeting will be held on December 8th at 5 pm	FYI	Cecilia Sandoval	
C.	Adjourn Meeting	Discuss	Cecilia Sandoval	

Coversheet

Approve the Current Agenda and Approve the Minutes from the September 29, 2026 Meeting

Section: II. Consent Items
Item: A. Approve the Current Agenda and Approve the Minutes from the September 29, 2026 Meeting
Purpose: Vote
Submitted by:
Related Material: 2026_09_29_board_meeting_minutes.pdf

DRAFT

TEACH Public Schools

Minutes

TEACH Public School Regular Board Meeting

Date and Time
Tuesday September 29, 2026 at 5:00 PM

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Los Angeles, CA 90047

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2079 Saturn Ave.
Huntington Park, Ca 90255

1513 E 103rd st Los Angeles CA 90002

and via Zoom at:

Join Zoom Meeting
https://teachpublicschools-org.zoom.us/j/83565249750
Meeting ID: 835 6524 9750

One tap mobile
+12532050468,,83565249750# US
+12532158782,,83565249750# US (Tacoma)

Join by SIP
• 83565249750@zoomcrc.com
Join instructions
https://teachpublicschools-org.zoom.us/meetings/83565249750/invitations?signature=sAWWiltgInR0OguqUp6st9IgfP5ipr8wf_SuzHExYzo

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www.teachpublicschools.org

Directors Present
C. Sandoval, J. Lobdell, M. Maye

Directors Absent
A. Dragon

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 Sep 29, 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 July 28, 2026 Meeting

J. Lobdell made a motion to approve the minutes from the September 28, 2026 Meeting Teach Regular Board Meeting on 07-28-26.
M. Maye seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

III. Items for Potential Action

A. Executive Director Framing the Meeting & Update on TEACH Tech Renewal

Mr. Brown framed the meeting by giving the board an overview of the agenda items, especially the items related to the financials. He also gave an update that the High School petition was submitted and he anticipates feedback in the coming week.

B. Vote to Renew Board Member Lobdell for a New Term

M. Maye made a motion to Approve James Lobdell for a new term.
C. Sandoval seconded the motion.
Marc Maye nominated Board Member Lobdell fora new term and Board Chair enthusiastically endorsed it. Lobdell stated he was happy to continue serving
The board **VOTED** to approve the motion.

Roll Call

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

C. CEO Professional Goals for 2026-2027

J. Lobdell made a motion to Approve the CEO Professional Goals for 2026-2027.
M. Maye seconded the motion.
Matt Brown started by updating the board on the progress of his 25-26 goals. This year's goals naturally flow from the achievement of those goals and include renewal, building strategic partnerships and fiscal stewardship of the organization. Attachment describes OKRs and milestones in detail.
The board **VOTED** to approve the motion.

Roll Call

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

D. Fiscal Report - TEACH Inc. Unaudited Actual Reports As of June 30, 2026

J. Lobdell made a motion to Approve the Unaudited Actual Reports As of June 30, 2026.
M. Maye seconded the motion.
Richard McNeel presented the unaudited actuals which represent close of last fiscal year after all of the invoices have come in. Matt explained that these financials have not yet gone though the audit process so the board will see the final audited version in December or thereabouts. Rich presented all of key indicators for each of the sites in detail. Full presentation materials are attached.

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

Roll Call

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

E. FY 2025–26 Education Protection Account (EPA) Expenditures – All School Sites

J. Lobdell made a motion to Approve the Education Protection Account Expenditures for all TEACH Public Schools.
M. Maye seconded the motion.
Richard McNeel preseneted the EPAs and explained that the grants in the EPA are reflected in the budget and approved both in advance and again after close. He explained the middle school had the largest funding due to when the opened- the amount was reduced for schools that opened later.
The board **VOTED** to approve the motion.

Roll Call

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

F. Proposition 28 – FY 2025–26 Annual Reports for All School Sites

J. Lobdell made a motion to Approve the Proposition 28 Annual Reports for 2025-2026.
M. Maye seconded the motion.
Richard McNeel presented this report showing where funds were spent from the Prop 28 source. Supporting materials are attached.
The board **VOTED** to approve the motion.

Roll Call

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

G. Fiscal Report August 2026 Close

Richard McNeed presented the financials for August for each school. He explained how the low enrollment has impacted each of the sites and how position cuts and lower expenditures were made to reflect the lower enrollment. All sites have healthy cash on hand. He also presented the CMO finances. The CMO is expected to end the year with a modest surplus.

H. Revised 2026-2027 TEACH Budgets

J. Lobdell made a motion to Table the TEACH Budgets for the October Board Meeting.
M. Maye seconded the motion.
The budgets are in the process of being revised to reflect actual ADA instead of projected. This will provide the board with a more gounded and accurate financial report each month. The budgets are in progress, not ready for this meeting, but will be on the October agenda.
The board **VOTED** to approve the motion.

Roll Call

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

I. Updated CMO Agreements

J. Lobdell made a motion to Approve the Updated CMO Agreement.
M. Maye seconded the motion.
Matt Brown presented this item and explained that the CMO was lowering its fee by 1% due to the lower enrollment at each of the school sites.
The board **VOTED** to approve the motion.

Roll Call

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

J. TEACH Fiscal Policy Revision

J. Lobdell made a motion to Approve the Fiscal Policy Revisions.
M. Maye seconded the motion.
Matt Brown presented this item and explained that the financial workflow has been streamlined and duties redistributed. He also described tools that would give the schools more efficient systems for purchasing and the approval process. Board Member Maye asked about the transition to these new systems and Matt explained that the redistribution has been smooth because it has allowed us to identify friction points and avoid refilling the business manager position.
The board **VOTED** to approve the motion.

Roll Call

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

K. Banking Resolution

J. Lobdell made a motion to Approve the Banking Resolution.
M. Maye seconded the motion.
Mr. Brown explained the change in bank signers that was required in the new fiscal policy.
The board **VOTED** to approve the motion.

Roll Call

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

L. Report on Inputs Impacting Academic Performance: Reducing Chronic Absenteeism, Improving Learning Outcomes for English Language Learners and Professional Development Focus for the 26-27 SY.

Sione Thompson and Julian Filidore presented the report describing the student data and programs related to reducing chronic absenteeism and improving learning outcomes for English Language Learners as well as an overview of professional development focus for the school year. The attached materials provide in-depth data on student achievement and absenteeism rates over time and compared to the the district. Mr. Filidore described his position and the impact he has already had on supporting EL at each of the schools.

M. Consideration of LAIRP Year One Partnership Agreement for Attendance Improvement Services

M. Maye made a motion to Approve the One Year Partnership for Attendance Improvement Services with LAIRP.
J. Lobdell seconded the motion.
Mr. Thompson described the proposal from LAIRP and emphasized the approach they use is consistent with the culture and mission at TEACH, addressing the question from Board Member Maye about gave this vendor the edge over other potential partners. Mr. Thompson described some of their results with other organizations. Board Member Maye asked when the work would start and Thompson explained it would begin right away.
The board **VOTED** to approve the motion.

Roll Call

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

N. Consider and Approve the English Learner Master Plan

M. Maye made a motion to Table the vote for the EL Plan.
J. Lobdell seconded the motion.
Julian Filidore explained that the EL Master plan was ready for approval, but a new law was approved yesterday that changes the requirements for the plan. Staff will wait for the

new guidance which is expected in the coming week, then will revise the plan and have it ready for the October meeting.
The board **VOTED** to approve the motion.

Roll Call

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

O. Consider and Approve the Updates to the Student and Parent Handbook and the Comprehensive Safety Plan for TEACH Prep Elementary

M. Maye made a motion to Approve the Updates to the Student and Parent Handbook and Comprehensive Safety Plan for TEACH Prep Elementary School.
J. Lobdell seconded the motion.
Beth presented these two items and described the minor edits and updates that were prompted by LACOE.
The board **VOTED** to approve the motion.

Roll Call

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

P. Updated Independent Study Policy for the 2026-2027 School Year and the High School Course Catalog for Independent Study

J. Lobdell made a motion to Approve the Independent Study Policy for the 26-27 SY.
M. Maye seconded the motion.
Beth presented the IS policy and asked the board to omit the course catalog from the motion. Staff is seeking additional guidance on requirements for the approved courses and record keeping.
The board **VOTED** to approve the motion.

Roll Call

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

Q. Consider and Approve the Updated Employee Handbook

J. Lobdell made a motion to Approve the Updated Employee Handbook.
M. Maye seconded the motion.
Dr. Pimienta presented the handbook which included a new policy on classroom display and non-material edits and corrections.

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

Roll Call

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

R. Consider and Approved Updates to TEACH Prep's Daily Schedule

J. Lobdell made a motion to Approve the Updates to TEACH Prep's Daily Schedule.
M. Maye seconded the motion.
Beth presented the update that included moving the fourth grade lunch and snack to the be at the same time as the 5th grade. No impact to minutes.
The board **VOTED** to approve the motion.

Roll Call

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

J. Lobdell made a motion to Approve the Updates to TEACH Prep's Daily Schedule.
M. Maye seconded the motion.
Beth presented the update that included moving the fourth grade lunch and snack to the be at the same time as the 5th grade. No impact to minutes.
The board **VOTED** to approve the motion.

Roll Call

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

IV. Closing Items

A. Board or Public Comment

No Board or Public Comments but Beth announced that financial training for the board was forthcoming.

B. The Next Regular Board Meeting will be held on October 27th at 5 pm

C. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:16 PM.

Respectfully Submitted,

C. Sandoval

Documents used during the meeting

- 2026_07_28_board_meeting_minutes.pdf
- ED Annual Goals .pdf
- TEACH-FY25-26 Financials- as of 06.30.26- Unaudited Actuals.pdf
- FY26-EPA Actuals_TTHS.pdf
- FY26-EPA Actuals_TES.pdf
- FY26-EPA Actuals_TAT.pdf
- AnnualReport- FY25-26- TAT.pdf
- AnnualReport- FY25-26- TPES.pdf
- AnnualReport - FY25-26- TTHS.pdf
- TEACH FY26-27- Financials as of 08.31.26 Close-v2.pdf
- TEACH_Academy_CMO_Agreement_UPDATED.docx
- TEACH_Tech_CMO_Agreement_UPDATED.docx
- TEACH_Fiscal_Policy_FY2026-27.docx
- TEACH_Board_Resolution_Bank_Account_Signers_1.docx
- TEACH_Board_Update_EL_Chronic_Absenteeism_2026-27.pptx
- TEACH EL Master PlanFinal.docx.pdf
- TEACH_Prep_Comprehensive_Safety_Plan_2026_with_Maps (1).pdf
- 2026_Student_and_Parent_Handbook_TEACH_Preparatory_Mildred_S._Cunningham_&_Edith_H._Morris_ES_20260
- Inde study policy 2026-2027.pdf
- 2026_Employee_Handbook_TEACH_Academy_of_Technologies_20260901.pdf
- 2026_Employee_Handbook_TEACH_Tech_Charter_High_School_20260901 copy.pdf
- 2026_Employee_Handbook_TEACH_Preparatory_Mildred_S._Cunningham_&_Edith_H._Morris_ES_20260901.pdf
- 2026-27 TEACH Instructional Calendar & Bell Schedules - TPES Revised v3.0 09282026.pdf

Coversheet

Financial Report

Section: III. Items for Potential Action
Item: B. Financial Report
Purpose: Discuss
Submitted by:
Related Material: TEACH FY26-27- Financials as of 09.30.26 Close.pdf

CHARTER IMPACT

FY26-27 Financials as of September 30, 2026, Close.

TEACH Academy of Technologies, TEACH Tech Charter High,

TEACH Prep Elementary, & TEACH Public Schools

TEACH Public Schools-Highlights (as of 09/30/26 Close)

- Surplus projected at all school sites and CMO.
- Positive Fund balance at all school sites and CMO.
- All school sites strong cash position. No borrowing need expected.

TEACH Inc. FY26-27 September 30, 2026 Close

	TEACH Acadmey of Technologies	TEACH Tech Charter High	TEACH Prep Elementary	TEACH CMO	C&M LLC	Wooten LLC	Foundation LLC	Eliminations	Consolidated Totals
Revenue Projected	$ 8,026,394	$ 7,427,217	$ 6,697,943	$ 1,887,991	$ 905,091	$ 1,403,329	$ -	$ 3,949,778	$ 22,398,187
Expenses Projected	8,024,015	7,422,639	6,633,527	1,783,362	1,022,342	1,805,961	-	3,949,778	22,742,068
Surplus/Deficit	2,379	4,578	64,416	104,629	(117,251)	(402,632)		-	(343,881)
Beginning Fund Balance	7,647,438	7,872,604	3,702,456	923,834	(1,538,478)	(2,933,816)	2,337	-	15,676,375
Ending Fund Balance	$ 7,649,817	$ 7,877,182	$ 3,766,872	$ 1,028,463	$ (1,655,729)	$ (3,336,448)	$ 2,337	$ -	$ 15,332,494
Cash Projected @ 6/30/2027	$ 5,847,865	$ 7,546,750	$ 6,120,457	$ 2,158,794	$ 32,568	$ 43,970	$ -	$ -	$ 21,750,404
Enrollment/ Average Daily Attendance	349/ 314.10	325/ 292.50	290/ 261.00						
Average Daily Cash On Hand Projected @ 6/30/27 (45 req)	266	371	337	442	12	9			349
Base Rent Coverage Ratio (1.1 req)	1.88	1.97	2.10						

TEACH Public Schools– Financial Position 09/30/26 Close

TEACH, Inc.

Statement of Financial Position

September 30, 2026

	Teach Academy of Technology	Teach Tech High School	Teach Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School	Teach Public Schools	C & M LLC	Wooten Avila LLC	TEACH Foundation Inc.	Total
Assets								
Current Assets								
Cash & Cash Equivalents	$ 4,917,280	$ 7,064,432	$ 5,016,757	$ 1,692,972	$ 32,568	$ 43,970	$ 0	$ 18,767,980
Accounts Receivable	600,839	334,887	129,987	6,429	3,323	82,197	2,337	1,159,998
Public Funding Receivables	709,697	334,576	277,989	0	0	0	0	1,322,263
Due To/From Related Parties	1,304,611	(920,302)	(507,417)	531,761	(829,120)	420,468	0	0
Prepaid Expenses	199,974	169,097	62,443	0	0	0	0	431,514
Total Current Assets	7,732,401	6,982,690	4,979,759	2,231,162	(793,229)	546,635	2,337	21,681,755
Long-term Assets								
Property & Equipment, Net	365,419	236,967	171,322	58,514	8,837,302	16,948,940	0	26,618,462
Right-Of-Use Asset, Net	17,385,281	15,103,812	11,370,035	0	0	0	0	43,859,129
Deposits	0	162,517	99,750	8,750	0	3,625	0	274,642
Deferred Lease Asset	0	0	0	0	166,051	(38,508)	0	127,544
Investments	0	0	0	0	588,682	592,310	0	1,180,992
Securities	0	0	0	0	847,921	1,779,950	0	2,627,871
Securities Premium	0	0	0	0	942	(852)	0	89
Total Long-term Assets	17,750,700	15,503,296	11,641,107	67,264	10,440,898	19,285,465	0	74,688,729
Total Assets	$ 25,483,101	$ 22,485,986	$ 16,620,866	$ 2,298,426	$ 9,647,669	$ 19,832,100	$ 2,337	$ 96,370,484

Note- Current Assets are 3.15 times greater than current liabilities- Organization does not have significant current debt and is able to meet financial obligations when due.

TEACH Public Schools– Financial Position 09/30/26 Close

TEACH, Inc.

Statement of Financial Position

September 30, 2026

	Teach Academy of Technology	Teach Tech High School	Teach Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School	Teach Public Schools	C & M LLC	Wooten Avila LLC	TEACH Foundation Inc.	Total
Liabilities								
Current Liabilities								
Accounts Payable	$ (2,809)	$ (432)	$ (24)	$ 0	$ 0	$ 0	$ 0	$ (3,264)
Accrued Liabilities	132,733	147,587	872,308	1,414,207	0	0	0	2,566,834
Interest Payable	0	0	0	0	224,315	268,625	0	492,940
Deferred Revenue	1,128,914	82,435	1,537,822	191,191	0	0	0	2,940,362
Other Short-term Liabilities	358,701	309,426	213,841	0	0	0	0	881,968
Total Current Liabilities	1,617,539	539,016	2,623,947	1,605,398	224,315	268,625	0	6,878,840
Long-term Liabilities								
Notes Payable, Net of Current Portion	0	0	0	0	0	141,967	0	141,967
Bonds Payable	0	0	0	0	11,375,000	21,295,000	0	32,670,000
Bond Issue Cost	0	0	0	0	(206,672)	(400,149)	0	(606,820)
Discount on Bonds	0	0	0	0	(168,469)	0	0	(168,469)
Premium on Bonds	0	0	0	0	0	1,596,045	0	1,596,045
Other Long-term Liabilities	17,175,859	14,784,854	11,174,097	0	0	0	0	43,134,810
Total Long-term Liabilities	17,175,859	14,784,854	11,174,097	0	10,999,859	22,632,863	0	76,767,533
Total Liabilities	18,793,398	15,323,870	13,798,044	1,605,398	11,224,174	22,901,488	0	83,646,373
Net Asset	6,689,703	7,162,116	2,822,822	693,027	(1,576,505)	(3,069,388)	2,337	12,724,112
Liabilities & Net Assets	$ 25,483,101	$ 22,485,986	$ 16,620,866	$ 2,298,426	$ 9,647,669	$ 19,832,100	$ 2,337	$ 96,370,484

TEACH Academy of Technologies

Monthly Financial Presentation- as of September 2026 Close



TEACH Academy of Technologies- Attendance Data and Metrics

Enrollment & Per Pupil Data		
	Forecast	Budget
Average Enrollment	349	426
ADA	314.10	394.22
Attendance Rate	90.0%	92.5%
Unduplicated %	99.0%	99.0%
Revenue per ADA	$25,580	$23,865
Expenses per ADA	$25,398	$23,778

Based on current enrollment projected at (–80.12) ADA from Budgeted.

TEACH Academy of Technologies- Revenue

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Revenue						
State Aid-Rev Limit	$ 751,950	$ 907,064	$ (155,114)	$ 4,868,511	$ 6,099,075	$ (1,230,564)
Federal Revenue	26,055	64,277	(38,222)	647,759	707,069	(59,311)
Other State Revenue	100,182	57,330	42,852	2,351,216	2,401,344	(50,127)
Other Local Revenue	39,316	50,114	(10,798)	158,907	200,455	(41,548)
Total Revenue	**$ 917,503**	**$ 1,078,784**	**$ (161,281)**	**$ 8,026,394**	**$ 9,407,943**	**$ (1,381,550)**

- **State-Aid Revenue: $4.87MM (decreased by $1.23MM)-** ADA decrease of (-80.12).
- **Federal Revenue: $647.8k (decrease of $59.3k)-** Primarily due to ADA decrease.
- **Other State Revenue: $2.35MM (decrease of $50.1k)-** Due primarily to reduced ADA partially offset by pulling forward some deferred revenues.
- **Other Local Revenue: $158.9k (decrease of $41.5k)-** Due to lower interest run rate.

TEACH Academy of Technologies- Expenses

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Expenses						
Certificated Salaries	$ 393,558	$ 469,129	$ 75,572	$ 2,127,983	$ 2,379,614	$ 251,631
Classified Salaries	112,923	153,296	40,373	616,044	700,861	84,817
Benefits	151,160	255,992	104,832	1,004,324	1,176,072	171,747
Books and Supplies	313,609	184,707	(128,901)	710,533	775,852	65,319
Subagreement Services	43,957	190,276	146,319	791,536	1,164,500	372,964
Operations	141,563	116,433	(25,130)	426,390	472,000	45,610
Facilities	389,879	240,065	(149,814)	951,505	960,260	8,755
Professional Services	306,036	295,969	(10,067)	1,301,865	1,630,092	328,228
Depreciation	22,839	24,725	1,886	82,239	98,900	16,661
Interest	-	3,866	3,866	11,597	15,462	3,866
Total Expenses	**$ 1,875,524**	**$ 1,934,459**	**$ 58,935**	**$ 8,024,015**	**$ 9,373,612**	**$ 1,349,598**

- Certificated Salaries: $2.13MM (projected savings of $251.6k)- Saving due to reduction of 3.0 FTE.
- Classified Salaries: $616.0k (projected savings of $84.8k)- Savings due to a 1.0 FTE reduction from budgeted.
- Benefits: $1.00MM (projected savings of $171.7k)- Savings based on FTE reductions.
- Non-Personnel Expenses: $4.28MM (projected savings of $841.4k)- Savings based primarily on lower ADA assumptions.

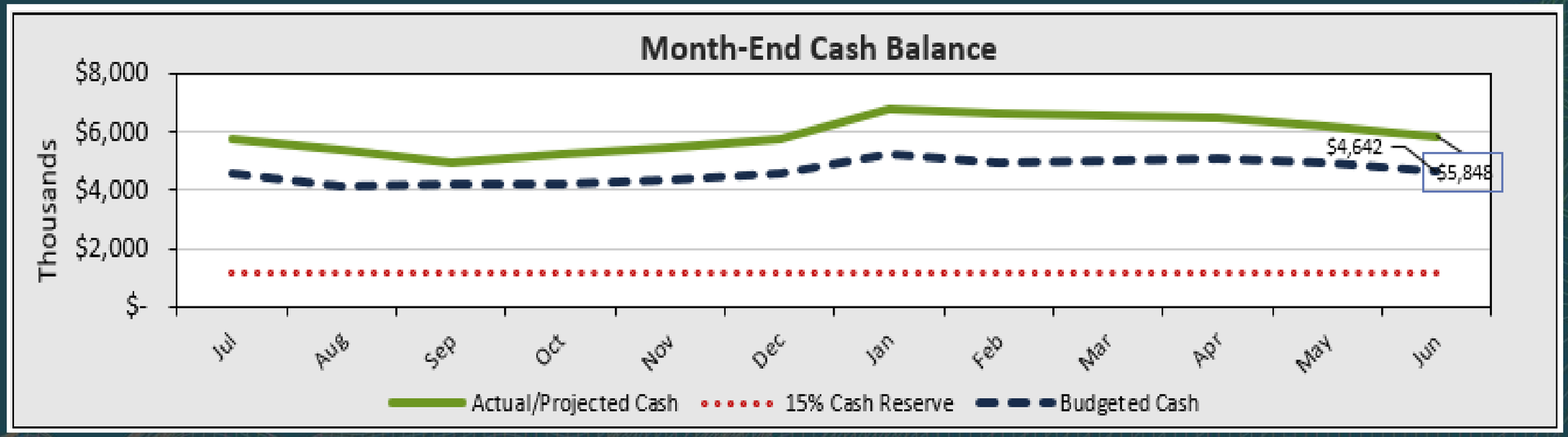
TEACH Academy of Technologies- Fund Balance

- Surplus of $2.4k.
- Net Assets at Year-end at $7.65MM. This is 95.3% of the Operating Budget.

	Year-to-Date			*Annual/Full Year*		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Total Surplus(Deficit)	**$ (958,021)**	**$ (855,675)**	**$ (102,347)**	**$ 2,379**	**$ 34,331**	**$ (31,952)**
Beginning Fund Balance	7,647,438	7,647,438		7,647,438	7,647,438	
Ending Fund Balance	**$ 6,689,417**	**$ 6,791,763**		**$7,649,817**	**$7,681,769**	
As a % of Annual Expenses	*83.4%*	*72.5%*		*95.3%*	*82.0%*	

TEACH Academy of Technologies- Cash Projection

- Cash at $4.92MM at September Close.
- Cash projected to end at $5.85MM at Year-end, which is 266 days of Cash on hand.



TEACH Tech Charter High

Monthly Financial Presentation- as of September 2026 Close



TEACH Tech Charter High- Attendance Data and Metrics

Enrollment & Per Pupil Data		
	Forecast	Budget
Average Enrollment	325	364
ADA	292.50	336.70
Attendance Rate	90.0%	92.5%
Unduplicated %	95.0%	95.0%
Revenue per ADA	$25,392	$24,928
Expenses per ADA	$25,377	$23,784

Based on current enrollment projected at (–44.20) ADA from Budgeted.

TEACH Tech Charter High- Revenue

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Revenue						
State Aid-Rev Limit	$ 808,747	$ 748,063	$ 60,684	$ 5,415,992	$ 6,234,409	$ (818,417)
Federal Revenue	21,409	47,458	(26,049)	502,746	535,043	(32,298)
Other State Revenue	82,321	47,142	35,179	1,311,126	1,395,654	(84,528)
Other Local Revenue	48,854	57,000	(8,146)	197,354	228,000	(30,646)
Total Revenue	**$ 961,331**	**$ 899,663**	**$ 61,668**	**$ 7,427,217**	**$ 8,393,106**	**$ (965,889)**

- **State-Aid Revenue: $5.42MM (decreased by $818.4k)-** ADA decrease of -44.20.
- **Federal Revenue: $502.7k (decrease of $32.3k)-** Primarily due to ADA decrease.
- **Other State Revenue: $1.31MM (decrease of $84.5k)-** Due primarily to reduced ADA partially offset by pulling forward some deferred revenues.
- **Other Local Revenue: $197.4k (decrease of $30.6k)-** Due to lower interest run rate.

TEACH Tech Charter High- Expenses

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Expenses						
Certificated Salaries	$ 429,847	$ 408,356	$ (21,492)	$ 2,168,420	$ 2,106,753	$ (61,667)
Classified Salaries	118,818	109,573	(9,245)	436,759	501,696	64,937
Benefits	109,970	210,215	100,245	888,969	965,041	76,073
Books and Supplies	288,167	181,111	(107,056)	703,045	745,095	42,050
Subagreement Services	35,421	144,218	108,798	603,381	792,600	189,219
Operations	125,769	102,166	(23,603)	396,443	411,000	14,557
Facilities	255,962	208,900	(47,062)	815,833	835,600	19,767
Professional Services	290,945	262,202	(28,744)	1,335,795	1,563,438	227,643
Depreciation	16,920	21,700	4,780	73,995	86,800	12,805
Interest	-	-	-	-	-	-
Total Expenses	**$ 1,671,819**	**$ 1,648,441**	**$ (23,378)**	**$ 7,422,639**	**$ 8,008,024**	**$ 585,385**

- Certificated Salaries: $2.17MM (projected savings of $61.7k)- Saving due to reduction of 2.0 FTE from budgeted.
- Classified Salaries: $436.8k (projected savings of $64.9k)- Savings due to a 2.07 FTE reduction from budgeted.
- Benefits: $889.0k (projected savings of $76.1k)- Savings based on FTE reductions.
- Non-Personnel Expenses: $3.93MM (projected savings of $506.0k)- Savings based primarily on lower ADA assumptions leading to reduced costs.

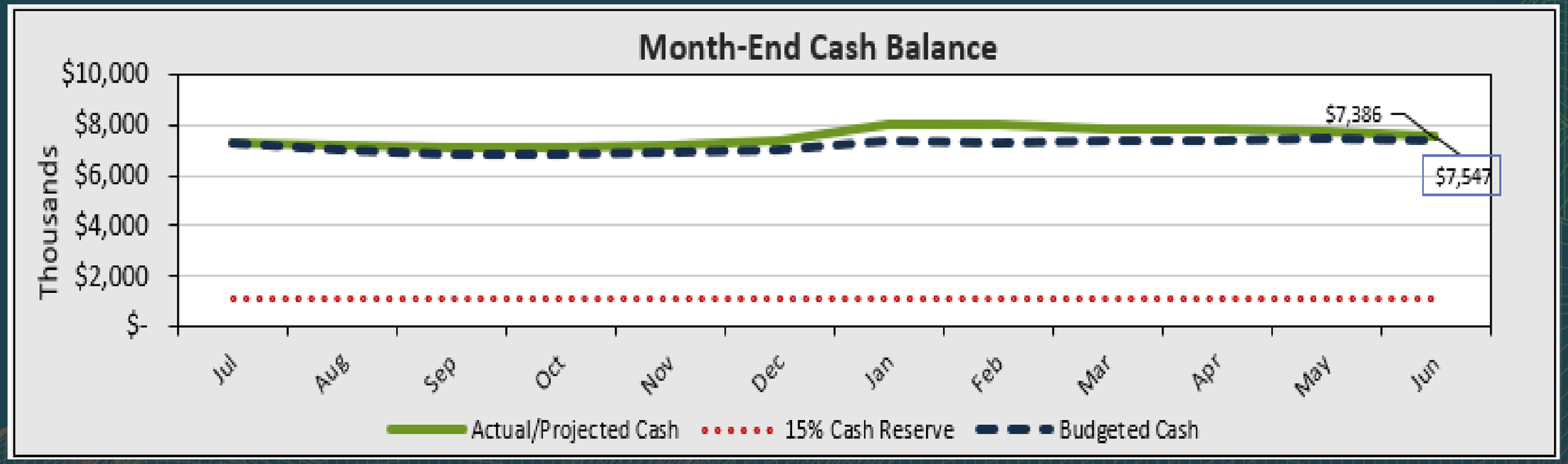
TEACH Tech Charter High- Fund Balance

- Surplus of $4.6k.
- Net Assets at Year-end at $7.88MM. This is 106.1% of the Operating Budget.

	Year-to-Date			*Annual/Full Year*		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Total Surplus(Deficit)	**$ (710,488)**	**$ (748,778)**	**$ 38,289**	**$ 4,578**	**$ 385,082**	**$ (380,504)**
Beginning Fund Balance	7,872,604	7,872,604		7,872,604	7,872,604	
Ending Fund Balance	**$ 7,162,116**	**$7,123,826**		**$7,877,182**	**$8,257,687**	
As a % of Annual Expenses	*96.5%*	*89.0%*		*106.1%*	*103.1%*	

TEACH Tech Charter High- Cash Projection

- Cash at $7.06MM at September Close.
- Cash projected to end at $7.55MM at Year-end, which is 371 days of Cash on hand.



TEACH Prep Elementary

Monthly Financial Presentation- as of September 2026 Close



TEACH Prep Elementary- Attendance Data and Metrics

Enrollment & Per Pupil Data			
	Actual	Forecast	Budget
Average Enrollment	n/a	290	303
ADA	n/a	261.00	288.90
Attendance Rate	n/a	90.0%	90.0%
Unduplicated %	98.1%	98.1%	98.1%
Revenue per ADA		$25,663	$24,739
Expenses per ADA		$25,416	$23,884

Based on current enrollment projected at (–27.90) ADA from Budgeted.

TEACH Prep Elementary- Revenue

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Revenue						
State Aid-Rev Limit	$ 329,376	$ 483,250	$ (153,874)	$ 4,315,495	$ 4,742,804	$ (427,309)
Federal Revenue	-	34,960	(34,960)	346,884	367,947	(21,063)
Other State Revenue	1,928	33,770	(31,842)	1,889,183	1,886,208	2,975
Other Local Revenue	33,881	37,500	(3,619)	146,381	150,000	(3,619)
Total Revenue	**$ 365,185**	**$ 589,480**	**$ (224,295)**	**$ 6,697,943**	**$ 7,146,959**	**$ (449,016)**

- **State-Aid Revenue: $4.32MM (decreased by $427.3k)-** ADA decrease of (-27.90).
- **Federal Revenue: $346.9k (decrease of $21.1k)-** Primarily due to ADA decrease.
- **Other State Revenue: $1.89MM (increase of $3.0k)-** Due primarily to reduced ADA partially offset by pulling forward some deferred revenues.
- **Other Local Revenue: $146.4k (decrease of $3.6k)-** Due to slightly lower interest run rate.

TEACH Prep Elementary- Expenses

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Expenses						
Certificated Salaries	$ 305,030	$ 316,688	$ 11,658	$ 1,631,638	$ 1,643,296	$ 11,658
Classified Salaries	147,704	130,464	(17,240)	633,228	615,988	(17,240)
Benefits	81,941	173,496	91,555	704,633	795,347	90,714
Books and Supplies	248,561	188,784	(59,776)	688,268	677,151	(11,117)
Subagreement Services	33,758	195,385	161,627	1,084,660	1,232,700	148,040
Operations	72,964	60,180	(12,784)	247,104	243,500	(3,604)
Facilities	255,612	175,950	(79,662)	710,734	703,800	(6,934)
Professional Services	88,352	162,705	74,353	877,287	925,086	47,799
Depreciation	10,899	15,825	4,926	55,974	63,300	7,326
Interest	-	-	-	-	-	-
Total Expenses	**$ 1,244,819**	**$ 1,419,476**	**$ 174,657**	**$ 6,633,527**	**$ 6,900,169**	**$ 266,642**

- Certificated Salaries: $1.63MM (projected savings of $11.7k)- Saving due to salaries slightly less than budgeted.
- Classified Salaries: $633.2k (projected increase of $17.2k)- Increase due to a net FTE decrease of .42 FTE offset by slightly higher than budgeted salaries.
- Benefits: $704.6k (projected savings of $90.7k)- Savings based on actual rates to date.
- Non-Personnel Expenses: $3.66MM (projected savings of $181.5k)- Savings based primarily on lower ADA assumptions.

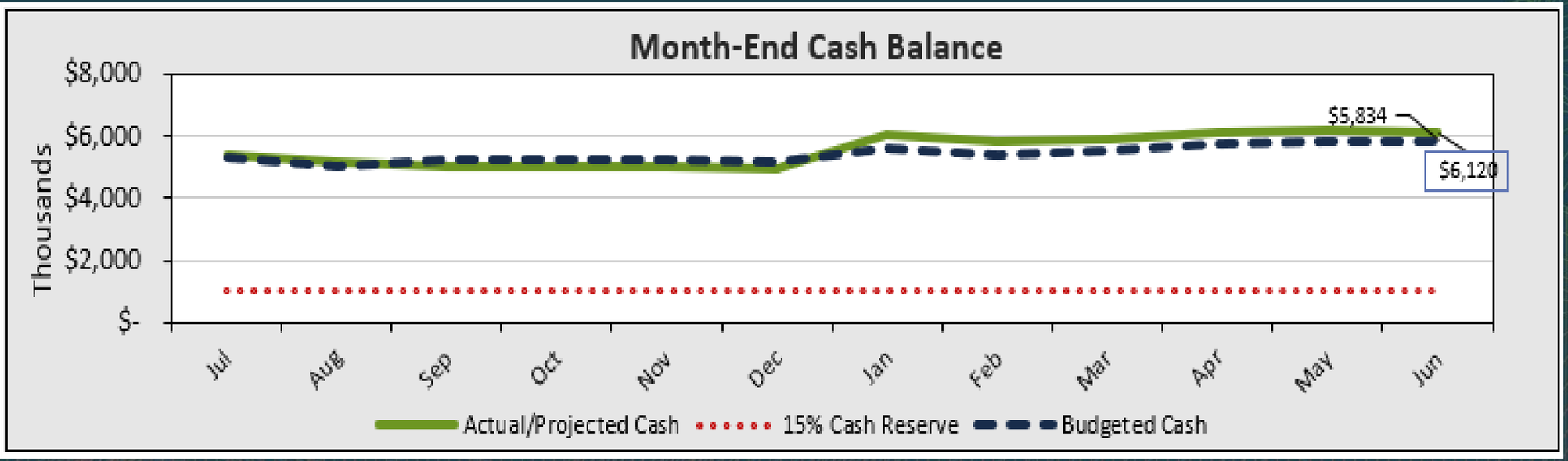
TEACH Prep Elementary– Fund Balance

- Surplus projected of $64.4k.
- Net Assets at Year-end at $3.77MM. This is 56.8% of the Operating Budget.

	Year-to-Date			*Annual/Full Year*		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Total Surplus(Deficit)	**$ (879,634)**	**$ (829,996)**	**$ (49,638)**	**$ 64,416**	**$ 246,790**	**$ (182,374)**
Beginning Fund Balance	3,702,456	3,702,456		3,702,456	3,702,456	
Ending Fund Balance	**$2,822,822**	**$2,872,460**		**$3,766,872**	**$3,949,247**	
As a % of Annual Expenses	*42.6%*	*41.6%*		*56.8%*	*57.2%*	

TEACH Prep Elementary- Cash Projection

- Cash at $5.02MM at September Close.
- Cash projected to end at $6.12MM at Year-end, which is 337 days of Cash on hand.



TEACH Public Schools CMO

Monthly Financial Presentation- as of September 2026 Close



TEACH Public Schools CMO- Revenue

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Revenue						
Other Local Revenue	292,941	564,211	(271,270)	1,887,990	2,256,845	(368,855)
Total Revenue	**$ 292,941**	**$ 564,211**	**$ (271,270)**	**$1,887,991**	**$2,256,846**	**$ (368,855)**

- **Other Local Revenue: $1.89MM (decrease of $368.9k)-** Due to lower ADA overall partially offset by pulling forward some deferred revenue.

TEACH Public Schools CMO- Expenses

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Expenses						
Certificated Salaries	$ 131,027	$ 131,969	$ 941	$ 526,934	$ 527,875	$ 941
Classified Salaries	214,924	188,417	(26,508)	663,589	753,666	90,077
Benefits	105,303	93,066	(12,237)	354,428	375,003	20,575
Books and Supplies	26,463	14,490	(11,973)	64,173	52,200	(11,973)
Subagreement Services	-	-	-	-	-	-
Operations	27,778	16,237	(11,541)	88,341	76,800	(11,541)
Facilities	222	150	(72)	672	600	(72)
Professional Services	8,484	4,075	(4,409)	44,629	40,220	(4,409)
Depreciation	9,546	10,350	804	40,596	41,400	804
Interest	-	-	-	-	-	-
Total Expenses	**$ 523,748**	**$ 458,753**	**$ (64,995)**	**$ 1,783,362**	**$ 1,867,765**	**$ 84,403**

- Certificated Salaries: $526.9k (projected savings of $.9k)- Slight savings based on actuals to date.
- Classified Salaries: $663.6k (projected savings of $90.1k)- Savings due to a 1.0 FTE reduction from budgeted.
- Benefits: $354.4k (projected savings of $20.6k)- Savings based on FTE reduction.
- Non-Personnel Expenses: $238.4k (projected increase of $27.2k)- Increase based on current actuals.

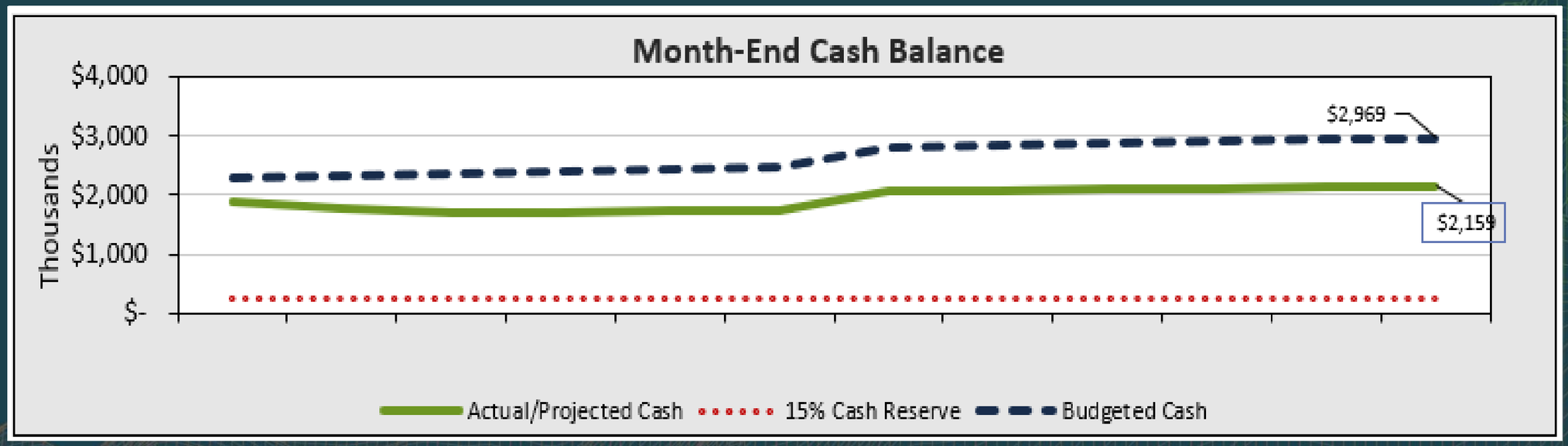
TEACH Public Schools CMO- Fund Balance

- Surplus projected of $104.6k.
- Net Assets at Year-end at $1.03MM. This is 57.7% of the Operating Budget.

	Year-to-Date			*Annual/Full Year*		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Total Surplus(Deficit)	**$ (230,807)**	**$ 105,458**	**$ (336,265)**	**$ 104,629**	**$ 389,081**	**$ (284,452)**
Beginning Fund Balance	923,834	923,834		923,834	923,834	
Ending Fund Balance	**$ 693,027**	**$1,029,293**		**$1,028,463**	**$1,312,915**	
As a % of Annual Expenses	*38.9%*	*55.1%*		*57.7%*	*70.3%*	

TEACH Public Schools CMO- Cash Projection

- Cash at $1.69MM at September Close.
- Cash projected to end at $2.16MM at Year-end, which is 470 days of Cash on hand.



TEACH Public Schools- Appendix

- Monthly Cash Flow/ Forecasts.
- Statement of Financial Position.
- Statement of Cash Flows.
- Monthly Check Register.
- Aging Reports.
- Compliance Calendar.

TEACH Academy of Technologies

Monthly Cash Flow/Forecast FY26-27

Revised 10/20/2026

Actuals Through: 0

ADA = 314.10

		Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Revenues																ADA = 394.22	
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	154,414	154,414	298,461	298,461	298,461	298,461	298,461	171,027	171,027	171,027	171,027	171,027	**2,656,268**	3,317,337	(661,069)
8012	Education Protection Account	-	-	-	212,423	-	212,423	-	-	212,423	-	-	-	212,423	**849,691**	1,066,428	(216,737)
8019	State Aid - Prior Year	-	(4,144)	-	-	-	-	-	-	-	-	-	-	-	**(4,144)**	-	(4,144)
8096	In Lieu of Property Taxes	103,215	206,431	137,620	136,501	136,501	136,501	136,501	136,501	78,975	39,488	39,488	39,488	39,488	**1,366,696**	1,715,310	(348,614)
		103,215	356,701	292,034	647,385	434,962	647,385	434,962	434,962	462,425	210,515	210,515	210,515	422,937	**4,868,511**	**6,099,075**	**(1,230,564)**
Federal Revenue																	
8181	Special Education - Entitlement	6,013	12,025	8,017	-	-	-	-	-	-	-	-	-	88,605	**114,660**	114,660	-
8220	Federal Child Nutrition	-	-	-	11,626	22,089	22,089	22,089	22,089	22,089	22,089	22,089	22,089	44,179	**232,519**	291,829	(59,311)
8290	Title I, Part A - Basic Low Income	-	-	-	-	-	174,332	-	-	-	-	-	-	58,111	**232,443**	232,443	-
8291	Title II, Part A - Teacher Quality	-	-	-	-	-	18,499	-	-	-	-	-	-	6,166	**24,665**	24,665	-
8296	Other Federal Revenue	-	-	-	10,868	-	-	10,868	-	-	10,868	-	-	10,868	**43,472**	43,472	-
		6,013	12,025	8,017	22,494	22,089	214,920	32,957	22,089	22,089	32,957	22,089	22,089	207,929	**647,759**	**707,069**	**(59,311)**
Other State Revenue																	
8311	State Special Education	22,350	44,700	29,800	49,290	49,290	49,290	49,290	49,290	40,874	40,874	40,874	40,874	40,874	**547,671**	547,671	-
8520	Child Nutrition	-	-	-	1,100	2,091	2,091	2,091	2,091	2,091	2,091	2,091	2,091	4,182	**22,009**	27,622	(5,614)
8545	School Facilities (SB740)	-	-	-	-	-	-	216,823	-	-	-	108,412	-	108,412	**433,646**	544,261	(110,614)
8550	Mandated Cost	-	-	-	-	-	8,239	-	-	-	-	-	-	-	**8,239**	23,498	(15,259)
8560	State Lottery	-	-	-	-	-	-	26,666	-	-	26,666	-	-	32,104	**85,435**	107,228	(21,793)
8599	Other State Revenue	-	-	3,332	310,287	1,837	1,837	310,287	1,837	1,837	310,287	1,837	1,837	308,997	**1,254,216**	1,151,063	103,153
		22,350	52,151	25,681	360,678	53,219	61,458	605,157	53,219	44,802	379,918	153,214	44,802	494,568	**2,351,216**	**2,401,344**	**(50,127)**
Other Local Revenue																	
8660	Interest Revenue	13,437	13,302	12,577	13,288	13,288	13,288	13,288	13,288	13,288	13,288	13,288	13,288	-	**158,907**	200,455	(41,548)
		13,437	13,288	12,591	13,288	13,288	13,288	13,288	13,288	13,288	13,288	13,288	13,288	-	**158,907**	**200,455**	**(41,548)**
Total Revenue		**145,015**	**434,165**	**338,323**	**1,043,845**	**523,558**	**937,050**	**1,086,364**	**523,558**	**542,604**	**636,677**	**399,106**	**290,694**	**1,125,434**	**8,026,394**	**9,407,943**	**(1,381,550)**
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	757	121,901	157,693	135,737	135,737	135,737	135,737	135,737	135,737	135,737	135,737	135,737	-	**1,501,979**	1,698,038	196,059
1175	Teachers' Extra Duty/Stipends	2,638	-	4,121	9,370	9,370	9,370	9,370	9,370	9,370	9,370	9,370	9,370	-	**91,087**	113,315	22,228
1200	Pupil Support Salaries	10,658	14,791	16,909	14,246	14,246	14,246	14,246	14,246	14,246	14,246	14,246	14,246	-	**170,572**	170,952	380
1300	Administrators' Salaries	23,650	20,221	20,221	30,331	30,331	30,331	30,331	30,331	30,331	30,331	30,331	30,331	-	**337,073**	363,975	26,902
1900	Other Certificated Salaries	-	-	-	3,030	3,030	3,030	3,030	3,030	3,030	3,030	3,030	3,030	-	**27,273**	33,333	6,061
		37,702	156,913	198,943	192,714	192,714	192,714	192,714	192,714	192,714	192,714	192,714	192,714	-	**2,127,983**	**2,379,614**	**251,631**
Classified Salaries																	
2100	Instructional Salaries	4,777	14,496	28,319	26,191	26,191	26,191	26,191	26,191	26,191	26,191	26,191	26,191	-	**283,312**	288,103	4,790
2200	Support Salaries	-	-	-	3,057	3,057	3,057	3,057	3,057	3,057	3,057	3,057	3,057	-	**27,516**	36,688	9,172
2300	Classified Administrators' Salaries	-	-	-	2,779	2,779	2,779	2,779	2,779	2,779	2,779	2,779	2,779	-	**25,007**	33,374	8,367
2400	Clerical and Office Staff Salaries	11,853	10,369	11,870	11,508	11,508	11,508	11,508	11,508	11,508	11,508	11,508	11,508	-	**137,665**	194,291	56,626
2900	Other Classified Salaries	10,710	9,502	11,028	12,367	12,367	12,367	12,367	12,367	12,367	12,367	12,367	12,367	-	**142,544**	148,405	5,861
		27,340	34,366	51,217	55,902	55,902	55,902	55,902	55,902	55,902	55,902	55,902	55,902	-	**616,044**	**700,861**	**84,817**

TEACH Academy of Technologies

Monthly Cash Flow/Forecast FY26-27

Revised 10/20/2026

Actuals Through: 0

ADA = 314.10

		Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Benefits																	
3101	STRS	6,076	28,711	31,495	37,439	37,439	37,439	37,439	37,439	37,439	37,439	37,439	37,439	-	**403,232**	454,506	51,275
3202	PERS	6,219	10,813	14,216	15,377	15,377	15,377	15,377	15,377	15,377	15,377	15,377	15,377	-	**169,637**	185,027	15,390
3301	OASDI	1,686	2,504	3,680	3,611	3,611	3,611	3,611	3,611	3,611	3,611	3,611	3,611	-	**40,371**	43,453	3,083
3311	Medicare	938	2,743	3,597	3,687	3,687	3,687	3,687	3,687	3,687	3,687	3,687	3,687	-	**40,458**	44,667	4,208
3401	Health and Welfare	6,007	4,608	5,543	28,417	28,417	28,417	28,417	28,417	28,417	28,417	28,417	28,417	-	**271,908**	374,000	102,092
3501	State Unemployment	-	412	503	1,029	1,029	1,029	5,145	4,116	2,058	1,029	1,029	1,029	-	**18,408**	22,050	3,642
3601	Workers' Compensation	-	-	16,683	3,560	3,560	3,560	3,560	3,560	3,560	3,560	3,560	3,560	-	**48,720**	43,127	(5,593)
3901	Other Benefits	491	2,055	2,180	763	763	763	763	763	763	763	763	763	-	**11,591**	9,241	(2,349)
		21,417	51,847	77,896	93,881	93,881	93,881	97,997	96,968	94,910	93,881	93,881	93,881	-	**1,004,324**	**1,176,072**	**171,747**
Books and Supplies																	
4100	Textbooks and Core Curricula	-	-	20,762	1,325	1,325	-	-	-	-	-	-	-	-	**23,412**	6,600	(16,812)
4302	School Supplies	-	3,332	-	2,842	2,842	2,842	2,842	2,842	2,842	2,842	2,842	2,842	-	**28,907**	42,600	13,693
4305	Software	1,723	234,536	(37,663)	8,600	8,600	8,600	8,600	8,600	8,600	8,600	8,600	8,600	-	**275,997**	235,000	(40,997)
4310	Office Expense	-	7,108	9,552	6,617	6,617	6,617	6,617	6,617	6,617	6,617	6,617	6,617	-	**76,210**	99,200	22,990
4311	Business Meals	-	-	-	25	25	25	25	25	25	25	25	25	-	**225**	400	175
4312	School Fundraising	-	-	-	8	8	8	8	8	8	8	8	8	-	**75**	100	25
4400	Noncapitalized Equipment	-	27,687	43,298	11,600	11,600	-	-	-	-	-	-	-	-	**94,185**	72,500	(21,685)
4700	Food Services	-	3,272	-	23,139	23,139	23,139	23,139	23,139	23,139	23,139	23,139	23,139	-	**211,522**	319,452	107,930
		1,723	275,935	35,950	54,156	54,156	41,231	41,231	41,231	41,231	41,231	41,231	41,231	-	**710,533**	**775,852**	**65,319**
Subagreement Services																	
5101	Nursing	-	-	-	233	233	233	233	233	233	233	233	233	-	**2,100**	3,500	1,400
5102	Special Education	20,375	-	(20,375)	42,427	42,427	42,427	42,427	42,427	42,427	42,427	42,427	42,427	-	**381,845**	582,700	200,855
5103	Substitute Teacher	270	-	(270)	7,745	7,745	7,745	7,745	7,745	7,745	7,745	7,745	7,745	-	**69,709**	156,300	86,591
5104	Transportation	-	-	-	5,091	5,091	5,091	5,091	5,091	5,091	5,091	5,091	5,091	-	**45,818**	70,000	24,182
5105	Security	-	4,213	11,690	6,327	6,327	6,327	6,327	6,327	6,327	6,327	6,327	6,327	-	**72,849**	86,900	14,051
5106	Other Educational Consultants	-	24,453	3,601	21,240	21,240	21,240	21,240	21,240	21,240	21,240	21,240	21,240	-	**219,214**	265,100	45,886
		20,645	28,666	(5,353)	83,064	83,064	83,064	83,064	83,064	83,064	83,064	83,064	83,064	-	**791,536**	**1,164,500**	**372,964**
Operations and Housekeeping																	
5201	Auto and Travel	-	-	-	809	809	809	809	809	809	809	809	809	-	**7,282**	11,100	3,818
5300	Dues & Memberships	12,483	-	-	850	850	850	850	850	850	850	850	850	-	**20,133**	12,700	(7,433)
5400	Insurance	-	-	46,858	8,225	8,225	8,225	8,225	8,225	8,225	8,225	8,225	8,225	-	**120,883**	123,200	2,317
5501	Utilities	5,437	13,550	7,866	7,967	7,967	7,967	7,967	7,967	7,967	7,967	7,967	7,967	-	**98,552**	119,300	20,748
5502	Janitorial Services	2,628	27,843	17,665	11,875	11,875	11,875	11,875	11,875	11,875	11,875	11,875	11,875	-	**155,011**	177,900	22,889
5900	Communications	1,149	1,149	4,785	1,492	1,492	1,492	1,492	1,492	1,492	1,492	1,492	1,492	-	**20,509**	22,400	1,891
5901	Postage and Shipping	39	150	(39)	430	430	430	430	430	430	430	430	430	-	**4,020**	5,400	1,380
		21,736	42,692	77,135	31,647	31,647	31,647	31,647	31,647	31,647	31,647	31,647	31,647	-	**426,390**	**472,000**	**45,610**
Facilities, Repairs and Other Leases																	
5601	Rent	145,138	145,215	72,492	72,647	72,647	72,647	72,647	72,647	72,647	72,647	72,647	72,647	(145,294)	**871,370**	871,760	390
5602	Additional Rent	-	-	-	17	17	17	17	17	17	17	17	17	-	**150**	300	150
5603	Equipment Leases	412	494	1,653	1,650	1,650	1,650	1,650	1,650	1,650	1,650	1,650	1,650	-	**17,408**	24,700	7,292
5610	Repairs and Maintenance	5,743	15,653	3,081	4,233	4,233	4,233	4,233	4,233	4,233	4,233	4,233	4,233	-	**62,577**	63,500	923
		151,292	161,362	77,225	78,547	78,547	78,547	78,547	78,547	78,547	78,547	78,547	78,547	(145,294)	**951,505**	**960,260**	**8,755**
Professional/Consulting Services																	
5801	IT	-	4,033	-	175	175	175	175	175	175	175	175	175	-	**5,608**	2,600	(3,008)
5802	Audit & Taxes	6,573	97	(13,146)	2,400	2,400	2,400	-	-	-	-	-	-	-	**724**	21,400	20,676
5803	Legal	-	3,038	-	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	-	**12,413**	15,600	3,188
5804	Professional Development	3,073	280	(3,073)	1,640	1,640	1,640	1,640	1,640	1,640	1,640	1,640	1,640	-	**15,040**	20,400	5,360
5805	General Consulting	-	800	2,468	10,309	10,309	10,309	10,309	10,309	10,309	10,309	10,309	10,309	7,041	**103,089**	108,193	5,105
5806	Special Activities/Field Trips	1,238	4,260	8,305	-	-	14,800	14,800	14,800	-	-	-	-	-	**58,203**	55,500	(2,703)
5807	Bank Charges	161	-	15	210	210	210	210	210	210	210	210	210	-	**2,066**	2,600	534
5808	Printing	5,517	5,185	4,522	3,580	3,580	3,580	3,580	3,580	3,580	3,580	3,580	3,580	-	**47,443**	44,700	(2,743)
5809	Other taxes and fees	45	5,046	503	790	790	790	790	790	790	790	790	790	-	**12,704**	9,900	(2,804)
5810	Payroll Service Fee	770	770	770	625	625	625	625	625	625	625	625	625	-	**7,935**	9,300	1,365
5811	Management Fee	23,069	50,184	72,840	56,854	56,854	56,854	56,854	56,854	56,854	56,854	56,854	56,854	24,467	**682,243**	893,755	211,511
5812	District Oversight Fee	7,519	6,890	4,593	6,474	4,350	6,474	4,350	4,350	4,624	2,105	2,105	2,105	(7,253)	**48,685**	60,991	12,306
5813	County Fees	-	-	-	1,025	-	-	1,025	-	-	1,025	-	-	1,025	**4,100**	5,100	1,000
5814	SPED Encroachment	23,006	46,012	30,675	32,819	32,819	32,819	32,819	5,362	11,915	11,915	11,915	11,915	6,553	**290,543**	364,654	74,111
5815	Public Relations/Recruitment	-	-	-	1,230	1,230	1,230	1,230	1,230	1,230	1,230	1,230	1,230	-	**11,070**	15,400	4,330
		70,970	126,594	108,472	119,172	116,023	132,947	129,448	100,965	92,993	91,499	90,474	90,474	31,833	**1,301,865**	**1,630,092**	**328,228**
Depreciation																	
6900	Depreciation Expense	7,476	7,476	7,887	6,600	6,600	6,600	6,600	6,600	6,600	6,600	6,600	6,600	-	**82,239**	98,900	16,661
		7,476	7,476	7,887	6,600	6,600	6,600	6,600	6,600	6,600	6,600	6,600	6,600	-	**82,239**	**98,900**	**16,661**
Interest																	
7438	Interest Expense	-	-	-	1,289	1,289	1,289	1,289	1,289	1,289	1,289	1,289	1,289	-	**11,597**	15,462	3,866
		-	-	-	1,289	1,289	1,289	1,289	1,289	1,289	1,289	1,289	1,289	-	**11,597**	**15,462**	**3,866**
Total Expenses		**360,302**	**885,850**	**629,372**	**716,972**	**713,823**	**717,822**	**718,439**	**688,927**	**678,897**	**676,374**	**675,349**	**675,349**	**(113,461)**	**8,024,015**	**9,373,612**	**1,349,598**
Monthly Surplus (Deficit)		**(215,287)**	**(451,686)**	**(291,048)**	**326,873**	**(190,265)**	**219,229**	**367,926**	**(165,370)**	**(136,293)**	**(39,697)**	**(276,243)**	**(384,655)**	**1,238,895**	**2,379**	**34,331**	**(31,952)**

TEACH Academy of Technologies

Monthly Cash Flow/Forecast FY26-27

Revised 10/20/2026

Actuals Through: 0

ADA = 314.10

	Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(215,287)	(451,686)	(291,048)	326,873	(190,265)	219,229	367,926	(165,370)	(136,293)	(39,697)	(276,243)	(384,655)	1,238,895	**2,379**		
Cash flows from operating activities																
Depreciation/Amortization	7,476	7,476	7,887	6,600	6,600	6,600	6,600	6,600	6,600	6,600	6,600	6,600	-	**82,239**		
Public Funding Receivables	571,450	1,666	5,785	-	401,737	45,683	702,260	-	-	-	-	-	(1,125,434)	**603,146**		
Grants and Contributions Rec.	1,447	-	-	-	-	-	-	-	-	-	-	-	-	**1,447**		
Due To/From Related Parties	(125,229)	(19,495)	841	-	-	-	-	-	-	-	-	-	-	**(143,883)**		
Prepaid Expenses	(50,938)	(14,312)	(104,556)	-	-	-	-	-	-	-	-	-	-	**(169,806)**		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Accounts Payable	(162,431)	(5,066)	1,660	-	-	-	-	-	-	-	-	-	(113,461)	**(279,298)**		
Accrued Expenses	10,184	72,646	(124,886)	-	-	-	-	-	-	-	-	-	-	**(42,056)**		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Deferred Revenue	50,456	26,896	25,686	-	-	-	-	-	-	-	-	-	-	**103,038**		
Cash flows from investing activities																
Purchases of Prop. And Equip.	(9,641)	-	-	-	-	-	-	-	-	-	-	-	-	**(9,641)**		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Total Change in Cash	77,487	(381,875)	(478,631)	333,473	218,072	271,512	1,076,786	(158,770)	(129,693)	(33,097)	(269,643)	(378,055)				
Cash, Beginning of Month	5,700,299	5,777,786	5,395,912	4,917,280	5,250,753	5,468,825	5,740,337	6,817,122	6,658,353	6,528,660	6,495,563	6,225,920				
Cash, End of Month	**5,777,786**	**5,395,912**	**4,917,280**	**5,250,753**	**5,468,825**	**5,740,337**	**6,817,122**	**6,658,353**	**6,528,660**	**6,495,563**	**6,225,920**	**5,847,865**				

TEACH Tech Charter High

Monthly Cash Flow/Forecast FY26-27

Revised 10/13/26

Actuals Through:09/30/2

ADA = 292.50

		Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Revenues																**ADA = 336.70**	
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	220,612	220,612	418,131	418,131	418,131	418,131	418,131	310,581	310,581	310,581	310,581	310,581	**4,084,781**	4,702,037	(617,256)
8012	Education Protection Account	-	-	-	14,625	-	14,625	-	-	14,625	-	-	-	14,625	**58,500**	67,340	(8,840)
8096	In Lieu of Property Taxes	84,813	169,626	113,084	115,803	115,803	115,803	115,803	115,803	108,724	54,362	54,362	54,362	54,362	**1,272,711**	1,465,032	(192,321)
		84,813	390,238	333,696	548,559	533,934	548,559	533,934	533,934	433,930	364,943	364,943	364,943	379,568	**5,415,992**	**6,234,409**	**(818,417)**
Federal Revenue																	
8181	Special Education - Entitlement	4,941	9,881	6,587	-	-	-	-	-	-	-	-	-	67,771	**89,180**	89,180	-
8220	Federal Child Nutrition	-	-	-	10,687	20,305	20,305	20,305	20,305	20,305	20,305	20,305	20,305	40,610	**213,735**	246,032	(32,298)
8290	Title I, Part A - Basic Low Income	-	-	-	-	-	129,491	-	-	-	-	-	-	43,164	**172,654**	172,654	-
8291	Title II, Part A - Teacher Quality	-	-	-	-	-	12,883	-	-	-	-	-	-	4,294	**17,177**	17,177	-
8296	Other Federal Revenue	-	-	-	2,500	-	-	2,500	-	-	2,500	-	-	2,500	**10,000**	10,000	-
		4,941	9,881	6,587	13,187	20,305	162,678	22,805	20,305	20,305	22,805	20,305	20,305	158,338	**502,746**	**535,043**	**(32,298)**
Other State Revenue																	
8311	State Special Education	18,365	36,731	24,487	40,121	40,121	40,121	40,121	40,121	33,120	33,120	33,120	33,120	33,120	**445,791**	451,178	(5,387)
8520	Child Nutrition	-	-	-	1,012	1,922	1,922	1,922	1,922	1,922	1,922	1,922	1,922	3,844	**20,231**	23,288	(3,057)
8545	School Facilities (SB740)	-	-	-	-	-	-	201,913	-	-	-	100,956	-	100,956	**403,826**	464,848	(61,023)
8550	Mandated Cost	-	-	-	-	-	19,831	-	-	-	-	-	-	-	**19,831**	19,997	(166)
8560	State Lottery	-	-	-	-	-	-	22,622	-	-	22,622	-	-	34,316	**79,560**	91,582	(12,022)
8599	Other State Revenue	-	-	2,738	82,430	1,711	1,711	82,430	1,711	1,711	82,430	1,711	1,711	81,593	**341,888**	344,761	(2,873)
		18,365	(318)	64,274	123,563	43,754	63,585	349,008	43,754	36,753	140,094	137,710	36,753	253,829	**1,311,126**	**1,395,654**	**(84,528)**
Other Local Revenue																	
8660	Interest Revenue	15,745	16,548	16,561	16,500	16,500	16,500	16,500	16,500	16,500	16,500	16,500	16,500	-	**197,354**	228,000	(30,646)
		15,745	16,548	16,561	16,500	16,500	16,500	16,500	16,500	16,500	16,500	16,500	16,500	-	**197,354**	**228,000**	**(30,646)**
Total Revenue		**123,864**	**416,349**	**421,118**	**701,808**	**614,493**	**791,322**	**922,247**	**614,493**	**507,488**	**544,342**	**539,457**	**438,501**	**791,735**	**7,427,217**	**8,393,106**	**(965,889)**
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	6,083	123,576	146,645	131,851	131,851	131,851	131,851	131,851	131,851	131,851	131,851	131,851	-	**1,462,967**	1,492,097	29,130
1175	Teachers' Extra Duty/Stipends	2,901	-	2,145	9,332	9,332	9,332	9,332	9,332	9,332	9,332	9,332	9,332	-	**89,032**	100,322	11,290
1200	Pupil Support Salaries	17,817	18,341	18,341	18,285	18,285	18,285	18,285	18,285	18,285	18,285	18,285	18,285	-	**219,068**	210,351	(8,716)
1300	Administrators' Salaries	30,826	31,585	31,585	30,706	30,706	30,706	30,706	30,706	30,706	30,706	30,706	30,706	-	**370,353**	270,983	(99,370)
1900	Other Certificated Salaries	-	-	-	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	-	**27,000**	33,000	6,000
		57,628	173,503	198,716	193,175	193,175	193,175	193,175	193,175	193,175	193,175	193,175	193,175	-	**2,168,420**	**2,106,753**	**(61,667)**
Classified Salaries																	
2100	Instructional Salaries	-	5,777	8,951	12,221	12,221	12,221	12,221	12,221	12,221	12,221	12,221	12,221	-	**124,721**	157,644	32,924
2200	Support Salaries	2,269	3,565	515	-	-	-	-	-	-	-	-	-	-	**6,348**	50,948	44,599
2300	Classified Administrators' Salaries	-	-	-	1,921	1,921	1,921	1,921	1,921	1,921	1,921	1,921	1,921	-	**17,291**	23,890	6,599
2400	Clerical and Office Staff Salaries	12,769	11,573	12,755	12,313	12,313	12,313	12,313	12,313	12,313	12,313	12,313	12,313	-	**147,915**	147,757	(158)
2900	Other Classified Salaries	22,611	18,371	19,662	11,707	11,707	11,707	11,707	11,707	11,707	11,707	11,707	11,707	(25,522)	**140,484**	121,457	(19,027)
		37,649	39,286	41,883	38,163	38,163	38,163	38,163	38,163	38,163	38,163	38,163	38,163	(25,522)	**436,759**	**501,696**	**64,937**

TEACH Tech Charter High

Monthly Cash Flow/Forecast FY26-27

Revised 10/13/26

Actuals Through:09/30/2

ADA = 292.50

		Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Benefits																	
3101	STRS	8,986	33,139	32,946	36,679	36,679	36,679	36,679	36,679	36,679	36,679	36,679	36,679	-	**405,179**	402,390	(2,789)
3301	OASDI	2,291	2,340	2,501	2,404	2,404	2,404	2,404	2,404	2,404	2,404	2,404	2,404	-	**28,771**	31,105	2,334
3311	Medicare	1,372	3,050	3,453	3,347	3,347	3,347	3,347	3,347	3,347	3,347	3,347	3,347	-	**37,998**	37,823	(175)
3401	Health and Welfare	(690)	(2,438)	(2,438)	36,250	36,250	36,250	36,250	36,250	36,250	36,250	36,250	36,250	-	**320,684**	405,000	84,316
3501	State Unemployment	243	853	388	931	931	931	4,655	3,724	1,862	931	931	931	-	**17,311**	19,600	2,289
3601	Workers' Compensation	-	-	16,683	3,232	3,232	3,232	3,232	3,232	3,232	3,232	3,232	3,232	-	**45,767**	36,518	(9,249)
3901	Other Benefits	1,494	2,971	2,825	2,885	2,885	2,885	2,885	2,885	2,885	2,885	2,885	2,885	-	**33,258**	32,606	(653)
		13,696	39,915	56,359	85,728	85,728	85,728	89,452	88,521	86,659	85,728	85,728	85,728	-	**888,969**	**965,041**	**76,073**
Books and Supplies																	
4100	Textbooks and Core Curricula	-	12,068	48,330	3,375	3,375	-	-	-	-	-	-	-	-	**67,148**	15,400	(51,748)
4200	Books and Other Materials	-	-	-	1,020	1,020	-	-	-	-	-	-	-	-	**2,040**	5,800	3,760
4302	School Supplies	-	2,546	5,920	8,923	8,923	8,923	8,923	8,923	8,923	8,923	8,923	8,923	-	**88,772**	117,075	28,303
4305	Software	8,243	170,105	(65,001)	8,125	8,125	8,125	8,125	8,125	8,125	8,125	8,125	8,125	-	**186,472**	202,600	16,128
4310	Office Expense	6,984	7,433	11,254	6,275	6,275	6,275	6,275	6,275	6,275	6,275	6,275	6,275	-	**82,146**	86,000	3,854
4311	Business Meals	143	-	(31)	8	8	8	8	8	8	8	8	8	-	**187**	100	(87)
4400	Noncapitalized Equipment	47,368	8,488	20,253	1,560	1,560	1,560	-	-	-	-	-	-	-	**80,789**	48,800	(31,989)
4700	Food Services	-	4,064	-	21,270	21,270	21,270	21,270	21,270	21,270	21,270	21,270	21,270	-	**195,490**	269,320	73,830
		62,738	204,704	20,725	50,556	50,556	46,161	44,601	44,601	44,601	44,601	44,601	44,601	-	**703,045**	**745,095**	**42,050**
Subagreement Services																	
5101	Nursing	-	-	-	167	167	167	167	167	167	167	167	167	-	**1,500**	2,200	700
5102	Special Education	-	-	-	33,982	33,982	33,982	33,982	33,982	33,982	33,982	33,982	33,982	-	**305,836**	426,700	120,864
5103	Substitute Teacher	-	3,529	9,699	18,773	18,773	18,773	18,773	18,773	18,773	18,773	18,773	18,773	-	**182,183**	235,700	53,517
5104	Transportation	-	-	-	2,218	2,218	2,218	2,218	2,218	2,218	2,218	2,218	2,218	-	**19,964**	27,900	7,936
5105	Security	-	5,583	16,610	7,927	7,927	7,927	7,927	7,927	7,927	7,927	7,927	7,927	-	**93,538**	99,600	6,062
5106	Other Educational Consultants	-	-	-	40	40	40	40	40	40	40	40	40	-	**360**	500	140
		-	9,112	26,309	63,107	63,107	63,107	63,107	63,107	63,107	63,107	63,107	63,107	-	**603,381**	**792,600**	**189,219**
Operations and Housekeeping																	
5201	Auto and Travel	256	-	(85)	18	18	18	18	18	18	18	18	18	-	**334**	200	(134)
5300	Dues & Memberships	10,037	-	-	958	958	958	958	958	958	958	958	958	-	**18,662**	13,100	(5,562)
5400	Insurance	-	-	46,858	7,542	7,542	7,542	7,542	7,542	7,542	7,542	7,542	7,542	-	**114,733**	103,300	(11,433)
5501	Utilities	993	991	17,427	8,917	8,917	8,917	8,917	8,917	8,917	8,917	8,917	8,917	-	**99,661**	122,100	22,439
5502	Janitorial Services	1,923	21,217	15,425	10,333	10,333	10,333	10,333	10,333	10,333	10,333	10,333	10,333	-	**131,565**	141,600	10,035
5900	Communications	1,344	3,680	5,554	1,967	1,967	1,967	1,967	1,967	1,967	1,967	1,967	1,967	-	**28,278**	26,900	(1,378)
5901	Postage and Shipping	150	-	-	340	340	340	340	340	340	340	340	340	-	**3,210**	3,800	590
		14,703	25,887	85,179	30,075	30,075	30,075	30,075	30,075	30,075	30,075	30,075	30,075	-	**396,443**	**411,000**	**14,557**
Facilities, Repairs and Other Leases																	
5601	Rent	74,550	121,678	47,152	61,775	61,775	61,775	61,775	61,775	61,775	61,775	61,775	61,775	(58,054)	**741,300**	741,300	(0)
5602	Additional Rent	-	-	-	8	8	8	8	8	8	8	8	8	-	**75**	100	25
5603	Equipment Leases	412	494	1,748	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	-	**13,904**	17,100	3,196
5610	Repairs and Maintenance	166	5,350	4,412	5,625	5,625	5,625	5,625	5,625	5,625	5,625	5,625	5,625	-	**60,553**	77,100	16,547
		75,128	127,522	53,312	68,658	68,658	68,658	68,658	68,658	68,658	68,658	68,658	68,658	(58,054)	**815,833**	**835,600**	**19,767**
Professional/Consulting Services																	
5801	IT	1,110	3,200	-	258	258	258	258	258	258	258	258	258	-	**6,635**	3,600	(3,035)
5802	Audit & Taxes	6,573	97	(13,146)	17,867	17,867	17,867	-	-	-	-	-	-	-	**47,124**	61,200	14,076
5803	Legal	-	-	-	325	325	325	325	325	325	325	325	325	-	**2,925**	4,400	1,475
5804	Professional Development	4,572	3,280	(1,656)	2,220	2,220	2,220	2,220	2,220	2,220	2,220	2,220	2,220	-	**26,176**	25,400	(776)
5805	General Consulting	-	800	1,038	10,778	10,778	10,778	10,778	10,778	10,778	10,778	10,778	10,778	-	**98,839**	111,436	12,597
5806	Special Activities/Field Trips	-	1,560	13,115	-	-	32,233	32,233	32,233	-	-	-	-	-	**111,375**	110,400	(975)
5807	Bank Charges	445	-	15	660	660	660	660	660	660	660	660	660	-	**6,400**	7,500	1,100
5808	Printing	5,517	5,185	7,265	4,260	4,260	4,260	4,260	4,260	4,260	4,260	4,260	4,260	-	**56,307**	48,600	(7,707)
5809	Other taxes and fees	3,515	53	4,690	1,440	1,440	1,440	1,440	1,440	1,440	1,440	1,440	1,440	-	**21,218**	16,500	(4,718)
5810	Payroll Service Fee	770	770	770	692	692	692	692	692	692	692	692	692	-	**8,535**	9,400	865
5811	Management Fee	21,059	46,808	72,808	52,609	52,609	52,609	52,609	52,609	52,609	52,609	52,609	52,609	17,154	**631,313**	797,345	166,032
5812	District Oversight Fee	7,522	6,775	4,517	5,486	5,339	5,486	5,339	5,339	4,339	3,649	3,649	3,649	(6,931)	**54,160**	62,344	8,184
5813	County Fees	-	-	-	975	-	-	975	-	-	975	-	-	975	**3,900**	4,400	500
5814	SPED Encroachment	18,904	37,809	25,206	26,515	26,515	26,515	26,515	6,116	13,592	13,592	13,592	13,592	7,475	**255,938**	294,613	38,675
5815	Public Relations/Recruitment	-	-	-	550	550	550	550	550	550	550	550	550	-	**4,950**	6,300	1,350
		69,986	106,337	114,623	124,635	123,513	155,893	138,855	117,481	91,723	92,008	91,033	91,033	18,674	**1,335,795**	**1,563,438**	**227,643**
Depreciation																	
6900	Depreciation Expense	5,834	5,834	5,252	6,342	6,342	6,342	6,342	6,342	6,342	6,342	6,342	6,342	-	**73,995**	86,800	12,805
		5,834	5,834	5,252	6,342	6,342	6,342	6,342	6,342	6,342	6,342	6,342	6,342	-	**73,995**	**86,800**	**12,805**
Interest																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	**-**	**-**
Total Expenses		**337,361**	**732,100**	**602,358**	**660,437**	**659,316**	**687,301**	**672,427**	**650,122**	**622,502**	**621,856**	**620,881**	**620,881**	**(64,902)**	**7,422,639**	**8,008,024**	**585,385**
Monthly Surplus (Deficit)		**(213,497)**	**(315,751)**	**(181,241)**	**41,371**	**(44,823)**	**104,022**	**249,820**	**(35,629)**	**(115,014)**	**(77,514)**	**(81,424)**	**(182,380)**	**856,638**	**4,578**	**385,082**	**(380,504)**

TEACH Tech Charter High

Monthly Cash Flow/Forecast FY26-27

Revised 10/13/26

Actuals Through:09/30/2

ADA = 292.50

	Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(213,497)	(315,751)	(181,241)	41,371	(44,823)	104,022	249,820	(35,629)	(115,014)	(77,514)	(81,424)	(182,380)	856,638	**4,578**		
Cash flows from operating activities																
Depreciation/Amortization	5,834	5,834	5,252	6,342	6,342	6,342	6,342	6,342	6,342	6,342	6,342	6,342	-	**73,995**		
Public Funding Receivables	321,377	1,369	(38,418)	-	108,943	42,388	415,482	-	-	-	-	-	(791,735)	**59,407**		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Due To/From Related Parties	206,941	177,553	199,732	-	-	-	-	-	-	-	-	-	-	**584,226**		
Prepaid Expenses	(50,938)	(14,313)	(84,684)	-	-	-	-	-	-	-	-	-	-	**(149,935)**		
Other Assets	4,012	-	-	-	-	-	-	-	-	-	-	-	-	**4,012**		
Accounts Payable	(140,200)	(1,636)	(18,035)	-	-	-	-	-	-	-	-	-	(64,902)	**(224,773)**		
Accrued Expenses	26,655	60,833	(81,580)	-	-	-	-	-	-	-	-	-	-	**5,908**		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Deferred Revenue	6,572	3,673	28,489	-	-	-	-	-	-	-	-	-	-	**38,734**		
Cash flows from investing activities																
Purchases of Prop. And Equip.	(9,638)	-	(1,976)	-	-	-	-	-	-	-	-	-	-	**(11,614)**		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Total Change in Cash	157,118	(82,438)	(172,461)	47,713	70,462	152,752	671,644	(29,287)	(108,672)	(71,172)	(75,082)	(176,038)				
Cash, Beginning of Month	7,162,213	7,319,331	7,236,893	7,064,433	7,112,145	7,182,607	7,335,359	8,007,003	7,977,716	7,869,043	7,797,871	7,722,789				
Cash, End of Month	**7,319,331**	**7,236,893**	**7,064,433**	**7,112,145**	**7,182,607**	**7,335,359**	**8,007,003**	**7,977,716**	**7,869,043**	**7,797,871**	**7,722,789**	**7,546,750**				

TEACH Prep Elementary School

Monthly Cash Flow/Forecast FY26-27

Revised 09/22/26

Actuals Through: 0

ADA = 261.00

		Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Revenues																ADA =	288.90
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	134,820	134,820	244,140	244,140	244,140	244,140	244,140	327,461	327,461	327,461	327,461	327,461	**3,127,645**	3,427,977	(300,332)
8012	Education Protection Account	-	-	-	13,050	-	13,050	-	-	13,050	-	-	-	13,050	**52,200**	57,780	(5,580)
8096	In Lieu of Property Taxes	59,736	-	-	78,798	78,798	78,798	78,798	78,798	227,309	113,654	113,654	113,654	113,654	**1,135,650**	1,257,047	(121,397)
		59,736	134,820	134,820	335,987	322,937	335,987	322,937	322,937	567,820	441,116	441,116	441,116	454,166	**4,315,495**	**4,742,804**	**(427,309)**
Federal Revenue																	
8220	Federal Child Nutrition	-	-	-	9,852	18,719	18,719	18,719	18,719	18,719	18,719	18,719	18,719	37,438	**197,044**	218,107	(21,063)
8290	Title I, Part A - Basic Low Income	-	-	-	-	-	94,850	-	-	-	-	-	-	31,617	**126,466**	126,466	-
8291	Title II, Part A - Teacher Quality	-	-	-	-	-	10,031	-	-	-	-	-	-	3,344	**13,374**	13,374	-
8296	Other Federal Revenue	-	-	-	2,500	-	-	2,500	-	-	2,500	-	-	2,500	**10,000**	10,000	-
		-	-	-	12,352	18,719	123,599	21,219	18,719	18,719	21,219	18,719	18,719	74,898	**346,884**	**367,947**	**(21,063)**
Other State Revenue																	
8311	State Special Education	-	-	-	28,189	28,189	28,189	28,189	28,189	41,759	41,759	41,759	41,759	41,759	**349,740**	387,126	(37,386)
8520	Child Nutrition	-	-	-	933	1,772	1,772	1,772	1,772	1,772	1,772	1,772	1,772	3,544	**18,651**	20,644	(1,994)
8545	School Facilities (SB740)	-	-	-	-	-	-	180,168	-	-	-	90,084	-	90,084	**360,337**	398,855	(38,519)
8550	Mandated Cost	-	-	-	-	-	4,756	-	-	-	-	-	-	-	**4,756**	5,000	(244)
8560	State Lottery	-	-	-	-	-	-	15,393	-	-	15,393	-	-	40,206	**70,992**	78,581	(7,589)
8599	Other State Revenue	-	-	1,928	268,463	1,527	1,527	268,463	1,527	1,527	268,463	1,527	1,527	268,231	**1,084,708**	996,002	88,707
		-	-	1,928	297,584	31,488	36,244	493,985	31,488	45,058	327,387	135,142	45,058	443,824	**1,889,183**	**1,886,208**	**2,975**
Other Local Revenue																	
8660	Interest Revenue	10,693	11,693	11,494	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	-	**146,381**	150,000	(3,619)
		10,693	11,693	11,494	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	-	**146,381**	**150,000**	**(3,619)**
Total Revenue		**70,429**	**146,513**	**148,242**	**658,424**	**385,644**	**508,330**	**850,641**	**385,644**	**644,097**	**802,221**	**607,477**	**517,392**	**972,887**	**6,697,943**	**7,146,959**	**(449,016)**
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	-	98,953	110,604	106,739	106,739	106,739	106,739	106,739	106,739	106,739	106,739	106,739	-	**1,170,211**	1,174,133	3,922
1175	Teachers' Extra Duty/Stipends	6,564	-	9,029	7,114	7,114	7,114	7,114	7,114	7,114	7,114	7,114	7,114	-	**79,618**	78,252	(1,365)
1300	Administrators' Salaries	21,879	21,879	21,879	21,886	21,886	21,886	21,886	21,886	21,886	21,886	21,886	21,886	-	**262,608**	262,627	19
1900	Other Certificated Salaries	-	3,956	10,286	11,662	11,662	11,662	11,662	11,662	11,662	11,662	11,662	11,662	-	**119,202**	128,283	9,082
		28,443	124,788	151,799	147,401	147,401	147,401	147,401	147,401	147,401	147,401	147,401	147,401	-	**1,631,638**	**1,643,296**	**11,658**
Classified Salaries																	
2100	Instructional Salaries	11,827	24,297	41,682	25,375	25,375	25,375	25,375	25,375	25,375	25,375	25,375	25,375	-	**306,185**	279,130	(27,055)
2200	Support Salaries	-	-	-	2,667	2,667	2,667	2,667	2,667	2,667	2,667	2,667	2,667	-	**24,000**	29,333	5,333
2400	Clerical and Office Staff Salaries	11,562	10,569	12,216	10,882	10,882	10,882	10,882	10,882	10,882	10,882	10,882	10,882	-	**132,284**	130,582	(1,702)
2900	Other Classified Salaries	13,298	11,355	10,899	15,023	15,023	15,023	15,023	15,023	15,023	15,023	15,023	15,023	-	**170,760**	176,943	6,183
		36,687	46,221	64,797	53,947	53,947	53,947	53,947	53,947	53,947	53,947	53,947	53,947	-	**633,228**	**615,988**	**(17,240)**

TEACH Prep Elementary School

Monthly Cash Flow/Forecast FY26-27

Revised 09/22/26

Actuals Through: 0

ADA = 261.00

		Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Benefits																	
3101	STRS	5,433	23,835	26,126	28,355	28,355	28,355	28,355	28,355	28,355	28,355	28,355	28,355	-	**310,586**	313,870	3,284
3301	OASDI	2,259	2,843	3,995	3,254	3,254	3,254	3,254	3,254	3,254	3,254	3,254	3,254	-	**38,380**	38,191	(189)
3311	Medicare	934	2,452	3,113	2,912	2,912	2,912	2,912	2,912	2,912	2,912	2,912	2,912	-	**32,711**	32,760	48
3401	Health and Welfare	(703)	(1,940)	(1,940)	29,000	29,000	29,000	29,000	29,000	29,000	29,000	29,000	29,000	-	**256,416**	348,000	91,584
3501	State Unemployment	-	1,090	229	980	980	980	4,900	3,920	1,960	980	980	980	-	**17,979**	19,600	1,621
3601	Workers' Compensation	-	-	8,342	2,812	2,812	2,812	2,812	2,812	2,812	2,812	2,812	2,812	-	**33,649**	31,630	(2,019)
3901	Other Benefits	1,031	2,384	2,458	1,004	1,004	1,004	1,004	1,004	1,004	1,004	1,004	1,004	-	**14,912**	11,296	(3,615)
		8,954	30,664	42,323	68,317	68,317	68,317	72,237	71,257	69,297	68,317	68,317	68,317	-	**704,633**	**795,347**	**90,714**
Books and Supplies																	
4100	Textbooks and Core Curricula	-	56,802	10,578	26,225	26,225	-	-	-	-	-	-	-	-	**119,830**	110,700	(9,130)
4302	School Supplies	11	1,134	4,980	3,433	3,433	3,433	3,433	3,433	3,433	3,433	3,433	3,433	-	**37,025**	43,400	6,375
4305	Software	3,259	44,033	38,722	13,258	13,258	13,258	13,258	13,258	13,258	13,258	13,258	13,258	(15,000)	**190,339**	167,500	(22,839)
4310	Office Expense	738	3,909	2,449	4,867	4,867	4,867	4,867	4,867	4,867	4,867	4,867	4,867	-	**50,896**	61,500	10,604
4311	Business Meals	-	-	-	108	108	108	108	108	108	108	108	108	-	**975**	1,300	325
4400	Noncapitalized Equipment	-	50,532	27,826	10,260	10,260	10,260	-	-	-	-	-	-	-	**109,138**	54,000	(55,138)
4700	Food Services	-	3,588	-	19,609	19,609	19,609	19,609	19,609	19,609	19,609	19,609	19,609	-	**180,065**	238,751	58,686
		4,008	159,998	84,555	77,760	77,760	51,535	41,275	41,275	41,275	41,275	41,275	41,275	(15,000)	**688,268**	**677,151**	**(11,117)**
Subagreement Services																	
5102	Special Education	-	2,268	-	57,409	57,409	57,409	57,409	57,409	57,409	57,409	57,409	57,409	57,409	**576,359**	654,300	77,941
5103	Substitute Teacher	-	-	5,624	9,236	9,236	9,236	9,236	9,236	9,236	9,236	9,236	9,236	-	**88,751**	107,000	18,249
5104	Transportation	-	-	-	4,891	4,891	4,891	4,891	4,891	4,891	4,891	4,891	4,891	-	**44,018**	56,600	12,582
5105	Security	-	2,164	8,225	5,482	5,482	5,482	5,482	5,482	5,482	5,482	5,482	5,482	-	**59,725**	63,500	3,775
5106	Other Educational Consultants	-	-	15,477	33,370	33,370	33,370	33,370	33,370	33,370	33,370	33,370	33,370	-	**315,807**	351,300	35,493
		-	4,432	29,326	110,388	110,388	110,388	110,388	110,388	110,388	110,388	110,388	110,388	57,409	**1,084,660**	**1,232,700**	**148,040**
Operations and Housekeeping																	
5201	Auto and Travel	-	-	-	27	27	27	27	27	27	27	27	27	-	**245**	300	55
5300	Dues & Memberships	7,490	-	-	1,117	1,117	1,117	1,117	1,117	1,117	1,117	1,117	1,117	-	**17,540**	14,100	(3,440)
5400	Insurance	-	-	23,429	6,850	6,850	6,850	6,850	6,850	6,850	6,850	6,850	6,850	-	**85,079**	86,500	1,421
5501	Utilities	3,425	3,561	4,445	-	-	-	-	-	-	-	-	-	-	**11,432**	-	(11,432)
5502	Janitorial Services	1,154	26,242	3,065	7,958	7,958	7,958	7,958	7,958	7,958	7,958	7,958	7,958	-	**102,086**	100,600	(1,486)
5900	Communications	-	-	2	2,967	2,967	2,967	2,967	2,967	2,967	2,967	2,967	2,967	-	**26,702**	37,500	10,798
5901	Postage and Shipping	-	150	-	430	430	430	430	430	430	430	430	430	-	**4,020**	4,500	480
		12,069	30,261	30,634	19,349	19,349	19,349	19,349	19,349	19,349	19,349	19,349	19,349	-	**247,104**	**243,500**	**(3,604)**
Facilities, Repairs and Other Leases																	
5601	Rent	45,901	91,792	91,810	53,108	53,108	53,108	53,108	53,108	53,108	53,108	53,108	53,108	(70,178)	**637,300**	637,300	0
5603	Equipment Leases	704	539	1,170	1,725	1,725	1,725	1,725	1,725	1,725	1,725	1,725	1,725	-	**17,938**	21,800	3,862
5610	Repairs and Maintenance	4,732	3,589	15,375	3,533	3,533	3,533	3,533	3,533	3,533	3,533	3,533	3,533	-	**55,496**	44,700	(10,796)
		51,336	95,920	108,355	58,367	58,367	58,367	58,367	58,367	58,367	58,367	58,367	58,367	(70,178)	**710,734**	**703,800**	**(6,934)**
Professional/Consulting Services																	
5801	IT	-	3,085	-	242	242	242	242	242	242	242	242	242	-	**5,260**	3,000	(2,260)
5802	Audit & Taxes	-	49	-	22,400	22,400	22,400	-	-	-	-	-	-	-	**67,249**	71,600	4,351
5803	Legal	-	-	-	792	792	792	792	792	792	792	792	792	-	**7,125**	10,000	2,875
5804	Professional Development	-	140	650	990	990	990	990	990	990	990	990	990	-	**9,700**	10,400	700
5805	General Consulting	-	400	-	11,160	11,160	11,160	11,160	11,160	11,160	11,160	11,160	11,160	-	**100,838**	113,644	12,806
5806	Special Activities/Field Trips	-	780	5,440	-	-	10,333	10,333	10,333	-	-	-	-	-	**37,220**	32,600	(4,620)
5807	Bank Charges	68	-	15	130	130	130	130	130	130	130	130	130	-	**1,253**	1,300	47
5808	Printing	2,758	2,592	6,490	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	-	**52,340**	47,400	(4,940)
5809	Other taxes and fees	74	4,448	572	880	880	880	880	880	880	880	880	880	-	**13,014**	9,300	(3,714)
5810	Payroll Service Fee	770	770	770	908	908	908	908	908	908	908	908	908	-	**10,485**	11,500	1,015
5811	Management Fee	12,088	19,140	27,254	40,589	40,589	40,589	40,589	40,589	40,589	40,589	40,589	40,589	63,286	**487,072**	519,773	32,701
5812	District Oversight Fee	-	-	-	3,360	3,229	3,360	3,229	3,229	5,678	4,411	4,411	4,411	7,835	**43,155**	47,428	4,273
5813	County Fees	-	-	-	1,200	-	-	1,200	-	-	1,200	-	-	1,200	**4,800**	5,000	200
5814	SPED Encroachment	-	-	-	2,537	2,537	2,537	2,537	2,537	3,758	3,758	3,758	3,758	3,758	**31,477**	34,841	3,365
5815	Public Relations/Recruitment	-	-	-	700	700	700	700	700	700	700	700	700	-	**6,300**	7,300	1,000
		15,758	31,404	41,190	90,388	89,057	99,521	78,190	76,990	70,327	70,260	69,060	69,060	76,080	**877,287**	**925,086**	**47,799**
Depreciation																	
6900	Depreciation Expense	3,563	3,563	3,772	5,008	5,008	5,008	5,008	5,008	5,008	5,008	5,008	5,008	-	**55,974**	63,300	7,326
		3,563	3,563	3,772	5,008	5,008	5,008	5,008	5,008	5,008	5,008	5,008	5,008	-	**55,974**	**63,300**	**7,326**
Interest																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	**-**	**-**
Total Expenses		**160,818**	**527,251**	**556,750**	**630,925**	**629,595**	**613,833**	**586,163**	**583,983**	**575,360**	**574,313**	**573,113**	**573,113**	**48,311**	**6,633,527**	**6,900,169**	**266,642**
Monthly Surplus (Deficit)		**(90,389)**	**(380,738)**	**(408,508)**	**27,499**	**(243,950)**	**(105,503)**	**264,478**	**(198,339)**	**68,737**	**227,909**	**34,364**	**(55,720)**	**924,576**	**64,416**	**246,790**	**(182,374)**

TEACH Prep Elementary School

Monthly Cash Flow/Forecast FY26-27

Revised 09/22/26

Actuals Through: 0.

ADA = 261.00

	Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(90,389)	(380,738)	(408,508)	27,499	(243,950)	(105,503)	264,478	(198,339)	68,737	227,909	34,364	(55,720)	924,576	**64,416**		
Cash flows from operating activities																
Depreciation/Amortization	3,563	3,563	3,773	5,008	5,008	5,008	5,008	5,008	5,008	5,008	5,008	5,008	-	**55,974**		
Public Funding Receivables	292,102	964	(964)	-	242,550	29,718	766,884	-	-	-	-	-	(972,887)	**358,366**		
Grants and Contributions Rec.		-	-	-	-	-	-	-	-	-	-	-	-	-		
Due To/From Related Parties	111,871	92,148	96,479	-	-	-	-	-	-	-	-	-	-	**300,498**		
Prepaid Expenses	(25,469)	(7,156)	(20,194)	-	-	-	-	-	-	-	-	-	-	**(52,819)**		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable	(111,455)	(906)	518	-	-	-	-	-	-	-	-	-	48,311	**(63,532)**		
Accrued Expenses	11,463	45,891	3,398	-	-	-	-	-	-	-	-	-	-	**60,752**		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Deferred Revenue	61,825	32,921	161,266	-	-	-	-	-	-	-	-	-	-	**256,012**		
Cash flows from investing activities																
Purchases of Prop. And Equip.	(16,128)	-	-	-	-	-	-	-	-	-	-	-	-	**(16,128)**		
Notes Receivable	617	-	-	-	-	-	-	-	-	-	-	-	-	**617**		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Change in Cash	238,000	(213,313)	(164,232)	32,507	3,608	(70,777)	1,036,370	(193,330)	73,745	232,917	39,372	(50,712)				
Cash, Beginning of Month	5,156,301	5,394,301	5,180,988	5,016,757	5,049,264	5,052,872	4,982,094	6,018,465	5,825,134	5,898,880	6,131,797	6,171,169				
Cash, End of Month	**5,394,301**	**5,180,988**	**5,016,757**	**5,049,264**	**5,052,872**	**4,982,094**	**6,018,465**	**5,825,134**	**5,898,880**	**6,131,797**	**6,171,169**	**6,120,457**				

TEACH Public Schools

Monthly Cash Flow/Forecast FY26-27

Revised 10/13/26

Actuals Through: 0

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 Forecast	Original Budget Total	Favorable / (Unfav.)
Revenues																ADA = 0.01	
State Aid - Revenue Limit																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Federal Revenue																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other State Revenue																	
8599	Other State Revenue	-	-	-	0	0	0	0	0	0	0	0	0	0	**1**	1	-
		-	-	-	0	0	0	0	0	0	0	0	0	0	**1**	**1**	-
Other Local Revenue																	
8660	Interest Revenue	6,887	7,292	3,240	6,748	6,748	6,748	6,748	6,748	6,748	6,748	6,748	6,748	-	**78,148**	45,972	32,176
8689	Other Fees and Contracts	32,234	93,034	150,254	150,820	150,820	150,820	150,820	150,820	150,820	150,820	150,820	150,820	176,938	**1,809,842**	2,210,873	(401,031)
		39,121	100,326	153,494	157,568	157,568	157,568	157,568	157,568	157,568	157,568	157,568	157,568	176,938	**1,887,990**	**2,256,845**	**(368,855)**
Total Revenue		**39,121**	**100,326**	**153,494**	**157,568**	**157,568**	**157,568**	**157,568**	**157,568**	**157,568**	**157,568**	**157,568**	**157,568**	**176,939**	1,887,991	**2,256,846**	**(368,855)**
Expenses																	
Certificated Salaries																	
1170	Teachers' Substitute Hours	-	-	-	2,095	2,095	2,095	2,095	2,095	2,095	2,095	2,095	2,095	-	**18,853**	25,137	6,284
1175	Teachers' Extra Duty/Stipends	11,857	-	-	-	-	-	-	-	-	-	-	-	-	**11,857**	-	(11,857)
1300	Administrators' Salaries	39,723	39,723	39,723	41,895	41,895	41,895	41,895	41,895	41,895	41,895	41,895	41,895	-	**496,224**	502,738	6,514
		51,581	39,723	39,723	43,990	43,990	43,990	43,990	43,990	43,990	43,990	43,990	43,990	-	**526,934**	**527,875**	**941**
Classified Salaries																	
2200	Support Salaries	11,923	9,172	9,172	2,486	2,486	2,486	2,486	2,486	2,486	2,486	2,486	2,486	(21,095)	**31,542**	35,889	4,347
2300	Classified Administrators' Salaries	40,021	30,832	30,832	32,470	32,470	32,470	32,470	32,470	32,470	32,470	32,470	32,470	-	**393,911**	389,635	(4,276)
2400	Clerical and Office Staff Salaries	12,493	9,633	6,924	-	-	-	-	-	-	-	-	-	-	**29,050**	121,257	92,207
2900	Other Classified Salaries	21,194	16,365	16,365	17,240	17,240	17,240	17,240	17,240	17,240	17,240	17,240	17,240	-	**209,087**	206,886	(2,202)
		85,631	66,001	63,292	52,196	52,196	52,196	52,196	52,196	52,196	52,196	52,196	52,196	(21,095)	**663,589**	**753,666**	**90,077**

TEACH Public Schools

Monthly Cash Flow/Forecast FY26-27

Revised 10/13/26

Actuals Through: 0

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 Forecast	Original Budget Total	Favorable / (Unfav.)
Benefits																	
3101	STRS	9,814	7,549	7,549	8,417	8,417	8,417	8,417	8,417	8,417	8,417	8,417	8,417	-	**100,665**	100,824	159
3301	OASDI	5,227	3,949	3,933	3,055	3,055	3,055	3,055	3,055	3,055	3,055	3,055	3,055	-	**40,599**	46,727	6,128
3311	Medicare	1,962	1,490	1,486	1,352	1,352	1,352	1,352	1,352	1,352	1,352	1,352	1,352	-	**17,107**	18,582	1,475
3401	Health and Welfare	26,993	8,174	16,301	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	-	**126,468**	120,000	(6,468)
3501	State Unemployment	46	46	46	294	294	294	1,470	1,176	588	294	294	294	-	**5,136**	6,850	1,714
3601	Workers' Compensation	-	-	-	1,306	1,306	1,306	1,306	1,306	1,306	1,306	1,306	1,306	-	**11,750**	17,942	6,192
3901	Other Benefits	3,620	3,620	3,499	4,663	4,663	4,663	4,663	4,663	4,663	4,663	4,663	4,663	-	**52,703**	64,077	11,374
		47,662	24,827	32,814	27,419	27,419	27,419	28,595	28,301	27,713	27,419	27,419	27,419	-	**354,428**	**375,003**	**20,575**
Books and Supplies																	
4302	School Supplies	-	-	-	33	33	33	33	33	33	33	33	33	-	**300**	400	100
4305	Software	291	245	9,185	283	283	283	283	283	283	283	283	283	-	**12,271**	3,400	(8,871)
4310	Office Expense	3,809	897	572	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	-	**30,028**	33,000	2,972
4311	Business Meals	9,086	54	-	483	483	483	483	483	483	483	483	483	-	**13,490**	5,800	(7,690)
4400	Noncapitalized Equipment	-	2,324	-	1,920	1,920	1,920	-	-	-	-	-	-	-	**8,084**	9,600	1,516
		13,186	3,520	9,757	5,470	5,470	5,470	3,550	3,550	3,550	3,550	3,550	3,550	-	**64,173**	**52,200**	**(11,973)**
Subagreement Services																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	**-**	**-**
Operations and Housekeeping																	
5201	Auto and Travel	309	1,420	-	2,991	2,991	2,991	2,991	2,991	2,991	2,991	2,991	2,991	-	**28,647**	32,900	4,253
5300	Dues & Memberships	-	-	18,623	-	-	-	-	-	-	-	-	-	-	**18,623**	-	(18,623)
5501	Utilities	-	-	-	1,350	1,350	1,350	1,350	1,350	1,350	1,350	1,350	1,350	-	**12,150**	16,200	4,050
5900	Communications	1,841	2,613	1,598	1,908	1,908	1,908	1,908	1,908	1,908	1,908	1,908	1,908	-	**23,228**	22,900	(328)
5901	Postage and Shipping	1,331	21	21	480	480	480	480	480	480	480	480	480	-	**5,693**	4,800	(893)
		3,481	4,054	20,242	6,729	6,729	6,729	6,729	6,729	6,729	6,729	6,729	6,729	-	**88,341**	**76,800**	**(11,541)**
Facilities, Repairs and Other Leases																	
5603	Equipment Leases	-	-	74	33	33	33	33	33	33	33	33	33	-	**374**	400	26
5610	Repairs and Maintenance	149	-	-	17	17	17	17	17	17	17	17	17	-	**299**	200	(99)
		149	-	74	50	50	50	50	50	50	50	50	50	-	**672**	**600**	**(72)**
Professional/Consulting Services																	
5802	Audit & Taxes	-	-	-	1,333	1,333	1,333	-	-	-	-	-	-	-	**4,000**	4,000	-
5803	Legal	-	235	2,125	175	175	175	175	175	175	175	175	175	-	**3,935**	2,100	(1,835)
5804	Professional Development	-	-	4,500	2,310	2,310	2,310	2,310	2,310	2,310	2,310	2,310	2,310	-	**25,290**	23,100	(2,190)
5805	General Consulting	-	-	-	250	250	250	250	250	250	250	250	250	-	**2,250**	2,500	250
5807	Bank Charges	-	-	1,062	230	230	230	230	230	230	230	230	230	-	**3,132**	2,300	(832)
5808	Printing	-	-	-	180	180	180	180	180	180	180	180	180	-	**1,620**	1,800	180
5809	Other taxes and fees	481	75	6	270	270	270	270	270	270	270	270	270	-	**2,992**	2,700	(292)
5811	Management Fee	-	-	-	77	77	77	77	77	77	77	77	77	-	**690**	920	230
5815	Public Relations/Recruitment	-	-	-	80	80	80	80	80	80	80	80	80	-	**720**	800	80
		481	841	7,162	4,905	4,905	4,905	3,572	3,572	3,572	3,572	3,572	3,572	-	**44,629**	**40,220**	**(4,409)**
Depreciation																	
6900	Depreciation Expense	3,182	3,182	3,182	3,450	3,450	3,450	3,450	3,450	3,450	3,450	3,450	3,450	-	**40,596**	41,400	804
		3,182	3,182	3,182	3,450	3,450	3,450	3,450	3,450	3,450	3,450	3,450	3,450	-	**40,596**	**41,400**	**804**
Interest																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	**-**	**-**
Total Expenses		**205,352**	**142,148**	**176,247**	**144,209**	**144,209**	**144,209**	**142,131**	**141,837**	**141,249**	**140,955**	**140,955**	**140,955**	**(21,095)**	**1,783,362**	**1,867,765**	**84,403**
Monthly Surplus (Deficit)		**(166,231)**	**(41,822)**	**(22,754)**	**13,359**	**13,359**	**13,359**	**15,437**	**15,731**	**16,319**	**16,613**	**16,613**	**16,613**	**198,034**	**104,629**	**389,081**	**(284,452)**

TEACH Public Schools

Monthly Cash Flow/Forecast FY26-27

Revised 10/13/26

Actuals Through: 0

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 Forecast	Original Budget Total	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(166,231)	(41,822)	(22,754)	13,359	13,359	13,359	15,437	15,731	16,319	16,613	16,613	16,613	198,034	**104,629**		
Cash flows from operating activities																
Depreciation/Amortization	3,182	3,182	3,182	3,450	3,450	3,450	3,450	3,450	3,450	3,450	3,450	3,450	-	**40,596**		
Public Funding Receivables	-	-	-	-	-	-	297,370	-	-	-	-	-	(176,939)	**120,432**		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Due To/From Related Parties	(193,686)	(250,315)	(297,053)	-	-	-	-	-	-	-	-	-	-	**(741,054)**		
Prepaid Expenses	-	-	8,939	-	-	-	-	-	-	-	-	-	-	**8,939**		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Accounts Payable	(18,533)	(60)	-	-	-	-	-	-	-	-	-	-	(21,095)	**(39,688)**		
Accrued Expenses	(101,164)	172,196	34,968	-	-	-	-	-	-	-	-	-	-	**106,000**		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Deferred Revenue	-	3,000	188,191	-	-	-	-	-	-	-	-	-	-	**191,191**		
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	(476,432)	(113,819)	(84,527)	16,809	16,809	16,809	316,257	19,181	19,769	20,063	20,063	20,063				
Cash, Beginning of Month	2,367,750	1,891,318	1,777,499	1,692,972	1,709,782	1,726,591	1,743,400	2,059,657	2,078,838	2,098,606	2,118,669	2,138,732				
Cash, End of Month	**1,891,318**	**1,777,499**	**1,692,972**	**1,709,782**	**1,726,591**	**1,743,400**	**2,059,657**	**2,078,838**	**2,098,606**	**2,118,669**	**2,138,732**	**2,158,794**				

C & M LLC

Budget vs Actual

For the period ended September 30, 2026

	Current Period Actual	Current Year Actual
Revenue		
Other Local Revenue		
Lease and Rental Income	71,785.73	215,357.19
Interest Revenue	9,843.40	11,721.21
Net Increase (Decrease) in the Fair Value of Investments	(8,167.74)	(10,975.23)
Total Other Local Revenue	73,461.39	216,103.17
Total Revenue	73,461.39	216,103.17
Expenses		
Operations & Housekeeping		
Bond Amortization Expense	711.84	2,135.52
Total Operations & Housekeeping	711.84	2,135.52
Depreciation		
Depreciation Expense	27,221.22	81,663.66
Total Depreciation	27,221.22	81,663.66
Interest		
Interest Expense	56,777.03	170,331.09
Total Interest	56,777.03	170,331.09
Total Expenses	84,710.09	254,130.27
Change in Net Assets	**(11,248.70)**	**(38,027.10)**
Net Assets, Beginning of Period	**(1,565,256.73)**	**(1,538,478.33)**
Net Assets, End of Period	**$ (1,576,505.43)**	**$ (1,576,505.43)**

Wooten Avila LLC

Budget vs Actual

For the period ended September 30, 2026

	Current Period Actual	Current Year Actual
Revenue		
Other Local Revenue		
Lease and Rental Income	108,180.38	324,707.86
Interest Revenue	1,160.49	2,506.69
Net Increase (Decrease) in the Fair Value of Investments	(10,986.98)	(13,596.92)
Total Other Local Revenue	98,353.89	313,617.63
Total Revenue	98,353.89	313,617.63
Expenses		
Operations & Housekeeping		
Bond Amortization Expense	1,050.26	3,150.78
Total Operations & Housekeeping	1,050.26	3,150.78
Depreciation		
Depreciation Expense	63,392.63	190,177.89
Total Depreciation	63,392.63	190,177.89
Interest		
Interest Expense	85,287.01	255,861.03
Total Interest	85,287.01	255,861.03
Total Expenses	149,729.90	449,189.70
Change in Net Assets	**(51,376.01)**	**(135,572.07)**
Net Assets, Beginning of Period	**(3,018,012.42)**	**(2,933,816.36)**
Net Assets, End of Period	**$ (3,069,388.43)**	**$ (3,069,388.43)**

TEACH Foundation Inc.

Budget vs Actual

For the period ended September 30, 2026

	Current Period Actual	Current Year Actual
Net Assets, Beginning of Period	**2,337.00**	**2,337.00**
Net Assets, End of Period	**$ 2,337.00**	**$ 2,337.00**

TEACH, Inc.

Statement of Financial Position

September 30, 2026

	Teach Academy of Technology	Teach Tech High School	Teach Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School	Teach Public Schools	C & M LLC	Wooten Avila LLC	TEACH Foundation Inc.	Total
Assets								
Current Assets								
Cash & Cash Equivalents	$ 4,917,280	$ 7,064,432	$ 5,016,757	$ 1,692,972	$ 32,568	$ 43,970	$ 0	$ 18,767,980
Accounts Receivable	600,839	334,887	129,987	6,429	3,323	82,197	2,337	1,159,998
Public Funding Receivables	709,697	334,576	277,989	0	0	0	0	1,322,263
Due To/From Related Parties	1,304,611	(920,302)	(507,417)	531,761	(829,120)	420,468	0	0
Prepaid Expenses	199,974	169,097	62,443	0	0	0	0	431,514
Total Current Assets	7,732,401	6,982,690	4,979,759	2,231,162	(793,229)	546,635	2,337	21,681,755
Long-term Assets								
Property & Equipment, Net	365,419	236,967	171,322	58,514	8,837,302	16,948,940	0	26,618,462
Right-Of-Use Asset, Net	17,385,281	15,103,812	11,370,035	0	0	0	0	43,859,129
Deposits	0	162,517	99,750	8,750	0	3,625	0	274,642
Deferred Lease Asset	0	0	0	0	166,051	(38,508)	0	127,544
Investments	0	0	0	0	588,682	592,310	0	1,180,992
Securities	0	0	0	0	847,921	1,779,950	0	2,627,871
Securities Premium	0	0	0	0	942	(852)	0	89
Total Long-term Assets	17,750,700	15,503,296	11,641,107	67,264	10,440,898	19,285,465	0	74,688,729
Total Assets	**$ 25,483,101**	**$ 22,485,986**	**$ 16,620,866**	**$ 2,298,426**	**$ 9,647,669**	**$ 19,832,100**	**$ 2,337**	**$ 96,370,484**
Liabilities								
Current Liabilities								
Accounts Payable	$ (2,809)	$ (432)	$ (24)	$ 0	$ 0	$ 0	$ 0	$ (3,264)
Accrued Liabilities	132,733	147,587	872,308	1,414,207	0	0	0	2,566,834
Interest Payable	0	0	0	0	224,315	268,625	0	492,940
Deferred Revenue	1,128,914	82,435	1,537,822	191,191	0	0	0	2,940,362
Other Short-term Liabilities	358,701	309,426	213,841	0	0	0	0	881,968
Total Current Liabilities	1,617,539	539,016	2,623,947	1,605,398	224,315	268,625	0	6,878,840
Long-term Liabilities								
Notes Payable, Net of Current Portion	0	0	0	0	0	141,967	0	141,967
Bonds Payable	0	0	0	0	11,375,000	21,295,000	0	32,670,000
Bond Issue Cost	0	0	0	0	(206,672)	(400,149)	0	(606,820)
Discount on Bonds	0	0	0	0	(168,469)	0	0	(168,469)
Premium on Bonds	0	0	0	0	0	1,596,045	0	1,596,045
Other Long-term Liabilities	17,175,859	14,784,854	11,174,097	0	0	0	0	43,134,810
Total Long-term Liabilities	17,175,859	14,784,854	11,174,097	0	10,999,859	22,632,863	0	76,767,533
Total Liabilities	**18,793,398**	**15,323,870**	**13,798,044**	**1,605,398**	**11,224,174**	**22,901,488**	**0**	**83,646,373**
Net Asset	**6,689,703**	**7,162,116**	**2,822,822**	**693,027**	**(1,576,505)**	**(3,069,388)**	**2,337**	**12,724,112**
Liabilities & Net Assets	**$ 25,483,101**	**$ 22,485,986**	**$ 16,620,866**	**$ 2,298,426**	**$ 9,647,669**	**$ 19,832,100**	**$ 2,337**	**$ 96,370,484**

TEACH, Inc.

Statement of Financial Position

September 30, 2026

	Teach Academy of Technology	Teach Tech High School	Teach Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School	Teach Public Schools	C & M LLC	Wooten Avila LLC	TEACH Foundation Inc.	Total
Assets								
Current Assets								
Cash & Cash Equivalents	$ 4,917,280	$ 7,064,432	$ 5,016,757	$ 1,692,972	$ 32,568	$ 43,970	$ 0	$ 18,767,980
Accounts Receivable	600,839	334,887	129,987	6,429	3,323	82,197	2,337	1,159,998
Public Funding Receivables	709,697	334,576	277,989	0	0	0	0	1,322,263
Due To/From Related Parties	1,304,611	(920,302)	(507,417)	531,761	(829,120)	420,468	0	0
Prepaid Expenses	199,974	169,097	62,443	0	0	0	0	431,514
Total Current Assets	7,732,401	6,982,690	4,979,759	2,231,162	(793,229)	546,635	2,337	21,681,755
Long-term Assets								
Property & Equipment, Net	365,419	236,967	171,322	58,514	8,837,302	16,948,940	0	26,618,462
Right-Of-Use Asset, Net	17,385,281	15,103,812	11,370,035	0	0	0	0	43,859,129
Deposits	0	162,517	99,750	8,750	0	3,625	0	274,642
Deferred Lease Asset	0	0	0	0	166,051	(38,508)	0	127,544
Investments	0	0	0	0	588,682	592,310	0	1,180,992
Securities	0	0	0	0	847,921	1,779,950	0	2,627,871
Securities Premium	0	0	0	0	942	(852)	0	89
Total Long-term Assets	17,750,700	15,503,296	11,641,107	67,264	10,440,898	19,285,465	0	74,688,729
Total Assets	**$ 25,483,101**	**$ 22,485,986**	**$ 16,620,866**	**$ 2,298,426**	**$ 9,647,669**	**$ 19,832,100**	**$ 2,337**	**$ 96,370,484**
Liabilities								
Current Liabilities								
Accounts Payable	$ (2,809)	$ (432)	$ (24)	$ 0	$ 0	$ 0	$ 0	$ (3,264)
Accrued Liabilities	132,733	147,587	872,308	1,414,207	0	0	0	2,566,834
Interest Payable	0	0	0	0	224,315	268,625	0	492,940
Deferred Revenue	1,128,914	82,435	1,537,822	191,191	0	0	0	2,940,362
Other Short-term Liabilities	358,701	309,426	213,841	0	0	0	0	881,968
Total Current Liabilities	1,617,539	539,016	2,623,947	1,605,398	224,315	268,625	0	6,878,840
Long-term Liabilities								
Notes Payable, Net of Current Portion	0	0	0	0	0	141,967	0	141,967
Bonds Payable	0	0	0	0	11,375,000	21,295,000	0	32,670,000
Bond Issue Cost	0	0	0	0	(206,672)	(400,149)	0	(606,820)
Discount on Bonds	0	0	0	0	(168,469)	0	0	(168,469)
Premium on Bonds	0	0	0	0	0	1,596,045	0	1,596,045
Other Long-term Liabilities	17,175,859	14,784,854	11,174,097	0	0	0	0	43,134,810
Total Long-term Liabilities	17,175,859	14,784,854	11,174,097	0	10,999,859	22,632,863	0	76,767,533
Total Liabilities	**18,793,398**	**15,323,870**	**13,798,044**	**1,605,398**	**11,224,174**	**22,901,488**	**0**	**83,646,373**
Net Asset	**6,689,703**	**7,162,116**	**2,822,822**	**693,027**	**(1,576,505)**	**(3,069,388)**	**2,337**	**12,724,112**
Liabilities & Net Assets	**$ 25,483,101**	**$ 22,485,986**	**$ 16,620,866**	**$ 2,298,426**	**$ 9,647,669**	**$ 19,832,100**	**$ 2,337**	**$ 96,370,484**

TEACH, Inc.

Statement of Cash Flows

For the period ended September 30, 2026

	Teach Academy of Technology	Teach Tech High School	Teach Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School	Teach Public Schools	C & M LLC	Wooten Avila LLC	TEACH Foundation Inc.	Total
Cash Flows from Operating Activites								
Change in Net Assets	$ (290,762)	$ (181,241)	$ (408,508)	$ (22,754)	$ (11,249)	$ (51,376)	$ 0	$ (965,889)
Adjustments								
Depreciation	7,601	5,252	3,773	3,182	27,222	63,393	0	110,421
(Increase) Decrease in Operating Assets								
Public Funding Receivables	5,785	(38,418)	(964)	0	0	0	0	(33,597)
Due from Related Parties	842	199,732	96,479	(297,053)	0	0	0	0
Prepaid Expenses	(104,556)	(84,684)	(20,194)	8,939	0	0	0	(200,495)
Other Assets	0	0	0	0	(81,083)	(113,530)	0	(194,612)
Increase (Decrease) in Operating Liabilities								
Accounts Payable	1,660	(18,035)	518	0	0	0	0	(15,856)
Accrued Expenses	(124,886)	(81,580)	3,398	34,968	0	0	0	(168,102)
Deferred Revenue	25,686	28,489	161,266	188,191	0	0	0	403,632
Other Liabilities	0	0	0	0	56,791	90,592	0	147,383
Total Cash Flows from Operating Activites	**(478,630)**	**(170,485)**	**(164,232)**	**(84,527)**	**(8,319)**	**(10,921)**	**0**	**(917,115)**
Cash Flows from Investing Activities								
Purchases of Property & Equipment	0	(1,976)	0	0	0	0	0	(1,976)
Purchase of Securities	0	0	0	0	8,168	10,987	0	19,155
Total Cash Flows from Investing Activities	**0**	**(1,976)**	**0**	**0**	**8,168**	**10,987**	**0**	**17,179**
Cash Flows from Financing Activities								
Proceeds from (Payments on) Long-term Debt	0	0	0	0	151	(66)	0	86
Total Cash Flows from Financing Activities	**0**	**0**	**0**	**0**	**151**	**(66)**	**0**	**86**
Change in Cash and Cash Equivalents	**(478,630)**	**(172,461)**	**(164,232)**	**(84,527)**	**0**	**0**	**0**	**(899,851)**
Cash & Cash Equivalents, Beginning of Period	**5,395,911**	**7,236,894**	**5,180,989**	**1,777,499**	**32,568**	**43,970**	**0**	**19,667,830**
Cash & Cash Equivalents, End of Period	**$ 4,917,280**	**$ 7,064,432**	**$ 5,016,757**	**$ 1,692,972**	**$ 32,568**	**$ 43,970**	**$ 0**	**$ 18,767,980**

Teach Academy of Technology

Check Register

For the period ended September 30, 2026

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount	Vendor Name
122238200000520	FCOC Transportation	Transportation Svcs - 08/17/26 - 08/21/26	09/04/2026	$ 6,500.00	9003-101-PWB x7843
122238200000521	Irresistible Cleaning Inc LLC	Janitorial Svcs - 08/16/26 - 08/21/26	09/04/2026	4,137.58	9003-101-PWB x7843
122238200000522	MCD Apparel LLC	Staff Purple Polos (86)	09/04/2026	10,129.93	9003-101-PWB x7843
122238200000523	McGraw Hill LLC	Subscriptions (3 YR) - Comprehensive Student Bundle	09/04/2026	88,530.20	9003-101-PWB x7843
122238200000524	Pacific Business Technologies North	Sales Taxes - 07/01/26 - 08/01/26	09/04/2026	1,253.67	9003-101-PWB x7843
122238200000525	Build Right LA	Maintenance Svcs - Plumbing - Replace Hose Bib and Damages	09/14/2026	1,200.00	9003-101-PWB x7843
122238200000526	Charter Impact, LLC	Business Mgmt - 09/26	09/14/2026	24,958.25	9003-101-PWB x7843
122238200000527	Chartersafe	Workers Comp - 10/26	09/14/2026	31,771.00	9003-101-PWB x7843
122238200000528	FCOC Transportation	Transportation Svcs - 08/24/26 - 08/28/26	09/14/2026	6,500.00	9003-101-PWB x7843
122238200000529	iKreate Design & Print LLC	Printing Svcs - 08/26/26	09/14/2026	9,328.75	9003-101-PWB x7843
122238200000530	Irresistible Cleaning Inc LLC	Janitorial Svcs - 08/24/26 - 09/04/26	09/14/2026	8,275.15	9003-101-PWB x7843
122238200000531	Skyline Security Services LLC	Crossing Guard - 08/31/26 - 09/11/26	09/14/2026	12,838.20	9003-101-PWB x7843
122238200000536	Fresh Start Healthy Meals, Inc.	Food Svcs - 03/26	09/25/2026	8,064.38	9003-101-PWB x7843
122238200000537	FCOC Transportation	Transportation Svcs - 08/31/26 - 09/04/26	09/25/2026	6,500.00	9003-101-PWB x7843
122238200000538	Maintex, Inc.	Office Supplies	09/25/2026	837.96	9003-101-PWB x7843
122238200000539	Irresistible Cleaning Inc LLC	Janitorial Svcs - 09/08/26 - 09/11/26	09/25/2026	3,310.06	9003-101-PWB x7843
64858	After-School All-Stars, Los Angeles	Enrichment Svcs - 07/01/26 - 07/31/26	09/04/2026	3,601.49	9003-101-PWB x7843
64859	Bay Alarm Company	Security Svcs - Service Call	09/04/2026	300.20	9003-101-PWB x7843
64860	Bay Alarm Company	Security Svcs - Service Call	09/04/2026	257.60	9003-101-PWB x7843
64861	Bay Alarm Company	Security Svcs - 08/01/26 - 08/31/26	09/04/2026	2,444.56	9003-101-PWB x7843
64862	Curriculum Associates LLC	License (9) - 1 YR - Professional Learning Interactive Team Session	09/04/2026	25,810.00	9003-101-PWB x7843
64863	Apple Inc.	IMAC 24" 16 GB (2)	09/14/2026	50,877.14	9003-101-PWB x7843
64864	CliftonLarsonAllen LLP	Audit Svcs - 2nd Installment Year End 06/30/26	09/14/2026	16,432.50	9003-101-PWB x7843
64865	Orkin	Pest Control Svcs	09/14/2026	135.15	9003-101-PWB x7843
64866	The Stepping Stones Group	Staffing Svcs - 08/12/26 - 08/15/26	09/14/2026	2,467.50	9003-101-PWB x7843
64867	Zoom Video Communications, Inc.	Communication Svcs - 09/01/26 - 09/30/26	09/14/2026	11.60	9003-101-PWB x7843
64873	Bay Alarm Company	Security Svcs - 10/01/26 - 10/31/26	09/25/2026	1,227.11	9003-101-PWB x7843
64874	McGraw Hill LLC	Subscription 1 YR - (880)	09/25/2026	45,474.48	9003-101-PWB x7843
64875	Palms Tree Care	Maintenance Svcs - 09/03/26	09/25/2026	1,860.00	9003-101-PWB x7843
64876	Skyline Security Services LLC	Crossing Guard Svcs - 08/24/26 - 08/28/26	09/25/2026	7,132.33	9003-101-PWB x7843
64877	Wells Fargo Vendor Financial Services LLC	Sales Tax - 09/03/26 - 10/02/26	09/25/2026	1,355.42	9003-101-PWB x7843
ACH	PlanConnect	403B & 457 Pay Date: 08/31/26	09/02/2026	14,064.60	9003-101-PWB x7843
ACH	The Gas Company	Utility Svcs - 07/21/26 - 08/21/26	09/11/2026	18.19	9003-101-PWB x7843
ACH	LADWP - 4653	Utility Svcs - 07/28/26 - 08/26/26	09/14/2026	7,515.39	9003-101-PWB x7843
ACH	LADWP - 0000	Utility Svcs - 07/29/26 - 08/31/26	09/16/2026	378.09	9003-101-PWB x7843
ACH	LADWP - 7788	Utility Svcs - 07/29/26- 08/31/26	09/16/2026	856.56	9003-101-PWB x7843
ACH	PlanConnect	403B & 457 Pay Date: 09/15/26	09/16/2026	14,032.99	9003-101-PWB x7843
ACH	LADWP - 7514	Utility Svcs - 07/30/26 - 09/01/26	09/17/2026	78.68	9003-101-PWB x7843
ACH	LADWP - 1536	Utility Svcs - 07/30/26 - 09/01/26	09/17/2026	4,440.60	9003-101-PWB x7843
ACH	Republic Services #902	Janitorial Svcs - 09/26	09/22/2026	1,377.04	9003-101-PWB x7843
ACH	Republic Services #902	Janitorial svcs 09/26	09/22/2026	2,137.40	9003-101-PWB x7843
ACH	SoCalGas	Utility Svcs - 07/13/26 -08/12/26	09/02/2026	15.36	9012-101-PWB x7835
			Total Disbursements	**$ 428,437.11**	

Teach Tech High School

Check Register

For the period ended September 30, 2026

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount	Vendor Name
122238200000341	Irresistible Cleaning Inc LLC	Janitorial Svcs - 08/16/26 - 08/21/26	09/04/2026	$ 3,553.16	9004-102-PWB x7868
122238200000342	McGraw Hill LLC	Subscriptions (3 YR) - Comprehensive Teacher Resource Pck.	09/04/2026	81,509.37	9004-102-PWB x7868
122238200000343	Pacific Business Technologies North	Office Supplies	09/04/2026	1,579.82	9004-102-PWB x7868
122238200000344	Scoot Education Inc.	Substitute Svcs - 08/17/26 - 08/21/26	09/04/2026	2,284.89	9004-102-PWB x7868
122238200000345	FCOC Transportation	Transportation Svcs to Ronald Regan Library - 08/31/26	09/04/2026	1,350.00	9004-102-PWB x7868
122238200000346	MCD Apparel LLC	Student Vouchers (367)	09/04/2026	8,312.47	9004-102-PWB x7868
122238200000347	Build Right LA	Maintenance Svcs - Emergency Service Call - Water Leak Repair	09/14/2026	800.00	9004-102-PWB x7868
122238200000348	iKreate Design & Print LLC	Printing Svcs - 08/26/26	09/14/2026	4,060.75	9004-102-PWB x7868
122238200000349	Irresistible Cleaning Inc LLC	Janitorial Svcs - 08/24/26 - 09/04/26	09/14/2026	7,106.31	9004-102-PWB x7868
122238200000350	Maintex, Inc.	Office Supplies	09/14/2026	173.68	9004-102-PWB x7868
122238200000351	Scoot Education Inc.	Substitute Svcs - 08/24/26 - 08/28/26	09/14/2026	3,445.97	9004-102-PWB x7868
122238200000358	Smith Garage Doors	Gate Track Replacement (1)	09/25/2026	2,951.00	9004-102-PWB x7868
122238200000359	Irresistible Cleaning Inc LLC	Janitorial Svcs - 09/08/26 - 09/11/26	09/25/2026	2,842.53	9004-102-PWB x7868
122238200000360	Maintex, Inc.	Office Supplies	09/25/2026	663.06	9004-102-PWB x7868
122238200000361	FCOC Transportation	Transportation Svcs - 09/10/26	09/25/2026	2,975.00	9004-102-PWB x7868
122238200000362	Build Right LA	Maintenance Svcs	09/25/2026	600.00	9004-102-PWB x7868
122238200000363	Scoot Education Inc.	Substitute Svcs - 08/31/26 - 09/04/26	09/25/2026	3,967.91	9004-102-PWB x7868
73321	Bay Alarm Company	Security Svcs - 08/01/26 - 08/31/26	09/04/2026	1,645.42	9004-102-PWB x7868
73322	Bay Alarm Company	Security Svcs - Service Call	09/04/2026	4,501.59	9004-102-PWB x7868
73323	California Association of School Counselors	2025 CASC Convention	09/04/2026	739.00	9004-102-PWB x7868
73324	CIF State Office	Enrollment Fee (115)	09/04/2026	135.70	9004-102-PWB x7868
73325	Curriculum Associates LLC	License (42) - 1 YR - iReady Assessment Reading Per Student Licen	09/04/2026	160.00	9004-102-PWB x7868
73326	J & F Fire Extinguisher Co., Inc	Maintenance Svcs	09/04/2026	580.00	9004-102-PWB x7868
73327	Staples	School Supplies	09/04/2026	1,060.85	9004-102-PWB x7868
73328	TradeWind Subs	Staffing Svcs - 08/22/26	09/04/2026	692.00	9004-102-PWB x7868
73329	American School Counselor Association	ASCA Member - In Person Full Conference - 07/04/26	09/14/2026	678.00	9004-102-PWB x7868
73330	Anthem Sports, LLC	Office Supplies	09/14/2026	460.90	9004-102-PWB x7868
73331	Apple Inc.	AC+School 13" MBA 4 YR (5)	09/14/2026	42,820.24	9004-102-PWB x7868
73332	Orkin	Pest Control Svcs	09/14/2026	796.73	9004-102-PWB x7868
73333	Staples	Office Supplies	09/14/2026	2,206.89	9004-102-PWB x7868
73334	TreviPay	Office Supplies	09/14/2026	275.05	9004-102-PWB x7868
73346	Bay Alarm Company	Security Svcs - 10/01/26 - 10/31/26	09/25/2026	1,174.41	9004-102-PWB x7868
73347	Charter Communications	Communication Svcs - 09/01/26 - 09/30/26	09/25/2026	574.54	9004-102-PWB x7868
73348	Charter Communications	Communication Svcs - 09/01/26 - 09/30/26	09/25/2026	169.98	9004-102-PWB x7868
73349	CIF Los Angeles City Section	Sports Fee	09/25/2026	4,071.00	9004-102-PWB x7868
73350	McGraw Hill LLC	Subscriptions (3 YR) - 16E Student Print & Digital Bundle	09/25/2026	15,656.17	9004-102-PWB x7868
73351	Southern California Edison x 3075	Disconnection Notice - 09/04/26	09/25/2026	16,395.50	9004-102-PWB x7868
73352	TradeWind Subs	Staffing Svcs - 08/29/26	09/25/2026	346.00	9004-102-PWB x7868
73353	Western Psychological Services	School Supplies	09/25/2026	3,127.05	9004-102-PWB x7868
ACH	Golden State Water Company	Utilities svcs - 07/13/26 - 08/11/26	09/08/2026	119.28	9004-102-PWB x7868
ACH	Golden State Water Company	Utility Svcs - 08/15/26 - 09/15/26	09/09/2026	37.82	9004-102-PWB x7868
ACH	Golden State Water Company	Utility Svcs - 07/13/26 - 08/15/26	09/09/2026	912.55	9004-102-PWB x7868
ACH	Waste Management	Waste Management - 09/26	09/22/2026	1,923.42	9004-102-PWB x7868
			Total Disbursements	**$ 229,436.01**	

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

Check Register

For the period ended September 30, 2026

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount	Vendor Name
11518	After-School All-Stars, Los Angeles	Enrichment Svcs - 07/01/26 - 07/31/26	09/04/2026	$ 15,477.39	9007-104-PWB x1471
11519	Bay Alarm Company	Security Svcs - 06/01/26 - 06/30/26	09/04/2026	3,177.10	9007-104-PWB x1471
11520	Bay Alarm Company	Security Svcs - Service Call	09/04/2026	899.27	9007-104-PWB x1471
11521	Curriculum Associates LLC	License (6) - 1 YR - Teacher Toolbox Access Math and Reading + Writing Per Site - 201-350 Students	09/04/2026	21,010.00	9007-104-PWB x1471
11522	Orkin	Pest Control Svcs	09/04/2026	240.22	9007-104-PWB x1471
11523	Staples	Office Supplies	09/04/2026	424.95	9007-104-PWB x1471
11524	Aeries Software Inc	License (3)	09/14/2026	900.00	9007-104-PWB x1471
11525	Apple Inc.	5-PK MBA 13.6 STL/8C GPU/16GB/512GB-USA (15)	09/14/2026	32,188.96	9007-104-PWB x1471
11526	EMCOR Services Mesa Energy Systems, Inc.	Maintenance Svcs - 08/27/26	09/14/2026	1,549.00	9007-104-PWB x1471
11527	Michael's Uniforms	Polos (265)	09/14/2026	4,980.38	9007-104-PWB x1471
11528	Orkin	Pest Control Svcs	09/14/2026	255.66	9007-104-PWB x1471
11529	Staples	Office Supplies	09/14/2026	612.81	9007-104-PWB x1471
11530	Underwood Family Farms	Educational Farm Tour - 05/21/26	09/14/2026	1,540.00	9007-104-PWB x1471
11531	Felicia Akuamoah	Professional Development - 08/04/26	09/25/2026	650.00	9007-104-PWB x1471
11532	McGraw Hill LLC	Textbooks (15)	09/25/2026	165.95	9007-104-PWB x1471
11533	Staples	Office Supplies	09/25/2026	865.23	9007-104-PWB x1471
11534	The Education Team	Substitute Svcs - 08/20/26 - 08/21/26	09/25/2026	437.00	9007-104-PWB x1471
122238200000270	McGraw Hill LLC	Subscriptions (3 YR) - Comprehensive Student Bundle	09/04/2026	58,446.36	9007-104-PWB x1471
122238200000271	Pacific Business Technologies North	Sales Taxes - 08/11/26 - 09/11/26	09/04/2026	1,000.55	9007-104-PWB x1471
122238200000272	Scoot Education Inc.	Substitute Svcs - 08/20/26	09/04/2026	395.00	9007-104-PWB x1471
122238200000273	Build Right LA	Maintenance Svcs - Water Dispenser -	09/14/2026	10,900.00	9007-104-PWB x1471
122238200000274	iKreate Design & Print LLC	Printing Svcs - 08/26/26	09/14/2026	4,887.28	9007-104-PWB x1471
122238200000275	McGraw Hill LLC	Textbooks (6)	09/14/2026	658.32	9007-104-PWB x1471
122238200000276	Scoot Education Inc.	Substitute Svcs - 08/25/26	09/14/2026	1,336.00	9007-104-PWB x1471
122238200000277	Build Right LA	Maintenance Svcs	09/25/2026	2,400.00	9007-104-PWB x1471
122238200000278	Scoot Education Inc.	Substitute Svcs - 09/01/26 - 09/04/26	09/25/2026	3,456.00	9007-104-PWB x1471
ACH	LADWP - 4569	Utility Services 07/30/26 - 08/31/26	09/16/2026	4,445.21	9007-104-PWB x1471
ACH	Republic Services #902	Janitorial/Trash Removal Services Payment Sep26	09/22/2026	1,193.17	9007-104-PWB x1471
			Total Disbursements	**$ 174,491.81**	

Teach Public Schools

Check Register

For the period ended September 30, 2026

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount	Bank
122238200000148	Pacific Business Technologies North	Copier Lease - 07/01/26 - 08/01/26	09/04/2026	$ 79.60	9005-100-PWB x7850
81954	Kevin Connor	Reimb - LACOE Teacher Induction Program - 10/05/25	09/14/2026	3,000.00	9005-100-PWB x7850
81955	Natalie Vallejo	Reimb - Induction Program (LACOE) - 01/01/26 - 05/30/26	09/14/2026	1,500.00	9005-100-PWB x7850
81958	County of Los Angeles-Department of Children and Family	Trust Fund Replenishment - 09/17/26	09/25/2026	18,623.04	9005-100-PWB x7850
81959	Young, Minney & Corr LLP	Legal Svcs - 08/12/26 - 08/25/26	09/25/2026	2,125.00	9005-100-PWB x7850
ACH	Pacific Western Bank	Bank Fee	09/15/2026	531.00	9005-100-PWB x7850
			Total Disbursements	**$ 25,858.64**	

Teach Academy of Technology

Accounts Payable Aging

For the period ended September 30, 2026

Vendor Name	Invoice/Credit Number	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Bay Alarm Company	20672351	06/27/2023	$ (159)	$ -	$ -	$ -	$ -	$ (159)
Bay Alarm Company	3384134	06/27/2023	(886)	-	-	-	-	(886)
Charter Communications	0022214032224	04/21/2024	(1,764)	-	-	-	-	(1,764)
Total Outstanding Invoices			**$ (2,809)**	**$ -**	**$ -**	**$ -**	**$ -**	**$ (2,809)**

Teach Tech High School

Accounts Payable Aging

For the period ended September 30, 2026

Vendor Name	Invoice/Credit Number	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
TreviPay	722f5c50	10/06/2026	$ (72)	$ -	$ -	$ -	$ -	$ (72)
Charter Communications	236562801020126	03/03/2026	(359)	-	-	-	-	(359)
Total Outstanding Invoices			**$ (432)**	**$ -**	**$ -**	**$ -**	**$ -**	**$ (432)**

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

Accounts Payable Aging

For the period ended September 30, 2026

Vendor Name	Invoice/Credit Number	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
			$ -	$ -	$ -	$ -	$ -	
Total Outstanding Invoices			**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**

Area	Due Date	Description	Completed By	Board Must Approve	Signature Required	Additional Information
DATA TEAM	Oct-07	**Census Day -** The first Wed in Oct is Census Day, used to collect information on student and staff demographics. Schools must complete the School Information Form (SIF). The SIF is used to report the count of classified staff, kindergarten program type, educational calendars, work visa applications, multilingual instructional programs, and languages of instruction. Data is due to CDE on October 31st.	FYI	No	No	http://www.cde.ca.gov/ds/dc/cb/
FINANCE	Oct-07	**Title III English Learner Program Annual Online Report -** Title III English Learner (EL) Program subgrantees are required to report on the language instruction educational programs (LIEPs) and activities related to the teaching and learning of EL students. The online reporting system will be available to your LEA through October 7, 2026.	TEACH	No	No	https://www.cde.ca.gov/sp/ml/elannualonlinerpt.asp
FINANCE	Oct-09	**LCAP Upload to the California School Dashboard** California Education Code Section 52065(c)(1) requires all LEAs upload their most recent Local Control and Accountability Plan (LCAP) to the California School Dashboard (Dashboard. The LCAP upload submission window will be open from September 14 through October 9, 2026. For further information regarding Dashboard Coordinators or the LCAP upload, please contact the Local Agency Systems Support Office by email at LCFF@cde.ca.gov.	TEACH	No	No	
FINANCE	Oct-15	**Comprehensive Support and Improvement (CSI) FInal Reporting (Subgrant End Date 9/30/26) -** 2024 Subgrant Final Expenditures Report and Subgrant Performance Report - Actual expenditures for each performance period within the grant period shall be reported to the California Department of Education (CDE) as part of regular grant management and administration.	Charter Impact with TEACH support	No	No	https://www.cde.ca.gov/sp/sw/t1/csileagrantrpt.asp
DATA TEAM	Oct-31	**CBEDS-ORA -** Collection of FTE of classified staff, estimated teacher hires, Kindergarten program types, H-1B work visa application, education calendar, multilingual instructional programs, languages of instruction and district of choice transfer requests and transportation data.	TEACH with Charter Impact support	No	No	https://www.cde.ca.gov/ds/dc/cb/
FINANCE	Oct-31	**Federal Cash Management - Period 2 -** Charter schools that are awarded a grant under any of these programs: **Title I, Title II, Title III and Title IV** must submit the CMDC report for a particular quarter in order to receive an apportionment for that quarter; CDE will apportion funds to LEAs whose cash balance is below a certain threshold.	Charter Impact	No	No	http://www.cde.ca.gov/fg/aa/cm/
FINANCE	Oct-31	**ASES -1st Quarter Expenditure Report -** The ASES Program funds the establishment of local after school education and enrichment programs. These programs are created through partnerships between schools and local community resources to provide literacy, academic enrichment and safe constructive alternatives for students in kindergarten through ninth grade (K-9).	TEACH with After School Provider & Charter Impact Support	No	No	http://www.cde.ca.gov/ls/ba/as/
FINANCE	Oct-31	**Comprehensive Support and Improvement (CSI) Expenditure Reporting - 2025 Subgrant Report -** Actual expenditures for each performance period within the grant period shall be reported to the California Department of Education (CDE) as part of regular grant management and administration.	Charter Impact with TEACH support	No	No	https://www.cde.ca.gov/sp/sw/t1/csileagrantrpt.asp
FINANCE	Oct-31	**Collect National School Lunch Program (NSLP) applications** - Schools must collect or receive National School Lunch Program (NSLP) applications by October 31. Schools may process those applications after October 31, and if students are found to be eligible for free or reduced-price meals (FRPMs), those schools may update FRPM program records for eligible students with a start date before Census Day.	TEACH	No	No	https://www.cde.ca.gov/fg/aa/nt/index.asp?tabsection=1
DATA TEAM	Oct-31	**Complete 20-Day Attendance Report -** Charter schools in their first year of operation that begin instruction by September 30th, and continuing charter schools that are expanding by adding one or more grade levels, may apply for a special advance on their funding for LCFF State Aid and EPA State Aid. The special advance is based on actual ADA and pupil demographic data for the first 20 days of student instruction.	TEACH with Charter Impact support	No	Yes	https://www.cde.ca.gov/fg/aa/pa/csfunding.asp?tabsection=2
DATA TEAM	Oct-31	**Collect Alternative Income Forms from Families** Alternative income forms can be used in place of, or in conjunction with, federal meal applications to determine students whose household income meets FRPM eligibility levels. Determination is required to calculate UPC (Unduplicated Pupil Count) for Supplemental and Concentration funding, as well as other state grants.	TEACH	No	No	https://www.cde.ca.gov/fg/aa/pa/altincomeforms.asp
FINANCE	Set by Authorizer (by Nov 15)	**1st Interim Financial Report -** Local educational agencies (LEAs) are required to file two reports during a fiscal year (interim reports) on the status of the LEA's financial health. The first interim report for the period ending October 31 is due by the date set by the charter authorizer (no later than December 15th).	Charter Impact	Yes	Yes	https://www.cde.ca.gov/fg/fi/ir/interimstatus.asp
DATA TEAM	Nov-15	**Complete Nutrition Verification process (requirement of School Nutrition Program) -** Verification is the annual, mandatory process that confirms the eligibility of a sample of completed household meal eligibility applications in the National School Lunch and School Breakfast Programs. Each LEA must select and verify a sample of applications approved for free and reduced-price meal benefits. The required sample size of applications to be verified is based on the number of approved applications on file on October 1.	TEACH	No	Yes	https://www.cde.ca.gov/ls/nu/sn/verificationreport.asp
FINANCE	Nov-15	**Review and/or Update Non-Profit IRS Form 990 Policies - although not required, it is recommended to review these policies annually.** The IRS Form 990 is the annual information return filed by most non-profit charter schools. The IRS Form 990 includes a Governance, Management and Disclosure section. Charter Schools are required to disclose the following policies: Conflict of Interest Policy, Whistleblower Policy, Document Retention and Destruction Policy, Expense Reimbursement Policy, Gift Receiving Policy, and Compensation Approval Policy. A Form 990 must be filed by the 15th day of the 5th month after the close of the NPO's fiscal year. **Most schools extend this deadline to the following May 15th.**	TEACH	Yes	No	http://www.publiccounsel.org/useful_materials?id=0025

FINANCE	Nov-30	**Universal PreKindergarten (UPK) Planning and Implementation Grant Expenditure report #7** - Report 65 for resource code 6053 - Expenditure reports for the reporting period of November 1, 2025, to June 30, 2026. If your LEA or COE missed the reporting window for previous reports, or needs to submit a revision, please use the same link below to submit a separate report at this time. Charter schools that have informed the CDE of their intent to return these funds are not required to submit this report. If the LEA has spent all UPK P&I grant funds, they are not required to submit any further expenditure reports. Additional information: https://www.cde.ca.gov/ci/gs/em/upkpi.asp	Charter Impact with TEACH support	No	No	https://www.cde.ca.gov/ci/gs/em/kinderfaq.asp
DATA TEAM	Dec-11	**CALPADS - Fall 1 Certification deadline** - Please be mindful that certification within CALPADS means that these data have been reviewed and approved by your superintendent or IRC administrator. Failure to properly review and amend these data in CALPADS within the allotted amendment window will result in the improper certification of official Fall 1 data within CALPADS, which can impact a number of things, including LCFF funding, reclassified fluent-English proficient (RFEP) counts/rates, and A–G graduate counts.	TEACH with Charter Impact support	No	No	https://www.cde.ca.gov/ds/sp/cl/rptcalendar.asp

Coversheet

Consider and Approve the Revised CMO Agreement

Section:	III. Items for Potential Action
Item:	D. Consider and Approve the Revised CMO Agreement
Purpose:	Vote
Submitted by:	
Related Material:	TEACH Tech CMO Agreement 10.27.26.docx TEACH Academy of Technologies CMO Agreement 10.27.26.docx

MANAGEMENT SERVICES MEMORANDUM OF UNDERSTANDING
Between TEACH Public Schools and TEACH Tech Charter High School

This Management Services Memorandum of Understanding ("MOU") is made and entered into as of July 1, 2026, by and between:

- **TEACH Public Schools**, a Charter Management Organization ("CMO" or "Manager") operating under TEACH Inc. a California nonprofit public benefit corporation; and
- **TEACH Tech Charter High School**, a public charter school authorized as a local educational agency (LEA) under the governance of TEACH Inc. ("School").

For purposes of this MOU, **"site leadership"** refers to the **School Principal**.

This MOU serves as a formal delegation of responsibilities between the central office of TEACH Public Schools and the charter school site, to document the internal delegation of responsibilities for operational management, academic oversight, and regulatory compliance across the TEACH Public Schools network. It is not a legal contract between separate legal entities, but an internal governance document acknowledging shared services, resource allocations, and oversight responsibilities within the TEACH Inc. corporate structure.

Background
TEACH Inc. operates multiple LEA charter schools under the authority of a single nonprofit corporate board. This Memorandum formalizes the shared service model and governance structure that supports fiscal integrity, academic performance, and operational efficiency across the organization.

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1. Purpose

The purpose of this MOU is to formally document the internal delegation of responsibilities between TEACH Public Schools, as the CMO and TEACH Tech Charter High School, as an LEA charter school under its authority. This MOU clarifies operational, academic, and fiscal functions to ensure effective school performance, regulatory compliance, and alignment with TEACH Inc’s charter obligations and nonprofit governance standards.

2. Term

This MOU shall be effective as of July 1, 2026 and shall remain in effect until amended or superseded by action of the TEACH Inc. Board. It is not a fixed-term contract, but a standing delegation of responsibilities that will be reviewed periodically to ensure ongoing alignment with organizational needs, charter obligations, and regulatory requirements.

3. Scope of Services

All services shall be delivered in accordance with TEACH Inc. Board-adopted policies and procedures, including but not limited to Fiscal, Personnel (as set forth in the Employee Handbook), and Data Protection policies. TEACH Public Schools shall provide the following centralized services to the School, subject to oversight by the Board of Directors of TEACH Inc.:

1. Governance support and regulatory compliance assistance, including board meeting preparation, charter authorizer coordination, monitoring of organizational compliance policies, support with state and federal reporting (e.g., LCAP, SARC, Uniform Complaint Procedures), maintenance of the nonprofit corporation's good standing through corporate filings, records, and policies, and compliance with applicable public meeting laws, including the Brown Act;
2. Charter petition development, renewal strategy, and authorizer engagement, including preparation of initial charter petitions, renewal applications, material revisions, and coordination of annual oversight processes and documentation; TEACH Public Schools shall also serve as the lead project manager for the authorizer oversight process and the annual independent audit, including auditor selection, deliverable coordination, deadline tracking, and cross-site compliance preparation; provided, however, that site leadership remains responsible for supplying site-level data, narrative components, and access to records or personnel as required;
3. Facilities planning, financing, regulatory coordination, and vendor oversight, including lease or acquisition negotiations, construction or renovation project management, long-term facilities strategy, and centralized support for compliance with applicable health, safety, and public contracting laws; provided, however, that site leadership remains responsible for day-to-day facility operations and campus-level custodial coordination;
4. Budget development, multi-year financial forecasting, and board fiscal advisement, including the preparation of annual operating budgets in consultation with school leadership, cash flow projections, interim reporting, LCFF revenue modeling, and support for board adoption of compliant and sustainable financial plans;
5. Accounting, payroll, accounts payable, and audit support, whether provided directly by TEACH Public Schools or through contracted third-party back-office service providers;
6. Human resources services, including support for organization-wide recruitment processes (e.g., job postings, initial screening, and process guidance), onboarding procedures (including compliance training, benefits enrollment, and personnel systems setup), benefits administration, personnel file maintenance, and guidance on employment law and workplace compliance; TEACH Public Schools shall maintain all official personnel policies and procedures and conduct or coordinate workplace investigations as needed, while site leadership remains responsible for local staff supervision, candidate selection, and ongoing performance management in alignment with established policies;
7. Legal support and risk management, including oversight of legal strategy and engagement of outside counsel for matters involving compliance, employment, special education, governance, facilities, or authorizer relations; TEACH Public Schools shall coordinate legal consultation and ensure consistency in policy application and risk mitigation across all schools;
8. Oversight of organizational banking, bond reporting, and investment management, including serving as the authorized signer on all bank accounts, administering fund segregation and reconciliation processes, and ensuring adherence to the Board-adopted

investment policy and bondholder reporting obligations; school sites shall not establish or operate independent financial accounts;

9. Supervision and support of School leadership, including implementation of the Principal evaluation process developed by the Chief Academic & School Improvement Officer (CASI), with decisions regarding the Principal's employment status made by the Executive Director based on CASI's recommendations;
10. Oversight of student information system (SIS) platform selection and compliance integration (e.g., CALPADS), including configuration, user access control, training, and compliance data submission protocols; as well as centralized IT systems management, including network security, device procurement standards, and enforcement of organizational data protection and FERPA compliance policies; provided, however, that site leadership shall remain responsible for day-to-day device usage, user support, and campus-level troubleshooting;
11. School site leadership retains primary responsibility for executing student recruitment, community engagement, and enrollment activities. TEACH Public Schools shall provide enrollment marketing and public relations support, including centralized development of marketing materials, digital campaigns, enrollment data systems, and logistical support for school-led recruitment events and family engagement meetings;
12. Grant application development and submission, including all state, federal, and private funding opportunities; TEACH Public Schools shall coordinate and manage application strategy, submission, and post-award compliance reporting, with school site leadership responsible for contributing programmatic and operational information as needed;
13. Operational oversight and support for procurement and contracting processes in accordance with the TEACH Inc. Fiscal Policy, including vendor coordination, contract review, and purchasing compliance; school site leadership shall initiate procurement activity in alignment with applicable thresholds and procedures as established by TEACH Public Schools;
14. Instructional leadership and school improvement support through the Chief Academic & School Improvement (CASI) role, including coaching, data-driven instruction, professional development, and academic progress monitoring;
15. Oversight of state-mandated testing coordination (e.g., CAASPP, ELPAC, FIAB), academic accountability compliance, curriculum alignment, and charter-aligned academic reporting in collaboration with site leaders; and
16. Administration and compliance oversight of the federal school food program, including all responsibilities assigned to the Food Service Authority (FSA); and
17. Coordination of special education compliance and SELPA reporting, including IEP system administration, vendor oversight, and procedural safeguard adherence in collaboration with site teams;
18. Procurement and administration of organizational insurance policies, including general liability, workers' compensation, and facilities coverage, in compliance with state and authorizer requirements;
19. Implementation of organization-wide fiscal policies, internal controls, and compliance with state financial reporting standards (e.g., SACS, AB1200); and
20. Any other support services reasonably requested by the School and authorized by TEACH Public Schools

4. Centralized Systems and Platform Governance

TEACH Public Schools shall be responsible for managing key organization-wide systems and compliance platforms, including but not limited to:

- Student information systems (SIS) for attendance, CALPADS, and reporting,
- Special education management systems for IEP compliance,
- State and federal data submission portals,
- Financial and procurement software,
- Human resources and payroll platforms,
- Board meeting and governance documentation systems,
- School nutrition compliance and reimbursement software.

TEACH Public Schools will select and oversee these platforms with input from School leadership where appropriate. School sites retain autonomy over instructional materials, academic software, classroom tools, and site-specific platforms related to pedagogy, as long as such selections comply with all applicable policies and budgetary limits.

All other responsibilities not expressly delegated above remain the direct responsibility of the School site leadership, under the supervision of TEACH Public Schools

5. Service Fee

In consideration of the services rendered by TEACH Public Schools, the School shall allocate a monthly internal management services fee in the amount of 8.5% of the School’s total monthly revenue, as determined by generally accepted accounting principles and State school funding methodologies.

The fee shall be internally recorded and reconciled within 30 days following the end of each month and reflected in both entities' financial reporting. The Parties acknowledge that this allocation is designed to equitably allocate centralized service costs in proportion to school-level revenues, consistent with TEACH Public Schools's obligations as a tax-exempt organization under Internal Revenue Code §501(c)(3).

6. Board Oversight

The TEACH Inc. Board of Directors serves as the governing body for the corporation and for all charter schools operated under its authority. Each TEACH Public School’s school is governed solely by the TEACH Inc. Board of Directors; no separate or subordinate school-level boards exist. The Board maintains full fiduciary and legal oversight of all schools and their respective charters. Nothing in this MOU shall be interpreted to abridge the independent fiduciary responsibilities of the Board or its compliance obligations under state or federal law. Nothing herein shall be interpreted to delegate duties that must, by law or authorizer requirement, be exercised directly by the governing board.

7. Governance and Compliance

This MOU is intended to support:

- Internal controls and fiscal clarity;
- Transparency for audit and authorizer review;
- IRS compliance with nonprofit governance standards; and
- Operational consistency across the organization.

8. School Site Responsibilities

School site leadership shall remain responsible for all day-to-day campus operations, instructional delivery, student supervision, emergency preparedness and safety drills (e.g., fire, lockdown), discipline, staff scheduling, local vendor relations, and any other duties not expressly delegated to TEACH Public Schools in this MOU. School leadership shall collaborate with TEACH Public Schools to ensure compliance with organizational policies, state law, and the School's approved charter.

9. Amendment and Interpretation

This MOU may be amended by mutual written agreement of the TEACH Inc. Board. Any questions of interpretation regarding service responsibilities shall be resolved by the Executive Director in consultation with the School site leader and reported to the Board as needed.

Adoption
This Memorandum of Understanding was reviewed and ratified by the TEACH Inc. Board of Directors on October 27, 2026 as the governing body for TEACH Public Schools and all its operated charter schools.

Signatures

TEACH Public Schools, a CMO operated by TEACH Inc.

By: _____
Name: _____
Title: _____
Date: _____

TEACH Tech Charter High School, an LEA charter school operated by TEACH Inc.

By: _____
Name: _____
Title: _____
Date: _____

MANAGEMENT SERVICES MEMORANDUM OF UNDERSTANDING
Between TEACH Public Schools and TEACH Academy of Technologies

This Management Services Memorandum of Understanding ("MOU") is made and entered into as of July 1, 2026, by and between:

- **TEACH Public Schools**, a Charter Management Organization ("CMO" or "Manager") operating under TEACH Inc. a California nonprofit public benefit corporation; and
- **TEACH Academy of Technologies**, a public charter school authorized as a local educational agency (LEA) under the governance of TEACH Inc. ("School").

For purposes of this MOU, **"site leadership"** refers to the **School Principal**.

This MOU serves as a formal delegation of responsibilities between the central office of TEACH Public Schools and the charter school site, to document the internal delegation of responsibilities for operational management, academic oversight, and regulatory compliance across the TEACH Public Schools network. It is not a legal contract between separate legal entities, but an internal governance document acknowledging shared services, resource allocations, and oversight responsibilities within the TEACH Inc. corporate structure.

Background
TEACH Inc. operates multiple LEA charter schools under the authority of a single nonprofit corporate board. This Memorandum formalizes the shared service model and governance structure that supports fiscal integrity, academic performance, and operational efficiency across the organization.

---

1. Purpose

The purpose of this MOU is to formally document the internal delegation of responsibilities between TEACH Public Schools, as the CMO and TEACH Academy of Technologies, as an LEA charter school under its authority. This MOU clarifies operational, academic, and fiscal functions to ensure effective school performance, regulatory compliance, and alignment with TEACH Inc’s charter obligations and nonprofit governance standards.

2. Term

This MOU shall be effective as of July 1, 2026 and shall remain in effect until amended or superseded by action of the TEACH Inc. Board. It is not a fixed-term contract, but a standing delegation of responsibilities that will be reviewed periodically to ensure ongoing alignment with organizational needs, charter obligations, and regulatory requirements.

3. Scope of Services

All services shall be delivered in accordance with TEACH Inc. Board-adopted policies and procedures, including but not limited to Fiscal, Personnel (as set forth in the Employee Handbook), and Data Protection policies. TEACH Public Schools shall provide the following centralized services to the School, subject to oversight by the Board of Directors of TEACH Inc.:

1. Governance support and regulatory compliance assistance, including board meeting preparation, charter authorizer coordination, monitoring of organizational compliance policies, support with state and federal reporting (e.g., LCAP, SARC, Uniform Complaint Procedures), maintenance of the nonprofit corporation's good standing through corporate filings, records, and policies, and compliance with applicable public meeting laws, including the Brown Act;
2. Charter petition development, renewal strategy, and authorizer engagement, including preparation of initial charter petitions, renewal applications, material revisions, and coordination of annual oversight processes and documentation; TEACH Public Schools shall also serve as the lead project manager for the authorizer oversight process and the annual independent audit, including auditor selection, deliverable coordination, deadline tracking, and cross-site compliance preparation; provided, however, that site leadership remains responsible for supplying site-level data, narrative components, and access to records or personnel as required;
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19. Implementation of organization-wide fiscal policies, internal controls, and compliance with state financial reporting standards (e.g., SACS, AB1200); and
20. Any other support services reasonably requested by the School and authorized by TEACH Public Schools

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- Board meeting and governance documentation systems,
- School nutrition compliance and reimbursement software.

TEACH Public Schools will select and oversee these platforms with input from School leadership where appropriate. School sites retain autonomy over instructional materials, academic software, classroom tools, and site-specific platforms related to pedagogy, as long as such selections comply with all applicable policies and budgetary limits.

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The fee shall be internally recorded and reconciled within 30 days following the end of each month and reflected in both entities' financial reporting. The Parties acknowledge that this allocation is designed to equitably allocate centralized service costs in proportion to school-level revenues, consistent with TEACH Public Schools's obligations as a tax-exempt organization under Internal Revenue Code §501(c)(3).

6. Board Oversight

The TEACH Inc. Board of Directors serves as the governing body for the corporation and for all charter schools operated under its authority. Each TEACH Public School’s school is governed solely by the TEACH Inc. Board of Directors; no separate or subordinate school-level boards exist. The Board maintains full fiduciary and legal oversight of all schools and their respective charters. Nothing in this MOU shall be interpreted to abridge the independent fiduciary responsibilities of the Board or its compliance obligations under state or federal law. Nothing herein shall be interpreted to delegate duties that must, by law or authorizer requirement, be exercised directly by the governing board.

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This MOU is intended to support:

- Internal controls and fiscal clarity;
- Transparency for audit and authorizer review;
- IRS compliance with nonprofit governance standards; and
- Operational consistency across the organization.

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School site leadership shall remain responsible for all day-to-day campus operations, instructional delivery, student supervision, emergency preparedness and safety drills (e.g., fire, lockdown), discipline, staff scheduling, local vendor relations, and any other duties not expressly delegated to TEACH Public Schools in this MOU. School leadership shall collaborate with TEACH Public Schools to ensure compliance with organizational policies, state law, and the School's approved charter.

9. Amendment and Interpretation

This MOU may be amended by mutual written agreement of the TEACH Inc. Board. Any questions of interpretation regarding service responsibilities shall be resolved by the Executive Director in consultation with the School site leader and reported to the Board as needed.

Adoption
This Memorandum of Understanding was reviewed and ratified by the TEACH Inc. Board of Directors on October 27, 2026 as the governing body for TEACH Public Schools and all its operated charter schools.

Signatures

TEACH Public Schools, a CMO operated by TEACH Inc.

By: _____
Name: _____
Title: _____
Date: _____

TEACH Academy of Technologies, an LEA charter school operated by TEACH Inc.

By: _____
Name: _____
Title: _____
Date: _____

Coversheet

Consider and Approve the Update to TEACH Inc Bylaws

Section: III. Items for Potential Action
Item: E. Consider and Approve the Update to TEACH Inc Bylaws
Purpose: Vote
Submitted by:
Related Material: Draft BYLAWS_OF_TEACH_10.27.26.docx

BYLAWS OF TEACH, INC.
A California Nonprofit Public Benefit Corporation
As Amended and Restated by the Board of Directors on October 27, 2026

ARTICLE I: NAME

Section 1. Name.
The name of this corporation is TEACH, Inc.

ARTICLE II: PRINCIPAL OFFICE

Section 1. Principal Office.
The principal office for the transaction of the activities and affairs of this corporation is 10600 S. Western Ave., Los Angeles, CA 90047. The Board of Directors may change the location of the principal office. The Secretary must note any such change or amend this section accordingly.

ARTICLE III: GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1. General and Specific Purposes.
The purposes of this corporation are to develop, manage, operate, guide, direct, and promote one or more public or non-public schools and to provide other education-related and instructional services. The corporation may also establish, manage, or support other educational programs, including but not limited to microschools, online learning platforms, private schools, or non-charter learning environments, provided they serve public educational purposes under 501(c)(3).

The Corporation shall not engage in any activities or exercise any powers that do not further its stated charitable purposes, except to an insubstantial degree. Furthermore, the Corporation shall not conduct any activities that are not permitted for an organization exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or for an organization to which contributions are deductible under Section 170(c)(2) of the Internal Revenue Code. No substantial part of the Corporation's activities shall consist of carrying on propaganda or otherwise attempting to influence legislation. The Corporation shall not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of—or in opposition to—any candidate for public office.

ARTICLE IV: CONSTRUCTION AND DEFINITIONS

Section 1. Construction and Definitions.
Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. The masculine gender includes the feminine and neuter, the singular includes the plural, and the term "person" includes both a legal entity and a natural person.

ARTICLE V: DEDICATION OF ASSETS

Section 1. Dedication.
This corporation's assets are irrevocably dedicated to public benefit purposes. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the corporation. Upon the dissolution or final liquidation of the corporation, its assets remaining after payment of all debts and liabilities of the corporation shall be distributed to another public school that meets the requirements of Section III.A of IRS Notice 2015-07 for participation in a governmental plan under Section 414(d) of the Internal Revenue Code, or shall be distributed to the State of California, a political subdivision of the State, or an agency or instrumentality of the State or of a political subdivision of the State, as provided in the corporation's Articles of Incorporation.

Section 2. Closure of a Charter School.
If the corporation ceases operation of any charter school while the corporation itself continues in existence, the closure shall be conducted in accordance with the applicable charter, the requirements of the chartering authority, and applicable law, including California Code of Regulations, title 5, section 11962. After all debts and liabilities of the closed school are satisfied, restricted assets shall be returned to their grantor or source as required. To the extent permitted by law, the corporation may retain any remaining unrestricted assets and shall apply them exclusively toward the corporation's charitable and educational purposes. The corporation shall maintain documentation of the closure and asset disposition and make it available to authorizers and regulators upon request.

Section 3. Conflict with Articles of Incorporation.
In the event of any conflict between this Article and the corporation's Articles of Incorporation, the Articles of Incorporation shall control.

ARTICLE VI: CORPORATION WITHOUT MEMBERS

Section 1. Corporation Without Members.
This corporation shall have no voting members. The Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members.

ARTICLE VII: BOARD OF DIRECTORS

Section 1. General Powers.
The activities and affairs of the corporation shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors.

Section 2. Specific Powers.
The Board shall have the power to:

- Appoint and remove officers and employees;
- Borrow money and incur indebtedness;
- Adopt and alter a corporate seal;
- Change the principal office or conduct activities in or outside California.

Section 3. Designated Directors and Terms.
The Board shall consist of no less than five (5) and no more than nine (9) voting directors. Directors shall serve two-year terms and may be re-elected, consistent with the term in section 5.

Section 4. Interested Persons.
No more than 49% of the directors may be interested persons as defined under California law.

Section 5. Nominations and Elections.
Directors shall be elected by the Board of Directors at any regular or special meeting. The Board may appoint a nominating committee to identify and recommend candidates, and any director may also nominate candidates.

Section 6. Removal and Vacancies.
Directors may be removed by majority vote and vacancies may be filled by the Board.

Section 7. Meetings.
Meetings shall be held in accordance with the Brown Act as applicable. Annual and regular meetings must be noticed in advance. Special meetings may be called with 24-hour notice.

Section 8. Quorum.
A majority of directors shall constitute a quorum.

Section 9. Teleconferencing.
Teleconference participation is permitted in accordance with the Brown Act.

Section 10. Committees.
The Board may form committees composed of Board members with delegated authority, subject to limitations.

Section 11. Subsidiary Authority.
The Board of Directors may authorize the formation, acquisition, governance, or dissolution of

controlled subsidiary entities, including but not limited to LLCs, for managing real estate, financing school facilities, or supporting the Corporation's exempt educational purposes.

ARTICLE VIII: OFFICERS

Section 1. Officers.
The officers shall include a President (Executive Director), Board Chair, Secretary, and Treasurer/Chief Financial Officer.

Section 2. Duties.

- The President shall supervise, direct, and control corporate affairs.
- The Board Chair shall lead the Board, preside over meetings, coordinate agendas with the President
- The Secretary shall keep records of Board meetings and corporate documents.
- The Treasurer/CFO shall manage finances and accounting records.

ARTICLE IX: CONTRACTS WITH MEMBERS

The Corporation shall comply with Government Code Section 1090.

ARTICLE X: CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

The Corporation shall not enter into a contract with a non-director designated employee with a material financial interest unless all conflict of interest requirements are satisfied.

ARTICLE XI: LOANS TO DIRECTORS AND OFFICERS

No loans shall be made to directors or officers except in accordance with California law.

ARTICLE XII: INDEMNIFICATION

To the fullest extent permitted by law, the Corporation shall indemnify its directors, officers, employees, and other agents against expenses and liabilities reasonably incurred in connection with corporate duties.

ARTICLE XIII: INSURANCE

The Corporation may purchase and maintain insurance on behalf of directors, officers, employees, and agents.

ARTICLE XIV: MAINTENANCE OF CORPORATE RECORDS

The Corporation shall maintain accurate books and records of account, minutes of meetings, and other required records.

ARTICLE XV: INSPECTION RIGHTS

Directors may inspect corporate records, including books, documents, and minutes, at any reasonable time.

ARTICLE XVI: REQUIRED REPORTS

The Corporation shall prepare and distribute an annual report to the Board, including:

- Asset and liability statements;
- Revenue and expense summaries;
- Any information required by law.

ARTICLE XVII: BYLAW AMENDMENTS

These bylaws may be amended or repealed by a majority vote of the Board of Directors at a meeting where a quorum is present.

ARTICLE XVIII: FISCAL YEAR

The fiscal year shall begin on July 1 and end on June 30.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected Secretary of TEACH, Inc., a California nonprofit public benefit corporation; that the foregoing is a true and correct copy of the Bylaws of the corporation as amended and restated by the Board of Directors on the date written below; and that these bylaws have not been modified since that date.

Date: October 27, 2026
Name: Marc Maye
Title: Secretary, TEACH Inc.
Signature: _____

Coversheet

Consider and Approve the English Learner Master Plan

Section:	III. Items for Potential Action
Item:	F. Consider and Approve the English Learner Master Plan
Purpose:	Vote
Submitted by:	
Related Material:	TEACH EL Master PlanBAB_Revised4.docx.pdf



2026-2027

Master Plan

for English Learners

TEACH
PUBLIC SCHOOLS

TEACH Public Schools

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Powered by BoardOnTrack

ACKNOWLEDGMENTS

TEACH Public Schools
“The RAMS”

English Learner Master Plan

Board Approval Date: [date]

Founders
Mildred S. Cunningham
Edith H. Morris

Governing Board of Directors
Cecilia Sandoval, Board Chair
Marc Maye, Board Secretary
James Lobdell, Member
Austin Dragon, 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
www.teachps.org

TEACH Public Schools gratefully acknowledges materials developed by Encinitas Union School District, Green Dot Public Schools, and 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 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. 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 English Learner Advisory Committee (ELAC) 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

These goals guide planning and are not individual compliance requirements.

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**).
- 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.
- The HLS and enrollment records are used to identify immigrant children and youth for CALPADS reporting.

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 administrator 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.

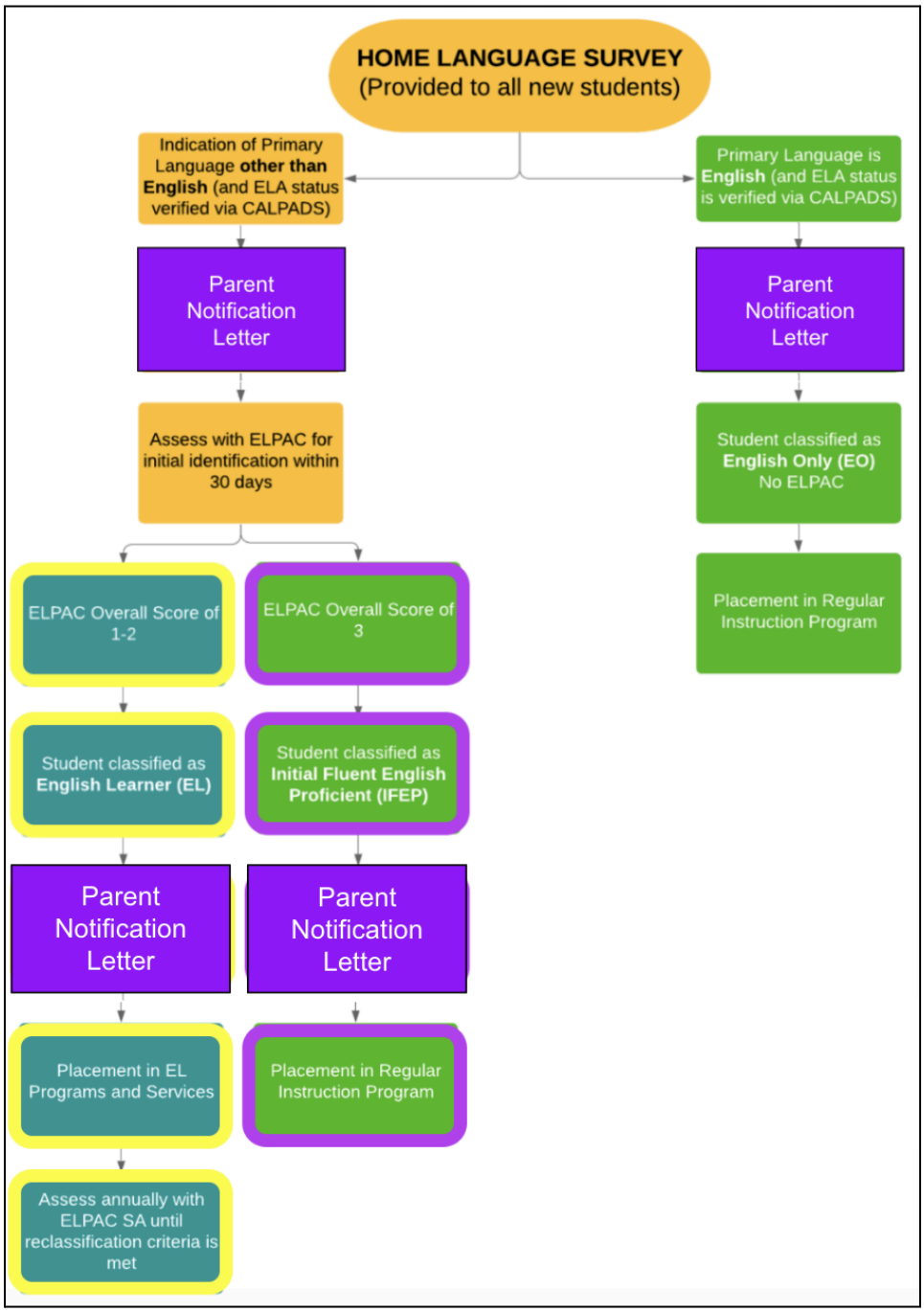
Students will receive an Overall score that falls into one of three levels. As the Initial ELPAC is only administered once to eligible students, the same score ranges are used for all grade levels. The table below shows which scores fall within each range.

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: English Learner Identification and Program Placement Notice

Parents/guardians are notified in writing of the student's Initial ELPAC results and, if the student is identified as an English Learner, of program placement. The notice is sent within 30 calendar days of the start of the school year or, for students who enroll later, within two weeks of placement, as required by Title I and Title III of the Every Student Succeeds Act (ESSA). The notice is provided in a language the parent understands and includes:

- the reasons for identification and the student's English proficiency level, including how it was assessed;
- the student's level of academic achievement;
- a description of the language acquisition program, its methods of instruction, and how it meets the student's strengths and needs, including the objectives of the student's IEP where applicable;
- the exit (reclassification) requirement, the expected rate of transition, and, for high school students, the expected graduation rate;
- for Long-Term English Learners and students at risk of becoming Long-Term English Learners, that status and how the program will address it; and
- the parent's rights to request a different program, to decline or remove the student from the program, and to receive help selecting a program.

If a parent declines services, the student remains classified as an English Learner, continues to take the Summative ELPAC each year, and receives language support in the regular classroom.

The current notice template appears in the Appendix. This letter is sent to parents along with the official CDE Initial ELPAC Score Report.

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 California Education Code sections 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 the 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.

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.

Parents may request a language acquisition program in writing or orally at the school office. TEACH records each request, including the date, the student's grade, and the program requested. When the parents of 30 or more students at a school, or of 20 or more students in the same grade, request the same program, TEACH follows the process in Education Code section 310 and California Code of Regulations, Title 5, section 11311.

EL Transition from Elementary → Middle → High School

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

TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School (a.k.a., TEACH Prep Elementary)
TEACH Academy of Technologies Middle School
TEACH Tech Charter High School

In our effort to maintain alignment and place each English Learner appropriately within the school's Language Acquisition programs, TEACH ensures each English Learner's status, ELPAC results, and services transfer with the student between TEACH schools. 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. TEACH provides English Learners meaningful access to the core curriculum and school programs, and translates parent communications as required by Education Code section 48985 and federal law. When 15 percent or more of a school's students speak a single primary language other than English, parent notices are also provided in that language.

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 the 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**

The EL Program Manager or designee supports integrated ELD through professional development and coaching. Strategies may include visuals; vocabulary support; teacher exemplars; translated materials in student's home language; sentence starters/frames; English subtitles for videos; guided practice, additional time to complete assignments;

strategic seating and grouping; and other integrated strategies and supports to assist ELs understand grade-level content while continuing to learn English.

Where staffed, EL Instructional Aides may support teachers and English Learners in the classroom.

3. Designated English Language Development (ELD) Instruction

All English Learners receive focused, differentiated, and standards-based designated ELD during a protected time in the regular school day to improve reading, writing, listening, and speaking skills. Designated ELD is taught by a teacher with an English Learner authorization, using board-adopted ELD materials, with students grouped by proficiency level (emerging, expanding, and bridging) where practicable, based on ELPAC results and other available data. Each site publishes its designated ELD schedule, minutes, and materials annually in the EL Program Handbook.

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

Grades TK/Kindergarden: Daily Designated ELD – 1-hour blocks on Mondays, Tuesdays, Thursdays, and Fridays. Wednesdays, which are early-release days, English Learners in these grades receive 45 minutes of designated ELD instruction during their 'Literacy Centers' (stations) within their ELA block. Daily ELD instruction totals **285 minutes per week**. Designated ELD is provided in a small-group instruction model provided by the certificated and EL-authorized Lead Teacher using curriculum such as The Science of Reading. This ELD block will be focused on building students' **phonological awareness, phonics, fluency, vocabulary**, and **comprehension**.

Within the regular TK schedule, Designated ELD takes place from 10 am – 11 am, immediately before lunch. On early-release Wednesday schedules, ELD is instructed from 11-11:45 AM, also immediately before lunch. For ELs in grade K, Designated ELD takes place from 11:30am – 12:30am, immediately after lunch. On Wednesday schedules, ELD takes place from 11:30 - 12:15 PM, after lunch.

1st Grade: Daily Designated ELD – 30-minute blocks on Mondays, Tuesdays, Thursdays, and Fridays; 20-minute blocks on Wednesdays for a total of **140 minutes per week**. Designated ELD instruction is provided in a small-group instruction model by the Lead Teacher using curriculum such as McGraw Hill's Wonders ELD. Key skills targeted include **Guided Reading, Collaborative Language Practice,** and **Interactive Writing.**

Within the 1st grade regular schedule, this ELD block takes place from 11:35 am – 12:05 pm, immediately after lunch. On early-release Wednesday schedules,

small-group ELD instruction occurs within the ELA block from 10 am – 12:30 pm after Nutrition (a 20-minute block scheduled upon Teacher discretion).

2nd & 3rd Grades: Daily Designated ELD – 55-minute blocks, Mondays, Tuesdays, Thursdays, and Fridays; 20-minute blocks on Wednesdays for a total of **240 minutes per week**. Designated ELD instruction is provided in a whole-class setting by the assigned, certificated and EL-authorized ELD Instructor using curriculum such as McGraw Hill's Wonders ELD. 2nd & 3rd grade ELs are combined during this period, except on Wednesdays when they will remain with their regular Lead Teacher. Equally, English language proficiency levels (*emerging, expanding,* and *bridging*) will help guide strategic groupings and pairings, determined by student needs. Key skills targeted include **Guided Reading, Collaborative Speaking & Listening,** and **Response Writing**.

Within the regular schedule for grade 2, this ELD block takes place from 12:10 pm – 1:05 pm, after lunch and Math instruction. On early-release Wednesday schedules, small-group ELD instruction occurs within the ELA block from 10 am – 12:30 pm after Nutrition (a 20-minute block scheduled upon Teacher discretion). For ELs in grade 3, Designated ELD is also given from 12:10 – 1:05 pm, immediately after lunch, but before Math instruction. On Wednesday schedules, small-group ELD instruction occurs within the ELA block from 10:35 am – 12:45 pm after Nutrition (a 20-minute block scheduled upon Teacher discretion).

4th & 5th Grades: Daily Designated ELD – 45-minute blocks on Mondays, Tuesdays, Thursdays, and Fridays; 20-minute blocks on Wednesdays for a total of **200 minutes per week**. Designated ELD instruction is provided in a whole-class setting by the assigned, certificated and EL-authorized ELD Instructor using curriculum such as McGraw Hill's Wonders ELD. 4th & 5th grade ELs are combined, except on Wednesdays when they will remain with their regular Lead Teacher. Key skills targeted include **Close Reading & Language Analysis, Collaborative Conversations,** and **Academic Writing.**

Within the regular schedule for grade 4, this ELD block takes place from 1:10 pm – 1:55 pm, after lunch and Social Emotional Learning/Enrichment block. On early-release Wednesday schedules, small-group ELD instruction occurs within the ELA block from 10:35 am – 12:45 pm after Nutrition (a 20-minute block scheduled upon Teacher discretion). Within the regular schedule for grade 5, it takes place at the same time (1:10 pm – 1:55 pm), after lunch and PE, and before the Social Emotional Learning/Enrichment block. On Wednesday schedules, small-group ELD instruction occurs within the ELA block from 11:10 am – 1 pm after Nutrition (a 20-minute block scheduled upon Teacher discretion).

TEACH Academy of Technologies Middle School

5th Grade: Designated ELD – 50-minute block on Mondays, Tuesdays, Thursdays, and Fridays for a total of **200 minutes per week**. Designated ELD instruction is provided in a small-group instruction model by the Lead Teacher using curriculum such as McGraw Hill's Wonders ELD. Key skills targeted include **Close Reading/Language Analysis, Collaborative Conversations,** and **Academic Writing.**

Within the daily schedule for grade 5, direct Designated ELD Instruction takes place at the end of the school day during the Success Academy block from 2:40 pm – 3:30 pm.

Grades 6-8: Designated ELD – 50-minute block on Mondays, Tuesdays, Thursdays, and Fridays for a total of **200 minutes per week**. Designated ELD instruction is provided in a whole-class setting by the assigned, certificated and EL-authorized ELD Instructor using curriculum selected by the EL Program Manager, which could include the McGraw Hill StudySync ELD embedded support lessons. Students across each individual grade level Advisory classes are combined during this period. Key skills targeted include **Sustained Silent Reading, Collaborative Dialogues using Academic Vocabulary,** and **Structured Academic Writing.**

Within the TEACH Academy of Technologies daily schedule, grades 6 & 8 receive ELD Instruction at the end of the school day during the Success Academy block from 2:40 – 3:30 pm. Grade 7 receives this block of instruction in the morning after Advisory and a passing period from 9:05 am – 9:55 am, also during the Success Academy period.

TEACH Tech Charter High School

Grades 9-12: Designated ELD Instruction is provided in two (2) sections, ELD 1 and ELD 2. Placement into one of these sections is determined by the student's overall language proficiency, determined by a number of factors, including their previous school year's: ELPAC score; English SBAC score; Basic Skills in Reading / Language Use in school-wide assessment score range; performance in their ELA class. These two ELD sections take place within the school's block schedule. Blocks consist of two (2) 100-minute segments per week on Mondays, Tuesdays, Thursdays, or Fridays, as well as one (1) 40-minute block on Wednesdays for a total of **240 minutes per week**. Designated ELD instruction is provided in a whole-class setting by the assigned, certificated and EL-authorized ELD Instructor using curriculum selected by the EL Program Manager, which could include the McGraw Hill StudySync ELD embedded support lessons. Key skills targeted include **Reading Fluency, Collaborative Project-based Discussions, Public Speaking & Academic Presentations** and **Structured College-ready Academic Writing.**

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**

Students may receive tutoring through schoolwide programs. This may provide 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. For English Learners with disabilities, the IEP includes linguistically appropriate goals, objectives, programs, and services (Education Code section 56345(b)).

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**

English Learners may participate in expanded learning opportunities, such as Saturday sessions, as available.

The K-12 California ELD Standards

TEACH Public Schools, in accordance with California Education Code (EC) Section 60811, uses the California English Language Development Standards (CA ELD Standards) in 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.

Teachers use the CA ELD Standards together with content standards in integrated and designated ELD, in support of TEACH's 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])
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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)**.

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

The English Learners Program Manager or designee oversees the English Learner programs across TEACH schools. This includes identification, placement, instruction, progress monitoring, reclassification, RFEP monitoring, family engagement, and compliance.

EL Coordinator

At each school site, an EL Coordinator or designee supports teachers in implementing integrated and designated ELD and monitors the progress of English Learners and RFEP students. This role helps the schoolwide capacity for integrating EL supports into core instruction and fostering a culture of inclusivity and academic excellence for Multilingual learners.

EL Instructional Aide (ELD Aide)

Where staffed, EL Instructional Aides assist teachers and English Learners in the classroom. Instructional Aides paid with Title I funds must have a high school diploma or equivalent and must have completed at least two years of study at an institution of higher education, obtained an associate’s (or higher) degree, or met a rigorous standard of quality through a formal state or local academic assessment.

Professional Development

EL professional development follows the California Quality Professional Learning Standards (QPLS), adopted by the State Board of Education in May 2015.

EL-specific professional development is provided at least annually to teachers, principals, and other school leaders, and focuses on research-based instructional strategies, assessment, and accommodations for 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

Teachers may provide ELPAC prep 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 state testing window until the EL student is reclassified (see Chapter 5, *Reclassification Criteria* section). 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.

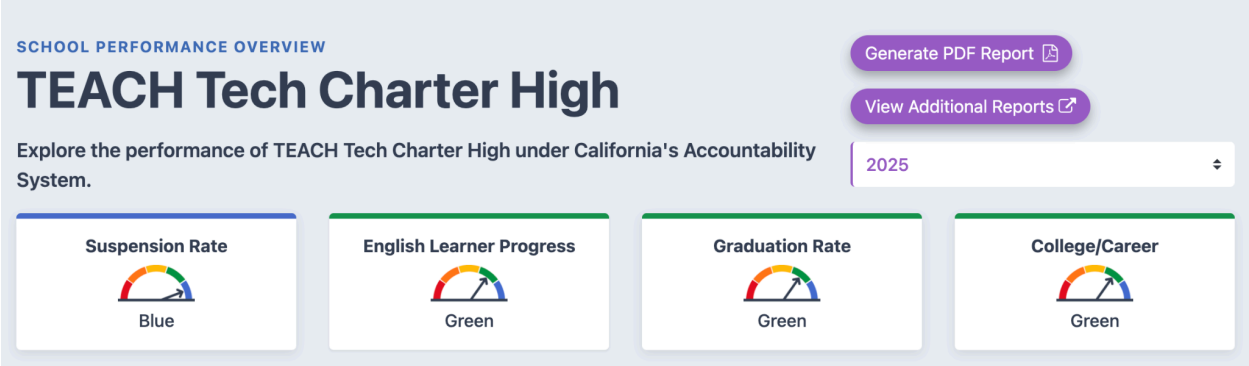
Progress Monitoring

TEACH Public Schools supports English Learners from initial enrollment, through the ELD program, and after Reclassification. Each site maintains a current roster of English Learners and their ELPAC levels, and reviews each English Learner's grades and local benchmark results at least annually to monitor academic progress.

Long-Term English Learners (LTELs)

Each year, TEACH identifies English Learners who are Long-Term English Learners or at risk of becoming Long-Term English Learners, as defined in Education Code section 313.1. This status is included in the annual parent notice (EC section 313.2).

English Learner Progress Indicator (ELPI)
Every year, the California School Dashboard, the state's public accountability report, 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

TEACH Public Schools follows the California Department of Education requirements for reclassification of English Learner students.

English language proficiency (ELP), as demonstrated through the student's score on the English Language Proficiency Assessments for California (ELPAC) or Alternate ELPAC, shall serve as the sole criterion for reclassification of English learner (EL) students. Assessment of language proficiency using an objective assessment instrument, including, but not limited to, the English language development test that is developed pursuant to EC Section 60810:

> The ELPAC constitutes the required state assessments for ELP administered to students whose primary language is a language other than English. EL students who do not have either a Summative ELPAC or Summative Alternate ELPAC score are not eligible to be reclassified.
>
> The Summative ELPAC Overall Performance Level (PL) 4 was approved by the State Board of Education (SBE) as the statewide standardized ELP criterion for the Summative ELPAC. LEAs shall use ELPAC Overall PL 4 to determine whether a student assessed with the Summative ELPAC has met that criterion.
>
> Students who score a Summative ELPAC Overall PL 4 must be reclassified.

Students who score at Summative ELPAC Overall PL 3 or lower cannot be considered for reclassification. However, TEACH may convene interest holders for a larger conversation to inform planning, placement, and personal goals for the short term and the next school year. These convenings should include parents, whenever possible, and focus on strengths, growth areas, and opportunities for the student.

In accordance with California’s standardized Criterion, in order to be eligible for reclassification, all EL students, including dually identified students (EL students with disabilities), who take the Summative English Language Proficiency ELPAC must score at Overall PL of 4. Under the very rare circumstances when a student’s disability precludes assessment in one or more domains of the Summative ELPAC, the student may be reclassified with an Overall PL of 4 on the remaining domains in which the student is able to be appropriately assessed.

The Summative Alternate ELPAC is the state test for ELP for qualifying students with the most significant cognitive disabilities. LEAs shall use Summative Alternate ELPAC Overall PL 3 as the Alternate ELP criterion.

Students who score Overall PL 4 on the Summative ELPAC, or Overall PL 3 on the Summative Alternate ELPAC, are reclassified. The EL Program Manager or designee

updates CALPADS and notifies parents in writing using the **TEACH Reclassification Parent Notification Letter** template in the Appendix.

*Prior to September 27, 2026, English Learners were Reclassified based on the following 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.

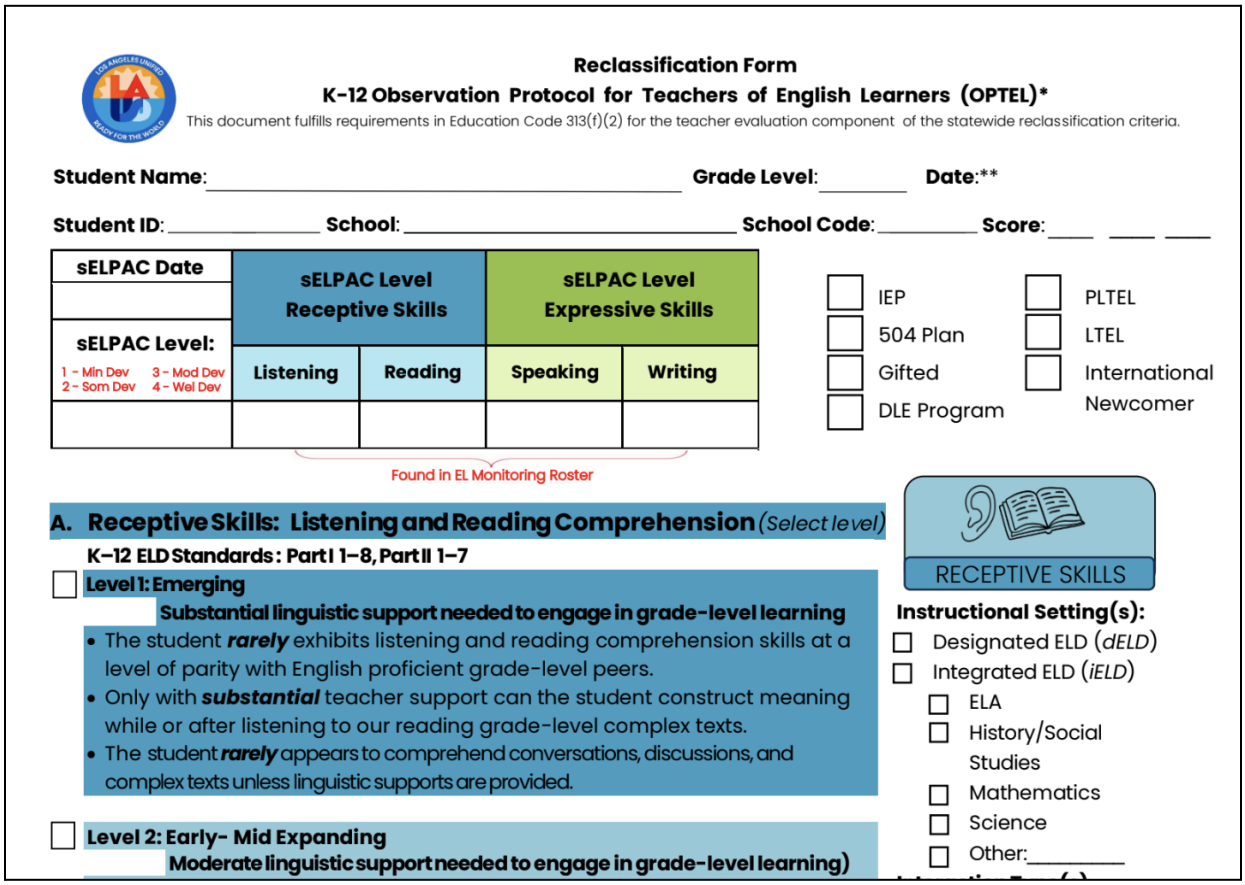
TEACH Public Schools recognized standardized assessments and benchmarks such as, but not limited to, the following for EL students to meet the Basic Skills criteria:

- K-12 grades: score of **Standard Met** or **Standard Exceeded** in the **ELA** California Assessment of Student Performance and Progress (**CAASPP**) Smarter Balanced Assessment Consortium (**SBAC**)
- TK: achieve a **Fluent English Speaker** (**FES**) score range in a post-assessment of the Ballard & Tighe's Idea Proficiency Test (**IPT**) Early Childhood language proficiency screening (must be administered within the same school year and after January 1st)
- Kindergarten: achieve **At-Grade Level or higher** score range on the **iReady** Reading Adaptive Assessment
- K - 2nd grade: achieve **At** or **Above Benchmark** score range on the Dynamic Indicators of Basic Early Literacy Skills (**DIBELS**)

- 1st - 7th grades: achieve a minimum of one (1) grade **Approaching-Level or higher** score range on the **iRea\y** Reading Adaptive Assessment
- 8th - 12th grades: achieve a minimum of two (2) grades **Approaching- Level or higher** score range on **iReady** Reading Adaptive Assessment
- 9th - 12th grades: achieve a minimum of **Approaching-Level or higher** score range on a recent Reading and/or Language Usage **NWEA Map** Achievement assessment; Achieve a minimum of one (1) grade **Approaching-Level or higher** Lexile Reading score on a recent **Achieve 3000** LevelSet assessment

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

The OPTEL Form is used to monitor EL student progress on an at-need basis. This form is not used, however, for purposes of reclassification. Staff may use the OPTEL to identify English Learners who need additional support.



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 ☐ 504 Plan ☐ Gifted ☐ DLE Program

☐ PLTEL ☐ LTEL ☐ International Newcomer

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

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

RECEPTIVE SKILLS

☐ **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)

RFEP Monitoring & Support

When a student meets the reclassification criterion, the EL Program Manager or designee records the student's new English Language Acquisition Status (RFEP) in CALPADS and school systems.

A newly Reclassified student's performance in their classes, particularly in the student's ELA class, will be monitored by the EL Coordinator or designee. 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, *EL Transition from Elementary → Middle → High School* section), it is the responsibility of the EL Program Manager or designee 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 (EC § 313[f], as amended by AB 2555 [2026]) Each LEA must reclassify a student from English learner to proficient in English using the student's score on the Summative ELPAC (Overall Performance Level 4) or Summative Alternate ELPAC (Overall Performance Level 3) as the sole criterion.

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.
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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 TEACH's family engagement staff, we create countless opportunities for TEACH community stakeholders to engage with community members and organizations.

Parent Center & Classes

The TEACH Public Schools Parent Center provides a place for families to connect and engage directly with their child(ren)'s school. Work and print stations are provided, along with the school's current informational flyers. The Parent Center may offer free classes for families, such as ESL and technology. These classes are free to all TEACH Public Schools parents, guardians, and families of an enrolled child. School Site Council (SSC) and ELAC meetings may also be held in the Parent Center or virtually.

English Learner Advisory Committee (ELAC)
Comité Asesor de Padres

Each TEACH school with 21 or more English Learners forms an English Learner Advisory Committee (ELAC). ELAC meets as often as needed to carry out its advisory duties. Parents or guardians of English Learners make up at least the same percentage of ELAC membership as English Learners make up of the school's enrollment.

ELAC meetings are parent-led, supported by school staff, and scheduled at times convenient for parents. Each school year, parents of English Learners elect ELAC members, and ELAC members elect officers as set by the committee. The roles and duties may include:

- **President** - Call the meetings to order; lead attendees through agenda items; responsible for reporting information to school's principal and school staff
- **Vice-President** - takes the place and duties of the President if they are absent; assist the President with meeting functions, organization, and the like
- **Secretary** - responsible for taking notes and keeping records of minutes
- **Parliamentary** - keep mind of the agenda items and meeting time to ensure all agenda items are covered

The responsibilities of these parent-elected ELAC members are to:

- **Advise** the principal and staff in the development of a site plan for English learners and submitting the plan to the School Site Council for consideration of inclusion in the School Plan for Student Achievement
- **Assist** in the development of the schoolwide needs assessment
- **Strategize** to **create** ways to make parents aware of the importance of regular school attendance

Through in-person meetings or phone conversations, TEACH provides training on ELAC leadership duties, expectations, and self-governance. Training shall be planned in full consultation with committee members, and funds from appropriate resources may be used to meet the costs of providing the training to include costs associated with the attendance of members at training sessions.

Along with being a place for parents/guardians of English Learners to meet and gain key information about the on-goings of their child and ELD programs, as mentioned above, each school site's ELAC is responsible for advising the school principal and staff. ELAC leadership teams are encouraged to set agenda items that will consider, evaluate, and provide feedback for their school site's ELD program in an effort to improve their child(ren)'s educational and overall school experience. This feedback is then communicated by ELAC to the school's principal for review and consideration.

Joint ELAC Meetings

Each TEACH Public School (TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School; TEACH Academy of Technologies Middle School; and TEACH Tech Charter High School) is its own **Local Education Agency (LEA)** and has its own ELAC. For convenience, the schools' ELACs may meet jointly. When they do, each school's ELAC keeps its own membership and elections, meets the membership composition requirement for its school, records attendance by school, votes separately on matters affecting its school, and sends its recommendations to its own principal and School Site Council. Agendas and minutes are kept on file, and minutes identify the recommendations of each school's ELAC. Joint ELAC meetings may also be used to gather input from parents of English Learners on each school's LCAP.

Because the District English Learner Advisory Committee (DELAC) requirement applies to school districts, and each TEACH school is its own LEA, TEACH does not maintain a DELAC.

The TEACH Public Schools ELACs are great sources 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, provide feedback and action plans to school and district leaders, and learn of ways to best support their child(ren) at home during their English proficiency journey.

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Sections 35147, 52176(b) and (c), 62002.5, and 64001(a), California Education Code

Title 5, Section 11308, California Code of Regulations

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.

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.
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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's goal is for all students to 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 annual 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, and results are presented to the governing board.

Complaints

Concerns about TEACH's English Learner program may be filed under TEACH's Uniform Complaint Procedures.

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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.
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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.

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.

Appendix: Parent Letter Templates

These templates may be updated by staff to reflect current law without board action.

A. English Learner Identification and Program Placement Notice

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

[Date]

Subject: English Learner Identification and Program Placement (Title I and Title III Notice)

Dear Parent/Guardian of [Student Name]:

When you enrolled your child, the Home Language Survey showed that a language other than English is used at home. As required by state and federal law, your child took the Initial English Language Proficiency Assessments for California (Initial ELPAC) on [date].

Your child's results

Overall result: [Novice English Learner / Intermediate English Learner / Initial Fluent English Proficient]. Overall scale score: [score]. Oral language: [level]. Written language: [level].

Current academic achievement: [most recent CAASPP or local assessment results].

[If IFEP:] Your child is Initial Fluent English Proficient and will continue in the regular instructional program. No English language services are needed.

[If EL:] Your child has been identified as an English Learner because the Initial ELPAC shows your child needs support to reach English proficiency. Your child has been placed in the program described below.

Our program: Structured English Immersion (SEI)

In SEI, nearly all classroom instruction is in English, with curriculum and instruction designed for students who are learning English. Your child will receive integrated ELD (support in every class to understand grade-level content while learning English) and designated ELD (protected time each school day focused on English listening, speaking, reading, and writing, taught by a teacher authorized to teach English Learners).

The program builds on your child's strengths and needs by grouping students by English level and using the California ELD Standards, so your child learns English and meets grade-level academic standards. [If the student has an IEP:] The program supports the goals in your child's Individualized Education Program (IEP).

Other programs: California law also recognizes dual-language immersion and transitional or developmental bilingual programs, which use English and another language for instruction. TEACH does not currently offer these programs. You may request one (see your rights below).

How your child exits the program

Last Revised: 10/22/2026

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

Your child will be reclassified as Fluent English Proficient (RFEP) after scoring Overall Performance Level 4 on the Summative ELPAC (or Overall Performance Level 3 on the Summative Alternate ELPAC), given each spring. At TEACH, English Learners typically reclassify within [__] years. [High school only:] The expected graduation rate for English Learners at TEACH Tech Charter High School is [__%].

[If applicable:] Your child is [a Long-Term English Learner / at risk of becoming a Long-Term English Learner]. We will support your child by [supports].

Your rights

You may request a different language acquisition program for your child.

You may decline enrollment in the EL program or remove your child from it at any time. If you do, your child will still be classified as an English Learner, will take the Summative ELPAC each year, and will receive language support in the classroom.

You may ask for help choosing a program and may meet with staff to discuss your child's placement, progress, and services.

Questions? Contact [name, title] at [phone] or [email].

Sincerely,

[Name], English Learners Program Manager

[Name], Principal, [School]

Optional Parent Confirmation:

Parent Signature: Date:

_____ _____

Last Revised: 10/22/2026

B. TEACH Reclassification Parent Notification Letter

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

2026-27 EL RECLASSIFICATION CRITERIA PARENT NOTIFICATION LETTER

October 7, 2026
To the Parents of : [**Student Name**]
Dear Parent/Guardian,

We are pleased to inform you that our school adheres to the California Department of Education English Learner (EL) Reclassification criteria designed to support our students' transition to fluent English proficiency.

We would like to inform you of an important change to the Reclassification process of your child. In accordance with Assembly Bill 2555 (AB 2555), signed into law on September 27, 2026, only one requirement is needed for a student classified as an English Learner (EL) to be reclassified as English Proficient (RFEP). That is the following:

1. Score of '4' on the English Language Proficiency Assessments for California (ELPAC) or Score of '3' on the Alternate English Language Proficiency Assessments for California (Alternate ELPAC). This fulfills the state **Assessment of English Language Proficiency Criteria.**

We are pleased to inform you that your child has met this criteria during the 2025-2026 school year. Therefore, effective immediately, your child is reclassified as English Proficient. There is no action needed on your part. Please keep in mind that your child will continue to be monitored in regards to their academic performance, and receive support when needed, for the next 4 years from the date of this letter. Please reach out to Mr. Filidor, EL Program Manager, if you have any questions.

Sincerely,

Mr. Filidor, English Learners Program Manager
[Principal Name] - Principal, TEACH [School]

Revised: 10/7/2026

END OF MASTER PLAN

Coversheet

Resolution to Approve: Annual Certification of Course-Based Independent Study Courses for 2026-2027 Exhibits A, B and C: List of Certified Course-Based Independent Study Courses

Section: III. Items for Potential Action
Item: G. Resolution to Approve: Annual Certification of Course-Based Independent Study Courses for 2026-2027 Exhibits A, B and C: List of Certified Course-Based Independent Study Courses
Purpose: Vote
Submitted by:
Related Material: Exhibit C Course Cert Elem.pdf
Exhibit A IS course cert high school.pdf
exhibit B Course cert Middle.pdf

Annual Course-Based Independent Study Course Certification

TEACH Preparatory Elementary | 2026-2027 School Year | Grades TK-5

Exhibit C

1. Purpose and Statutory Certification

This document constitutes TEACH Preparatory Elementary's annual Course-Based Independent Study (CBIS) course certification for the 2026-2027 school year under Education Code section 51749.5(a)(4). By resolution, the TEACH, Inc. Board of Directors certifies the courses identified below as substantially equivalent in rigor, educational quality, and intellectual challenge to the corresponding classroom-based grade-level programs and aligned to relevant state and local content standards.

The certified CBIS courses are TEACH Prep grade-level courses. Curriculum providers, digital platforms, textbooks, teacher-developed materials, and supplemental resources are instructional resources rather than separately certified CBIS courses and may be selected or changed administratively, provided the certified course continues to satisfy the standards, substantial-equivalency, duration, credit, and equivalent-instructional-minute requirements reflected in this certification.

2. Certified Courses and Equivalent Instructional-Time Profiles

TEACH Prep uses a grade-level Comprehensive Studies structure for elementary CBIS. The 2026-2027 Board-approved schedule contains 141 regular instructional days and 39 minimum-day/early-dismissal instructional days, for 180 instructional days total. Each certified grade-level course uses the equivalent instructional minutes of the corresponding classroom-based grade-level program.

Certified CBIS Course	Grade	Duration	Regular-Day Equivalent Minutes	Minimum/Early-Day Equivalent Minutes	Equivalent Total Minutes	Course Credits
TK Comprehensive Studies	TK	180 schooldays / full year	285	195	47,790	0
Kindergarten Comprehensive Studies	K	180 schooldays / full year	300	210	50,490	0
Grade 1 Comprehensive Studies	1	180 schooldays / full year	315	230	53,385	0
Grade 2 Comprehensive Studies	2	180 schooldays / full year	315	230	53,385	0
Grade 3 Comprehensive Studies	3	180 schooldays / full year	330	240	55,890	0
Grade 4 Comprehensive Studies	4	180 schooldays / full year	345	255	58,590	0
Grade 5 Comprehensive Studies	5	180 schooldays / full year	345	255	58,590	0

Equivalent daily minutes follow the applicable TEACH Prep day type. Course credits are 0 for all elementary courses. Student-specific learning objectives, measures of academic accomplishment, assignments, resources, supports, and methods of

evaluation are established in the individual learning agreement under Education Code section 51749.6 and are not added to this annual course certification.

3. Instructional Interaction Plan

Grade Span	Minimum Instructional-Interaction Plan
TK-3	Opportunity for daily synchronous instruction, as required by Education Code section 51749.5(a)(4)(C), as applicable.
Grades 4-5	Opportunity for daily live interaction and at least weekly synchronous instruction, as required by Education Code section 51749.5(a)(4)(C), as applicable.

4. Certification Standard and Course Administration

The TEACH, Inc. Board of Directors determines that each certified course listed in Section 2 is substantially equivalent in rigor, educational quality, and intellectual challenge to TEACH Prep's corresponding classroom-based grade-level program and is aligned to relevant state and local content standards. The course titles, duration, credits, and equivalent instructional minutes stated in this certification define the certified CBIS courses for the 2026-2027 school year.

Instructional materials or curriculum resources may change without a new Board certification when the certified TEACH Prep course itself remains unchanged. A new or materially different CBIS course must be certified by the governing body as required by law before it is used as a CBIS course.

Authority and sources: Education Code section 51749.5; Education Code section 51749.6; Education Code section 47612.5; CDE Course-Based Independent Study guidance; CDE Instructional Time Requirements; TEACH Public Schools Board-approved 2026-2027 instructional calendar and applicable school bell schedule.

Annual Course-Based Independent Study Course Certification

TEACH Tech Charter High School | 2026-2027 School Year | Grades 9-12

Exhibit B

1. Purpose and Statutory Certification

This document constitutes TEACH Tech Charter High School's annual Course-Based Independent Study (CBIS) course certification for the 2026-2027 school year under Education Code section 51749.5(a)(4). By resolution, the TEACH, Inc. Board of Directors certifies the courses identified below as substantially equivalent in rigor, educational quality, and intellectual challenge to equivalent classroom-based courses and aligned to relevant state and local content standards.

The certified CBIS courses are TEACH Tech courses or the equivalent of the TEACH Tech Courses in content, standards covered, rigor.

2. Course Certification Profiles

TEACH Tech's 2026-2027 Board-approved schedule contains 141 regular instructional days, 29 minimum instructional days, and 10 early-dismissal instructional days, for 180 instructional days total and 65,385 scheduled instructional minutes. The profiles below derive equivalent course minutes from the corresponding classroom-based schedule.

Profile/Credit	Use	Duration	Credits	Regular-Day Equivalent	Minimum-Day Equivalent	Early-Day Equivalent	Equivalent Total Minutes
	10-credit academic course	180 schooldays / full year	10	53.33	45.00	35.00	9,175.00
SEM-F-5	5-credit academic course - Fall	84 schooldays / Fall	5	53.33	45.00	35.00	4,288.33
SEM-S-5	5-credit academic course - Spring	96 schooldays / Spring	5	53.33	45.00	35.00	4,886.67
ADV-F-2.5	Advisory - Fall	84 schooldays / Fall	2.5	30.00	30.00	30.00	2,520.00
ADV-S-2.5	Advisory - Spring	96 schooldays / Spring	2.5	30.00	30.00	30.00	2,880.00
RAMS-F-2.5	RAMS Learning Lab - Fall	84 schooldays / Fall	2.5	35.00	0.00	0.00	2,345.00
RAMS-S-2.5	RAMS Learning Lab - Spring	96 schooldays / Spring	2.5	35.00	0.00	0.00	2,590.00

Academic-course calculation: on regular days, 300 numbered-period minutes plus 20 allowable passing minutes are distributed across six academic course slots; on minimum days, 240 numbered-period minutes plus 30 passing minutes are distributed across six slots; on early-dismissal days, 180 numbered-period minutes plus 30 passing minutes are distributed across six slots. The Fall semester contains 67 regular, 12 minimum, and 5 early-dismissal instructional days; the Spring semester contains 74 regular, 17 minimum, and 5 early-dismissal instructional days.

Advisory is scheduled for 30 minutes on each instructional day. RAMS Learning Lab is scheduled for 35 minutes on regular instructional days and is not separately scheduled on minimum or early-dismissal days. These profiles allow TEACH Tech's certified course structure to correspond to the Board-approved instructional schedule rather than allocating support-block minutes artificially to academic courses.

3. Instructional Interaction Plan

For pupils in Grades 9-12, the CBIS instructional-interaction plan provides an opportunity for at least weekly synchronous instruction, as required by Education Code section 51749.5(a)(4)(C), as applicable.

4. Courses Presented for Annual Certification

The following TEACH Tech courses are presented for annual CBIS certification. Curriculum providers or online platforms may be used to deliver a certified TEACH Tech course when TEACH Tech determines that the instructional content and course implementation remain consistent with the certified TEACH course. A provider course that is not mapped to one of the certified TEACH Tech courses below must be separately certified by Board resolution before being used as a CBIS course.

Course Area	Certified TEACH Tech Course	Credits	Profile
History / Social Science	AP World History	10	YR-10
History / Social Science	AP Government and Politics United States	10	YR-10
History / Social Science	AP United States History	10	YR-10
History / Social Science	United States Government and Politics	5	SEM-F-5 / SEM-S-5
History / Social Science	United States History	10	YR-10
History / Social Science	World History	10	YR-10
English	AP English Language and Composition	10	YR-10
English	AP English Literature and Composition	10	YR-10
English	Common Core English 10	10	YR-10
English	Common Core English 11	10	YR-10
English	Common Core English 12	10	YR-10
English	Common Core English 9	10	YR-10
Mathematics	AP Calculus AB	10	YR-10
Mathematics	AP Statistics	10	YR-10
Mathematics	Common Core Integrated Math 1	10	YR-10
Mathematics	Common Core Integrated Math 2	10	YR-10
Mathematics	Common Core Integrated Math 3	10	YR-10
Mathematics	Financial Algebra	10	YR-10
Mathematics	Pre-Calculus	10	YR-10
Laboratory Science	Biology	10	YR-10
Laboratory Science	Chemistry	10	YR-10
Laboratory Science	Physics	10	YR-10
Language Other Than English	AP Spanish Language and Culture	10	YR-10
Language Other Than English	Spanish 1	10	YR-10

Course Area	Certified TEACH Tech Course	Credits	Profile
Language Other Than English	Spanish 1 Native Speakers	10	YR-10
Language Other Than English	Spanish 2	10	YR-10
Language Other Than English	Spanish 2 Native Speakers	10	YR-10
Language Other Than English	Spanish 3	10	YR-10
Visual / Performing Arts	Art 1	10	YR-10
Visual / Performing Arts	Choir	10	YR-10
Visual / Performing Arts	Music Appreciation	10	YR-10
Visual / Performing Arts	21st Century Yearbook Design and Publication	10	YR-10
Visual / Performing Arts	Drama AB	10	YR-10
Visual / Performing Arts	Film and Media	10	YR-10
College-Preparatory / Elective	Creative Writing	10	YR-10
College-Preparatory / Elective	Journalism AB	10	YR-10
College-Preparatory / Elective	ASB Leadership	10	YR-10
College-Preparatory / Elective	Criminal Justice	10	YR-10
College-Preparatory / Elective	Economics	5	SEM-F-5 / SEM-S-5
College-Preparatory / Elective	Ethnic Studies	10	YR-10
College-Preparatory / Elective	Health Education	5	SEM-F-5 / SEM-S-5
College-Preparatory / Elective	Environmental Science	10	YR-10
General / Non-A-G	Advanced Physical Education 1	10	YR-10
General / Non-A-G	Advanced Physical Education 2	10	YR-10
General / Non-A-G	English Language Development 1/2	10	YR-10
General / Non-A-G	English Language Development 3/4	10	YR-10
Graduation / Support	Advisory	2.5 per semester	ADV-F-2.5 / ADV-S-2.5
Graduation / Support	RAMS Learning Lab	2.5 per semester	RAMS-F-2.5 / RAMS-S-2.5

5. Certification Standard, High School Access, and Board Action

The TEACH, Inc. Board of Directors determines that each course listed in Section 4 is substantially equivalent in rigor, educational quality, and intellectual challenge to the corresponding classroom-based course and aligned to relevant state and local content standards. The course profiles in Section 2 establish each certified course's duration, credits, equivalent daily instructional minutes by applicable day type, and equivalent total instructional minutes.

TEACH Tech shall maintain CBIS access to all courses offered by the school that are required for graduation and to courses approved by the University of California or California State University as creditable under the A-G admissions criteria, consistent with Education Code section 51749.5(a)(4)(A).

Authority and sources: Education Code section 51749.5; Education Code section 47612.5; CDE Course-Based Independent Study guidance; CDE Instructional Time Requirements; TEACH Public Schools Board-approved 2026-2027 instructional calendar and applicable school bell schedule.

Annual Course-Based Independent Study Course Certification

TEACH Academy of Technologies | 2026-2027 School Year | Grades 5-8

Exhibit A to TEACH, Inc.

1. Purpose and Statutory Certification

This document constitutes TEACH Academy of Technologies' annual Course-Based Independent Study (CBIS) course certification for the 2026-2027 school year under Education Code section 51749.5(a)(4). By resolution, the TEACH, Inc. Board of Directors certifies the courses identified below as substantially equivalent in rigor, educational quality, and intellectual challenge to equivalent classroom-based courses and aligned to relevant state and local content standards.

The certified CBIS courses are TEACH Academy courses. Curriculum providers, digital platforms, textbooks, teacher-developed materials, and supplemental resources are instructional resources rather than separately certified CBIS courses and may be selected or changed administratively, provided the certified course continues to satisfy the standards, substantial-equivalency, duration, credit, and equivalent-instructional-minute requirements reflected in this certification.

2. Course Certification Profiles

TEACH Academy's 2026-2027 Board-approved schedule contains 141 regular instructional days, 29 minimum instructional days, and 10 early-dismissal instructional days, for 180 instructional days total. The profiles below derive equivalent course minutes from the corresponding classroom-based schedule.

Profile	Use	Duration	Course Credits	Regular-Day Equivalent	Minimum-Day Equivalent	Early-Day Equivalent	Equivalent Total Minutes
MS-YR	Numbered academic course slot	180 schooldays / full year	0	48.33	45.00	35.00	8,470
SA-YR	Success Academy A/B	180 schooldays / full year	0	50.00	0.00	0.00	7,050

MS-YR calculation: on regular days, 270 numbered-period minutes plus 20 allowable passing minutes are distributed across six numbered course slots; on minimum days, 240 numbered-period minutes plus 30 passing minutes are distributed across six slots; on early-dismissal days, 180 numbered-period minutes plus 30 passing minutes are distributed across six slots. Success Academy is separately scheduled for 50 minutes on each of the 141 regular instructional days.

This certification does not establish a charter-school minimum number of instructional minutes per day. Student course combinations must be implemented so pupils are offered the applicable annual total equivalent instructional minutes required by Education Code section 51749.5(a)(14) and other applicable law.

3. Instructional Interaction Plan

For pupils in Grades 5-8, the CBIS instructional-interaction plan provides opportunities for daily live interaction and at least weekly synchronous instruction, as required by Education Code section 51749.5(a)(4)(C), as applicable.

4. Courses Presented for Annual Certification

The following TEACH Academy courses are presented for annual CBIS certification. Courses identified as A/B in the TEACH Academy course catalog are treated as year-long courses divided across two terms. Course availability and student placement remain subject to TEACH Academy's educational program and applicable law.

Grade	Certified TEACH Academy Course	Profile	Course Credits
5	Social Studies 5A/B	MS-YR	0
5	Common Core English 5A/B	MS-YR	0
5	Common Core Math 5A/B	MS-YR	0
5	Integrated Science 5A/B	MS-YR	0
5	Physical Education 5A/B	MS-YR	0
5	Resource Lab 5A/B	MS-YR	0
5	Success Academy A/B	SA-YR	0
6	World History: Ancient Civilizations 6A/B	MS-YR	0
6	Common Core English 6A/B	MS-YR	0
6	Common Core Math 6A/B	MS-YR	0
6	Integrated Science 6A/B	MS-YR	0
6	Physical Education 6A/B	MS-YR	0
6	Computer Literacy 6A/B	MS-YR	0
6	CC Creative Writing A/B	MS-YR	0
6	Resource Lab 6A/B	MS-YR	0
6	Success Academy A/B	SA-YR	0
7	World History: Medieval Times A/B	MS-YR	0
7	Common Core English 7A/B	MS-YR	0
7	Honors English 7A/B	MS-YR	0
7	Common Core Math 7A/B	MS-YR	0
7	Honors Common Core Math 7A/B	MS-YR	0
7	Life Science 7A/B	MS-YR	0
7	Physical Education 7A/B	MS-YR	0
7	Introduction to Journalism A/B	MS-YR	0
7	Social Justice and Responsibility A/B	MS-YR	0
7	Resource Lab 7A/B	MS-YR	0
7	Success Academy A/B	SA-YR	0
8	United States History 8A/B	MS-YR	0
8	Common Core English 8A/B	MS-YR	0
8	Honors English 8A/B	MS-YR	0
8	Common Core Math 8A/B	MS-YR	0

Grade	Certified TEACH Academy Course	Profile	Course Credits
8	CC Integrated Math 1A/B	MS-YR	0
8	Physical Science 8A/B	MS-YR	0
8	Art A/B	MS-YR	0
8	Physical Education 8A/B	MS-YR	0
8	Resource Lab 8A/B	MS-YR	0
8	Success Academy A/B	SA-YR	0

5. Certification Standard and Board Action

The TEACH, Inc. Board of Directors determines that each course listed in Section 4 is substantially equivalent in rigor, educational quality, and intellectual challenge to the corresponding classroom-based course and aligned to relevant state and local content standards. The course profiles in Section 2 establish each certified course's duration, course credits, equivalent daily instructional minutes by applicable day type, and equivalent total instructional minutes.

Instructional materials or curriculum resources may change without a new Board certification when the certified TEACH Academy course itself remains unchanged. A provider course or other course that is not mapped to a certified TEACH Academy course must be separately certified by the governing body before it is used as a CBIS course.

Authority and sources: Education Code section 51749.5; Education Code section 47612.5; CDE Course-Based Independent Study guidance; CDE Instructional Time Requirements; TEACH Public Schools Board-approved 2026-2027 instructional calendar and applicable school bell schedule.

Coversheet

Consider and Approve the Following Updated Policies: TEACH Public Schools School Food Authority (SFA) Policy Manual TEACH SFA Procurement Policy and Code of Conduct TEACH Local School Wellness Policy

Section: III. Items for Potential Action
Item: H. Consider and Approve the Following Updated Policies: TEACH Public Schools School Food Authority (SFA) Policy Manual TEACH SFA Procurement Policy and Code of Conduct TEACH Local School Wellness Policy
Purpose: Vote
Submitted by:
Related Material: TEACH_Public_Schools_Wellness_Policy_2026-27.pdf
TEACH_SFA_Procurement_Policy_and_Code_of_Conduct_2026-27.pdf
SFAPolicyrev23ER.pdf

TEACH Public Schools Wellness Policy (5315)

Policy number	5315
Adopted by the Board of Directors	October 27, 2026
Effective	Upon Board approval. Replaces the version adopted in March 2026.
Responsible administrator	Chief Academic & Strategic Initiatives Officer (CASIO), serving as Network Wellness Coordinator
Related policies	School Food Authority (SFA) Policy Manual (8531) SFA Procurement Policy and Code of Conduct (8532)

1. Purpose

TEACH Public Schools is committed to the whole child: meeting the social, physical, emotional, and academic needs of every student. This policy treats student health as a foundation for learning and lifelong well-being. It sets the standards TEACH schools follow for school meals, food and drinks on campus, nutrition education, physical activity, and mental and emotional health.

Federal law requires every school that takes part in the National School Lunch Program and School Breakfast Program to have a local school wellness policy. This policy is TEACH's local school wellness policy and meets that requirement.

Step-by-step procedures, timelines, and tools for carrying out this policy are in the TEACH Wellness Guidelines. The Network Wellness Coordinator, working with the Program Officer, maintains and approves the Guidelines. The Guidelines may be updated without Board action as long as they stay consistent with this policy and with federal and state law. If the two conflict, this policy governs. The current Guidelines are posted with this policy on the TEACH website and the school meals program website.

2. Schools Covered

This policy applies to all TEACH schools. TK means transitional kindergarten.

School	Grades
TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School (also called TEACH Preparatory Elementary School)	TK–5
TEACH Academy of Technologies	5–8
TEACH Tech Charter High School	9–12

3. Leadership and Responsibilities

Network Leadership

Role	Responsibilities under this policy
Network Wellness Coordinator (CASIO)	Has the authority and responsibility to make sure every TEACH school follows this policy. Because this officer supervises the school principals, the Coordinator holds principals accountable for carrying out the policy at their schools.
Program Officer (Director of Operations)	Leads day-to-day work on this policy with each principal, runs the school meals program, organizes the review every three years and the yearly public notice, and keeps the required records.
Chief Executive Officer (CEO)	Acts as Network Wellness Coordinator when the CASIO is unavailable.

School Wellness Teams

Each TEACH school must have an active wellness team. The elementary school and the middle school each have one team that serves both of their campuses. Each team must include:

- **The principal,** who aligns instruction with this policy, makes sure required physical education minutes are met, and builds a culture of wellness at the school.
- **The School Operations Manager,** who leads the meal program at the school and is responsible for meal standards, water access, food safety, and time to eat.
- **The Director of Student & Family Engagement,** who leads work with families and the community, provides parent wellness education, and builds social-emotional learning into the school day.

Each team should also include as many of the groups listed in Section 4 as practicable.

4. Family and Community Involvement

TEACH invites the following groups to help develop, carry out, review, and update this policy: parents and guardians, students, school meal program staff, physical education teachers, school health professionals, members of the Board of Directors, school administrators, teachers, and members of the public.

- At least once each school year, TEACH will announce opportunities to take part through school newsletters, the TEACH website, and parent meetings.
- Anyone may join a school wellness team or share feedback by emailing schoolnutritionprogram@teachps.org.

5. School Meals

Meal Standards

TEACH takes part in the California Universal Meals Program and provides breakfast and lunch to all students at no charge. All meals meet or exceed federal nutrition requirements, which are based on the Dietary Guidelines for Americans. These include the following standards:

Standard	Requirement	Effective
Added sugar in specific foods	Breakfast cereal: no more than 6 grams per dry ounce. Yogurt: no more than 12 grams per 6 ounces. Flavored milk: no more than 10 grams per 8 fluid ounces.	July 1, 2025
Added sugar for the week	Less than 10% of total weekly calories at breakfast and lunch.	July 1, 2027
Salt (sodium)	Weekly limits reduced by 15% at lunch and 10% at breakfast from current levels.	July 1, 2027
Whole grains	At least 80% of grains served each week are whole grain-rich.	In effect now

The SFA Policy Manual contains the full meal requirements.

New Federal Dietary Guidelines

The federal government has released the 2025–2030 Dietary Guidelines for Americans. Until the U.S. Department of Agriculture and the California Department of Education turn these guidelines into official school meal requirements, TEACH will continue to follow the current federal meal requirements. When new requirements become official, the Network Wellness Coordinator will update this policy.

Milk

- At lunch, TEACH may offer whole, reduced-fat (2%), low-fat (1%), fat-free, and lactose-free milk, flavored or unflavored, as each school requests, as allowed by the federal Whole Milk for Healthy Kids Act (signed January 14, 2026).
- At breakfast, TEACH follows the existing School Breakfast Program milk requirements, which the Act did not change.
- A parent or guardian may request a non-dairy milk substitute for a student with a disability by submitting a written statement.

Drinking Water and Required Posting

Free, fresh drinking water must be available to students in all meal service areas during meal times at every campus. Each campus must also post the California Department of Education's summary of state nutrition and physical activity laws where the public can see it in the cafeteria or eating area.

Time to Eat

Students must be given adequate time to eat, as required by California law. The California Department of Education recommends at least 10 minutes for breakfast and 20 minutes for lunch once students are seated. The School Operations Manager at each school is responsible for making sure meal schedules allow adequate time.

6. Food and Drinks Sold Outside of Meals

All food and drinks sold to students on campus outside of school meals must meet both the federal Smart Snacks in School nutrition standards and California's nutrition standards for food sold at school. Where the two differ, the stricter standard applies. This includes vending machines, student stores, and fundraisers, and applies from midnight until 30 minutes after the end of the school day.

- TEACH does not allow any fundraiser exemptions. Every food fundraiser held during the school day must meet Smart Snacks standards.

7. Artificial Food Dyes

Beginning December 31, 2027, California law prohibits schools from serving or selling food or drinks that contain Red 40, Yellow 5, Yellow 6, Blue 1, Blue 2, or Green 3.

8. Ultra-Processed Foods

California law will gradually remove certain "ultra-processed foods of concern" and "restricted school foods" from schools. The California Department of Public Health will define these foods by June 1, 2028. TEACH will follow the state's schedule:

Date	Requirement
June 1, 2028	The state publishes its definitions.
July 1, 2029	Schools begin phasing out these foods.
July 1, 2032	Vendors may no longer offer these foods to schools.
July 1, 2035	These foods may no longer be served in school meals or sold at school.

The Network Wellness Coordinator will update this section when the state publishes its definitions.

9. Food Provided at School but Not Sold

Food and drinks given to students at no cost during the school day, outside of school meals, should support the goals of this policy.

- **Classroom celebrations:** Each classroom may hold no more than one celebration involving food per month. Schools will encourage foods that meet Smart Snacks standards, along with fruits, vegetables, and water. Celebrations that do not involve food are encouraged.
- **Food as a reward or punishment:** Food and drinks may not be used to reward academic performance or good behavior, and may not be withheld as a punishment.

10. Nutrition Education

TEACH sets the following goals for teaching students about nutrition. Progress on each goal is measured in the review described in Section 15.

- **Elementary school (grades TK–5):** Nutrition lessons are part of health or science instruction at every grade. Lessons are hands-on and include taste tests, food exploration, and, where available, garden or cooking activities.
- **Middle school (grades 5–8):** Nutrition lessons are part of health, science, or advisory at every grade. Lessons teach students to read food labels, build a balanced plate, and stay hydrated.
- **High school (grades 9–12):** Nutrition is included in required health coursework and physical education. Lessons teach students to read food labels, plan meals, and make healthy choices on their own.

- **All schools:** Teachers who teach nutrition receive training or materials each year. Each school offers at least one family nutrition workshop or resource each school year.

11. Promoting Healthy Choices

- Monthly menus are posted on the school meals program website and shared with families in English and Spanish.
- Each school promotes healthy choices in the cafeteria through signs, by placing fruits, vegetables, and plain milk at the front of the serving line, and by keeping a clean and welcoming eating area.
- Each school asks students for feedback on school meals at least once each school year, through taste tests or surveys.
- Staff are encouraged to model healthy eating and drinking water in front of students.

12. Food Marketing on Campus

Only food and drinks that meet Smart Snacks standards may be marketed or advertised on campus during the school day. This applies to vending machine wraps and signs, posters and menu boards, scoreboards and athletic equipment, and educational materials and incentive programs.

13. Physical Education and Activity

TEACH adopts the following physical education minutes as its standard, consistent with California law:

School and grades	Minimum physical education	Focus
Elementary school, grades TK–5	200 minutes every 10 school days	Development of basic movement skills, plus daily active recess in addition to physical education
Middle school, grades 5–6	200 minutes every 10 school days	Moderate to vigorous physical activity
Middle school, grades 7–8	400 minutes every 10 school days	Moderate to vigorous physical activity
High school, grades 9–12	400 minutes every 10 school days	Competitive sports and lifelong fitness electives

- Recess and physical education may never be taken away as punishment for behavior or academic reasons.
- Classroom teachers may use short activity breaks of 3 to 5 minutes to help students refocus.
- The elementary school provides daily recess at both campuses, outdoors when possible, in addition to physical education minutes.
- Students in the required grades take the California Physical Fitness Test, and the results are used to set physical education goals at each school.

14. Mental Health and Social-Emotional Wellness

TEACH recognizes that physical health is closely connected to mental and emotional health. TEACH sets the following goals:

- **Social-emotional learning:** The Director of Student & Family Engagement makes sure social-emotional learning is part of the school day to build students' resilience, empathy, and self-control, and provides ongoing resources and workshops for parents and guardians.
- **Community connections:** The Director of Student & Family Engagement connects families with community resources, health clinics, and local centers that support students' well-being.
- **Referrals:** Each school wellness team maintains a confidential process for quickly connecting students who need mental health support or social services with the right professionals.
- **Counseling:** TEACH Academy of Technologies and TEACH Tech Charter High School each have an on-site counselor who provides social-emotional and mental health support.
- **Student check-ins:** TEACH uses Thrively, an online platform, to check in on students' social-emotional well-being. School teams use the results to identify students who may need more support.
- **Staff wellness:** TEACH shares wellness resources with staff and encourages healthy habits, recognizing that staff are role models for students.

15. Review, Public Notice, and Updates

Review Every Three Years

At least once every three years, the Network Wellness Coordinator and the Program Officer will review how well each school is carrying out this policy. The review must cover:

- **Compliance:** Whether each school and campus follows this policy, including meal standards, time to eat, food sold outside of meals, food marketing, and physical education minutes.
- **Comparison:** How TEACH's policy compares to a model wellness policy, such as one from the Alliance for a Healthier Generation, or as measured by the WellSAT 3.0 review tool.
- **Progress:** Each school's progress toward the nutrition education, healthy choices, physical activity, and wellness goals in this policy.

The results will be shared with the public and used to update this policy.

Yearly Public Notice

At least once each school year, TEACH will inform families and the public about this policy, how it is being carried out, and any updates. The notice will include:

- The full current policy, posted on the TEACH website (www.teachps.org) and the school meals program website
- The results of the most recent three-year review
- Names and contact information for the Network Wellness Coordinator and each school's wellness team lead
- How the public can take part in school wellness teams

Updates

This policy will be updated as needed based on the three-year review, changes in federal or state law, and the changing needs of TEACH schools. The Board of Directors must approve all revisions.

Records

The Program Officer will keep the following records for at least three years after the end of the fiscal year they relate to, or longer if an audit or review is still open:

- This written policy
- Proof of how the policy and review results were made available to the public
- The most recent three-year review
- Records of efforts to review and update the policy, including who took part and how families and the community were informed

Legal References

In these references, CFR means the Code of Federal Regulations and U.S.C. means the United States Code.

Federal

- 42 U.S.C. 1751–1769: National School Lunch Act
- 42 U.S.C. 1758b: Local school wellness policy requirement
- 42 U.S.C. 1771–1791: Child Nutrition Act of 1966, including 1773 (School Breakfast Program)
- 7 CFR 210.10 and 220.8: Meal requirements, as amended by the April 2024 final rule
- 7 CFR 210.11: Smart Snacks in School standards for food sold outside of meals
- 7 CFR 210.31: Local school wellness policy requirements
- Whole Milk for Healthy Kids Act (signed January 14, 2026)

California Education Code

- 33350–33354: Physical education responsibilities of the California Department of Education
- 38086: Free drinking water in meal service areas
- 49430–49436: Pupil Nutrition, Health, and Achievement Act of 2001
- 49431.9: Limits on marketing of non-nutritious foods
- 49432: Posting of the state summary of nutrition and physical activity laws
- 49500–49505, 49530–49536, and 49550–49564.5: School meals and universal meals
- 51210, 51222, and 51223: Physical education instructional minutes

California Health and Safety Code

- 109025: California School Food Safety Act (prohibited food dyes)
- 113700–114437: California Retail Food Code (food safety)

California Code of Regulations, Title 5

- 15500–15501: Food sales by student organizations
- 15510: Meals for students in need
- 15550–15565: School lunch and breakfast programs

Recent California Legislation

- Senate Bill 348 (2023): Adequate time to eat and school meal standards
- Assembly Bill 2316 (2024): California School Food Safety Act

- Assembly Bill 1264 (2025): Real Food, Healthy Kids Act

This institution is an equal opportunity provider.

TEACH Public Schools

School Food Authority (SFA) Procurement Policy and Code of Conduct (8532)

Policy number	8532
Adopted by the Board of Directors	October 27, 2026
Effective	Upon Board approval, for the 2026–27 school year and until the Board approves a revision. Until this policy is approved, the 2025–26 purchasing limits ($10,000 and $250,000) remain in effect.
Responsible administrator	Enrique Robles, Director of Operations and School Meals Program Officer SchoolNutritionProgram@teachps.org
Related policies	SFA Policy Manual (8531) TEACH Public Schools Wellness Policy (5315) TEACH Fiscal Policies and Procedures (adopted September 29, 2026)

1. Purpose and Scope

TEACH Public Schools runs the federal National School Lunch Program and School Breakfast Program at its three schools. As part of running these programs, TEACH buys food and services for its meal program. This policy sets the rules for those purchases so that vendors are treated fairly, public money is spent properly, and TEACH follows federal purchasing rules, U.S. Department of Agriculture (USDA) regulations, and California Department of Education guidance.

This policy applies to every purchase made for the school meal program, no matter which fund pays for it. Step-by-step procedures for carrying out this policy are in the TEACH School Nutrition Program Guidelines. The Guidelines may not add to or change any requirement in this policy.

2. Who Is Responsible

Role	Responsibilities under this policy
Chief Academic & Strategic Initiatives Officer (CASIO)	Primary approver for meal program purchase orders, contracts, and invoices.
Chief Executive Officer (CEO)	Backup approver when the CASIO is unavailable. Signs contracts and documents emergency and non-competitive purchases.
Chief Legal & Organizational Strategy Officer (CLOSO)	Second backup approver. Reviews contracts, checks that vendors are not barred from federal contracts, and gives final review of the weekly batch of invoices to be paid.

Role	Responsibilities under this policy
Program Officer (Director of Operations)	Manages meal program purchasing, reviews invoices, and conducts the yearly review of the meal vendor.
School Operations Manager (one at each school)	Receives deliveries and matches each invoice to its purchase order and proof of delivery.
Charter Impact (TEACH's contracted accounting firm)	Processes approved payments.

3. Code of Conduct

Every TEACH employee, officer, and agent involved in meal program purchasing must follow these standards:

- **Responsibility to TEACH:** Employees must put TEACH's interests ahead of their own and protect public resources.
- **Conflicts of interest:** No employee, officer, or agent may take part in choosing, awarding, or managing a contract if they have a real or apparent conflict of interest. Any officer or Board member with a possible conflict must disclose it and may not take part in discussing or approving the contract.
- **Gifts and favors:** Employees may not ask for or accept any personal favor, gift, service, or payment from a vendor that does business, or wants to do business, with TEACH.
- **Rebates:** Rebates and incentives may not be accepted for personal benefit. Any manufacturer's rebate check must be made payable to TEACH Public Schools and credited back to the meal program.
- **Consequences:** Violating these standards may result in investigation, disciplinary action, and criminal prosecution.

4. Purchasing Methods

The purchasing method depends on the total dollar amount of the purchase. A purchase may not be split into smaller purchases, purchase orders, or invoices to fall under a lower limit or avoid a competitive process.

Purchase amount	Method	What is required
Up to $15,000	Micro-purchase	No price quotes are required if the price is reasonable. Purchases must be spread fairly among qualified suppliers.
$15,000.01 to $350,000	Small purchase	Written or phone price quotes must be obtained from at least three qualified suppliers.
Over $350,000	Formal purchase	TEACH must issue a publicly advertised Invitation for Bids (IFB) or Request for Proposals (RFP).
Any amount	Non-competitive purchase	Allowed only when the item is available from a single source, during a public emergency, or when

Purchase amount	Method	What is required
		competition is inadequate after soliciting bids. Requires a written explanation and may require approval from the California Department of Education in advance.

The exceptions to competitive bidding in TEACH's Fiscal Policies and Procedures, such as for professional services or continuity of service, do not apply to meal program purchases paid with federal funds. For those purchases, a non-competitive purchase is allowed only for the reasons listed above. The CEO documents each one and reports it to the Board.

5. Federal and State Requirements

Buy American

- TEACH must buy domestic food whenever possible. A food counts as domestic if it is processed in the United States using more than 51% U.S.-grown ingredients.
- A foreign food may be bought only if (1) the food is not produced in the United States in enough quantity or of good enough quality, including foods on the federal list of items not available domestically, or (2) competitive bids show the domestic food costs significantly more.
- Foreign food may make up no more than 10% of TEACH's total yearly commercial food costs in 2026–27. The limit drops to 8% in 2028–29 and 5% in 2031–32. Foods on the federal list of items not available domestically count toward the limit.
- Every exception must be recorded in the Buy American Exception Log.
- Every request for food bids and every food contract must include Buy American requirements and require the vendor to certify where its food comes from and report any foreign items.

Other Requirements

- **Barred vendors:** Before signing any contract of $25,000 or more, TEACH must confirm that the vendor is not suspended or barred from federal contracts. This is done by checking the federal System for Award Management (SAM.gov) or by getting a written certification from the vendor.
- **Contract length:** Meal program contracts are limited to one year, with up to four one-year renewals, for a maximum of five years.
- **Small, minority-owned, and women-owned businesses:** TEACH will take steps to use minority-owned businesses, women-owned businesses, and businesses in areas with high unemployment whenever possible.
- **Buying local:** TEACH may give preference to unprocessed food that is locally grown, raised, or caught. The preference may be given as extra points when scoring bids, or by asking for "locally grown, raised, or caught" food in the request for bids. The request for bids must explain the preference and how it will be applied.
- **Records:** All purchasing records must be kept for three years plus the current year, and longer while any audit, review, or claim is still open.

6. Approvals

Approvals follow TEACH's Fiscal Policies and Procedures. The CASIO is the primary approver, the CEO is the backup approver, and the CLOSO is the second backup approver, unless a step below names a specific officer. The purchasing methods in Section 4 still apply.

Step	$50,000 or less	Over $50,000
Choosing the purchasing method	Follow Section 4.	Follow Section 4, plus the competitive purchasing steps in the Fiscal Policies and Procedures.
Purchase order	The CASIO approves (CEO as backup).	The CASIO approves (CEO as backup), and the Board approves before the order is placed.
Contract	The CASIO approves in writing, the CLOSO reviews, and the CEO signs.	Same, except the CEO signs only after the Board approves.
Check for barred vendors (contracts of $25,000 or more)	The CLOSO checks SAM.gov and records the result in the contract log.	Same.
Invoice approval	The School Operations Manager matches the invoice to the purchase order and proof of delivery, the Program Officer reviews it, the CASIO approves it (CEO as backup), and the CLOSO gives final review of the weekly batch of invoices to be paid.	Same.
Payment	One approver: the CASIO or the CEO.	Two approvers: any two of the CASIO, CEO, and CLOSO.

- **Budget:** All purchases must fit within the Board-adopted budget. Any expense over $50,000 that is not in the budget requires Board approval.
- **Emergency purchases:** An emergency purchase over $50,000 may be made before Board approval only to respond to an emergency that threatens health, safety, or property. The CEO must approve it in writing, document it, and report it to the Board. Receipts must be turned in right after the purchase.
- **Wire transfers:** Every wire transfer requires two authorized approvers, no matter the amount.

7. Receiving Goods and Paying Invoices

- **Checking deliveries:** The School Operations Manager, or another staff member assigned to receive deliveries, checks each delivery against the packing list or the vendor's delivery sheet, notes any missing items, and turns in the packing list with the invoice. Meal deliveries are also checked as described in Section 10 of the SFA Policy Manual.
- **Processing invoices:** All original invoices are sent to accountspayable@teachps.org and approved as shown in Section 6. The CLOSO then sends the weekly batch of approved invoices to Charter Impact for payment.

- **Invoices with errors:** An invoice with errors is returned to the vendor to be corrected.
- **Meal vendor invoices:** Before approval, each meal vendor invoice must be checked against the meal counts in MealTime (TEACH's meal counting software), the signed delivery sheets, and the itemized credits for USDA-donated foods. Meal vendor invoices may not be paid under the Fiscal Policies and Procedures' standing approval for recurring expenses.
- **Vendor performance:** The CEO, CLOSO, or CASIO makes sure contractors meet the terms of their contracts. The Program Officer conducts the yearly review of the meal vendor.

8. Required Records for Each Purchase

For every small purchase and formal purchase, the purchasing file must include the following records so that it is ready for a state review:

- A note explaining why the purchasing method was chosen.
- A clear description of the goods or services being bought, including Buy American requirements for food.
- Proof of competition. For a small purchase, this is a record of the three price quotes, with the date, vendor, price, and contact name for each. For a formal purchase, this is a copy of the public advertisement and all bids received.
- The score sheets or price comparisons used to choose the vendor, including any preference given for local food.
- For contracts of $25,000 or more, a printout of the SAM.gov check.
- For food purchases, proof of where the food comes from and any Buy American exceptions recorded in the exception log.
- The signed contract or purchase order, with all required signatures.
- Documentation showing that the price was fair and reasonable.

Legal References

In these references, CFR means the Code of Federal Regulations.

- 2 CFR Part 200, including 200.318 (general purchasing standards and code of conduct), 200.319 (fair competition), 200.320 (purchasing methods), 200.321 (minority-owned and women-owned businesses), and 200.214 (suspension and debarment)
- Federal Acquisition Regulation 2.101 (purchasing limits) and 25.104 (items not available domestically)
- 7 CFR 210.21 (purchasing for the school meal programs, including Buy American and geographic preference)
- 7 CFR 210.16 (contracts with meal vendors)
- 7 CFR 210.23(c) (record keeping)

TEACH Public Schools

School Food Authority (SFA) Policy Manual (8531)

Policy number	8531
Adopted by the Board of Directors	October 27, 2026
Effective	2026–27 school year, until the Board approves a revision
Responsible administrator	Enrique Robles, Director of Operations and School Meals Program Officer SchoolNutritionProgram@teachps.org
Related policies	TEACH Public Schools Wellness Policy (5315) SFA Procurement Policy and Code of Conduct (8532)

1. Purpose

TEACH Public Schools takes part in the federal National School Lunch Program and School Breakfast Program. As a participant, TEACH is responsible for running its meal program according to federal and California rules. This policy sets out those responsibilities. It explains the nutrition standards meals must meet, how meals are ordered, received, served, and counted, how food is purchased, how the program is paid for, and how civil rights are protected. Following this policy allows TEACH to keep receiving federal reimbursement for the meals it serves.

TEACH does not prepare meals on site. A contracted meal vendor prepares and delivers all meals to TEACH schools.

Step-by-step procedures for carrying out this policy, including checklists and forms, are in the TEACH School Nutrition Program Guidelines. The Program Officer maintains the Guidelines, and the Chief Academic & Strategic Initiatives Officer (CASIO) approves them. The Guidelines may not add to or change any requirement in this policy. If the two conflict, this policy governs.

2. Schools Covered

This policy applies to all TEACH schools. TK means transitional kindergarten.

School	Grades
TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School (also called TEACH Preparatory Elementary School)	TK–5
TEACH Academy of Technologies	5–8
TEACH Tech Charter High School	9–12

3. Who Is Responsible

Role	Responsibilities under this policy
Program Officer (Director of Operations)	Manages the meal program for all TEACH schools. Oversees compliance with federal and state rules, monitors the meal vendor, maintains student meal records, reviews meal counts, submits reimbursement claims, and keeps program records.
School Operations Manager (one at each school)	Runs the meal program at the school. Places meal orders, receives and checks deliveries, oversees meal service and counting, tracks staff training, and reports student withdrawals.
Chief Academic & Strategic Initiatives Officer (CASIO)	Approves the School Nutrition Program Guidelines, approves charges of staff pay to the cafeteria fund, and serves as the Network Wellness Coordinator under the TEACH Public Schools Wellness Policy.
Chief Executive Officer (CEO)	Serves as backup approver when the CASIO is unavailable.
Chief Legal & Organizational Strategy Officer (CLOSO)	Serves as second backup approver when neither the CASIO nor the CEO is available.
Director of Human Resources	Receives civil rights complaints about staff and keeps job descriptions current.
Charter Impact (TEACH's contracted accounting firm)	Records meal program finances, including monthly charges of staff pay to the cafeteria fund and quarterly reviews of those charges.
Meal vendor	Prepares and delivers meals that meet federal nutrition rules, under a contract with TEACH.

4. Key Terms

- **Cafeteria fund (Fund 13):** The separate account that holds meal program money. It may be used only for meal program costs.
- **Community Eligibility Provision:** A federal option that lets schools serve free breakfast and lunch to all students. TEACH uses this option at all of its schools.
- **Complete (reimbursable) meal:** A meal that meets federal requirements. TEACH receives federal reimbursement only for complete meals.
- **Direct certification:** The process of identifying students who automatically qualify for free meals, for example because their families receive CalFresh or Medi-Cal, or because they are in foster care or experiencing homelessness. TEACH does this through the state student data system, the California Longitudinal Pupil Achievement Data System (CALPADS).
- **MealTime:** TEACH's current Point of Service System, the software TEACH uses to keep student meal records and count meals.

- **Offer Versus Serve:** A meal service method in which students are offered all parts of a meal and may decline some of them.
- **U.S. Department of Agriculture (USDA):** The federal agency that runs the federal school meal programs.

5. Nutrition Standards

Every meal TEACH serves must meet the federal nutrition requirements for school breakfast and lunch. During the 2026–27 school year, meals must meet the following standards:

- **Salt (sodium):** Weekly menus must stay within the federal sodium limits for each grade group.
- **Whole grains:** At least 80% of the grains served each week must be whole grain-rich, meaning at least half whole grain.
- **Added sugar:** Breakfast cereal may contain no more than 6 grams of added sugar per dry ounce. Yogurt may contain no more than 12 grams per 6 ounces. Flavored milk may contain no more than 10 grams per 8 fluid ounces.
- **Vegetables:** Weekly menus must include the required amounts of dark green vegetables, red and orange vegetables, beans, peas, and lentils, starchy vegetables, and other vegetables.

Milk

- Each school must offer students at least two different types of milk at breakfast and at lunch.
- Under the federal Whole Milk for Healthy Kids Act, signed January 14, 2026, TEACH may offer whole, reduced-fat (2%), low-fat (1%), fat-free, and lactose-free milk at lunch, flavored or unflavored. Each school chooses the types it wants, and the meal vendor delivers them. Menus must still meet weekly calorie limits.
- At breakfast, TEACH serves low-fat (1%) or fat-free milk.
- A parent or guardian may request a non-dairy milk substitute for a student with a disability by submitting a written statement. A doctor's note is not required for this request. Any other change to a student's meal for medical reasons requires the Medical Statement Form.

Meals for Students with Disabilities

TEACH will change a student's meal when a disability requires it, at no extra cost to the family.

- **How to ask:** A parent or guardian may request a meal change by contacting the school's School Operations Manager or the Program Officer at SchoolNutritionProgram@teachps.org. The request should include the Medical Statement Form signed by a licensed medical authority, which describes the student's needs and the changes required. TEACH will not delay a reasonable change while waiting for the form, and will contact the family to help complete it.
- **Who decides:** The Program Officer reviews each request, works with the family and the meal vendor to provide the change, and keeps a record of the request and the outcome.
- **Informing families:** TEACH will tell families every year how to request a meal change and whom to contact, through the school meal website and family handbooks.

- **Disagreements:** A family that disagrees with a decision about a meal change may file a grievance with TEACH's Section 504 Coordinator under TEACH's grievance procedures. Families may also file a civil rights complaint as described in Section 14.

Drinking Water

Free drinking water must be available to students during every meal period, either where meals are served or close by, such as at a nearby water fountain or a water dispenser with cups.

Upcoming Requirements

The following requirements take effect in future school years. The Program Officer will work with the meal vendor to prepare for each one.

Effective date	Requirement
July 1, 2027	Weekly sodium limits are reduced by about 15% at lunch and 10% at breakfast.
July 1, 2027	Added sugar must make up less than 10% of total weekly calories at breakfast and lunch.
December 31, 2027	California law prohibits serving or selling foods that contain Red 40, Yellow 5, Yellow 6, Blue 1, Blue 2, or Green 3 at school.
July 1, 2029	California requires schools to begin phasing out ultra-processed foods of concern, as the state will define them by June 1, 2028.
To be determined	USDA may update school meal requirements to match the 2025–2030 Dietary Guidelines for Americans. TEACH will not change its menus for this purpose until USDA publishes a final rule.

6. Free Meals for All Students

TEACH provides breakfast and lunch at no cost to all students through the Community Eligibility Provision. TEACH does not charge students for meals, and no cash is handled in the meal line.

TEACH also follows the California Universal Meals Program. Under California Education Code Section 49501.5, established by Assembly Bill 130 (2021), TEACH must provide two nutritious meals, one breakfast and one lunch, free of charge each school day to every enrolled student who requests a meal, regardless of whether the student qualifies for free or reduced-price meals, with a limit of one free meal per meal service. If the Education Code or other law changes these requirements, TEACH will follow the law as amended.

- **Current period:** The current four-year period began with the 2023–24 school year and ends after the 2026–27 school year.
- **Tracking eligibility:** Although meals are free for all students, TEACH must track the percentage of students who qualify automatically. The Program Officer will run direct certification at least three times a year: in July (before school starts), October, and March. Students who are in foster care, experiencing homelessness, migrant, or runaway youth are marked in MealTime based on lists

from TEACH's Homeless and Foster Youth Liaison. These marks must be updated as soon as new lists are received.

- **Reapplying:** The Program Officer will submit TEACH's application for 2027–28 to the California Department of Education by June 30, 2027. A school generally needs at least 25% of its students to qualify automatically. A school between 15% and 25% may qualify for a one-year grace period.
- **Records:** Records from the 2023–24 school year, which the current period is based on, must be kept for as long as TEACH uses the Community Eligibility Provision and for three years after its final claim. These records must be stored securely to protect student privacy.

7. Purchasing Food and Services

TEACH must follow federal purchasing rules for anything bought with meal program money. TEACH's SFA Procurement Policy and Code of Conduct sets out TEACH's detailed purchasing rules. Where TEACH's rules are stricter than federal rules, TEACH follows its own rules.

Conflicts of Interest

No employee, officer, or agent of TEACH may take part in choosing, awarding, or managing a contract paid with federal funds if they have a real or apparent conflict of interest. No employee may ask for or accept gifts, favors, or anything of value from a vendor or potential vendor.

Purchasing Methods

The purchasing method depends on the total dollar amount of the purchase, as set out in TEACH's SFA Procurement Policy and Code of Conduct (8532). A purchase may not be split into smaller purchases, purchase orders, or invoices to fall under a lower limit or avoid a competitive process.

Purchase amount	Method	What is required
Up to $15,000	Micro-purchase	No price quotes are required if the price is reasonable. Purchases must be spread fairly among qualified suppliers.
$15,000.01 to $350,000	Small purchase	Written or phone price quotes must be obtained from at least three qualified suppliers.
Over $350,000	Formal purchase	TEACH must issue a publicly advertised Invitation for Bids (IFB) or Request for Proposals (RFP).
Any amount	Non-competitive purchase	Allowed only when the item is available from a single source, during a public emergency, or when competition is inadequate after soliciting bids. Requires a written explanation and may require approval from the California Department of Education in advance.

Meal Vendor Contract

TEACH chose its meal vendor through a competitive process. The contract sets a fixed price per meal. Before the end of each school year, the Program Officer will review the vendor to confirm that it bills the

agreed price per meal, credits TEACH for all USDA-donated foods, and meets the contract's nutrition, food safety, and Buy American requirements.

USDA-Donated Foods

TEACH receives food from USDA at no cost for use in its meals. The meal vendor must be approved to receive and process these foods on TEACH's behalf. Every vendor invoice must list the credit TEACH receives for these foods, by product, quantity, and amount. The Program Officer will check these credits every month and during the yearly vendor review.

Buy American Requirement

The meal vendor must buy food grown and processed in the United States whenever possible. A food counts as domestic if it is produced in the United States and processed in the United States using more than 51% U.S.-grown ingredients.

- **When foreign food is allowed:** TEACH may accept a foreign food only if (1) the food is not produced in the United States in enough quantity or of good enough quality, including foods on the federal list of items not available domestically, or (2) competitive bids show that the domestic food costs significantly more.
- **Limit:** Foreign food may make up no more than 10% of TEACH's total yearly commercial food costs in 2026–27. The limit drops to 8% in 2028–29 and 5% in 2031–32. Foods on the federal list of items not available domestically count toward this limit. USDA-donated foods do not count toward this limit.
- **Vendor certification:** The meal vendor must certify in writing, yearly or by product, that the food it delivers is domestic, and must report any foreign items and their costs.
- **Tracking exceptions:** Every exception must be recorded in the Buy American Exception Log, with the reason, the domestic alternative considered, and the cost. Foods on the federal list of items not available domestically do not need to be justified in the log, but their costs must still be tracked toward the limit. The Program Officer will monitor the log to make sure foreign food stays under the limit.

8. Student Meal Records and Privacy

Keeping Records Accurate

- Student information, including name, state student ID, grade, and school, is uploaded from TEACH's student information system into MealTime. The Program Officer is responsible for making sure each student is listed only once and at the correct school, so that no meal is claimed twice.
- Enrollment changes should be reviewed often so that MealTime matches each school's attendance records.
- When a student leaves TEACH, the student must be marked inactive in MealTime so the student is no longer counted.
- If a student returns, the existing record should be reactivated rather than a new one created, so the student is not listed twice.

Protecting Student Privacy

- Access to MealTime is password-protected and limited by job role. Staff working the meal line may record meals but may not view or change eligibility information.
- The meal-line screen shows every student as eligible. It never displays why a student qualifies, such as foster or homeless status, so that no student can be identified by family circumstances.
- Staff may never use words such as "free" or "paid," or any other language that points to a student's family income.

9. Ordering Meals

The School Operations Manager at each school places meal orders with the meal vendor, following the ordering deadlines in the vendor contract. Orders should match the number of students expected to eat, to avoid waste and overbilling.

- **Field trips:** Sack lunches for field trips must meet federal meal requirements and stay safe without refrigeration for the length of the trip.

10. Receiving Meals and Food Safety

TEACH becomes responsible for the safety and quality of meals as soon as a staff member signs for a delivery. For this reason, every delivery must be checked before it is signed for.

- **Food safety plan:** Each school follows TEACH's written food safety plan, based on Hazard Analysis and Critical Control Point (HACCP) principles, which covers every place where meals are received, held, and served, as required by federal rules. The Program Officer keeps the plan current and makes sure staff are trained on it.
- **Counting:** The School Operations Manager or a trained staff member must count the meals and compare the count to the vendor's delivery sheet. If meals are missing, staff must note the shortage on the delivery sheet and contact the vendor right away.
- **Temperature checks:** Staff must check food temperatures upon arrival using a calibrated food thermometer. Hot food must be 135°F or higher. Cold food must be 41°F or lower. Food that is between 41°F and 135°F is unsafe and must be rejected.
- **Documentation:** Staff must record delivery times and temperatures on the Daily Receiving Log. If food is rejected, staff must record the reason and the action taken on both the delivery sheet and the log. The School Operations Manager, or a designee when the School Operations Manager is not present that day, signs the delivery sheet only after the count and temperatures have been checked. Signed delivery sheets are used to verify the vendor's monthly invoices.
- **Health inspections:** The Program Officer must request two food safety inspections per school year for each school from the local health department. Each school must post its most recent inspection report where the public can see it. The Program Officer reports inspection results to the California Department of Education each year.
- **Recalls:** The Program Officer will monitor government food recall notices and confirm with the vendor that no recalled food is delivered to TEACH schools.

11. Serving and Counting Meals

TEACH is reimbursed only for complete meals that are correctly counted. Meals must be counted at the end of the serving line, after every part of the meal has been offered. A trained staff member must check each student's tray to confirm it is a complete meal and count it at that moment, at the point of service. Meals are recorded in TEACH's Point of Service System, currently MealTime. If a count is taken on a paper roster at the point of service, for example when the system is unavailable, it must be entered into the Point of Service System within 24 hours.

- Counting meals after students have left the serving area, or using attendance lists to estimate meal counts, is strictly prohibited. It is a serious violation of federal rules.
- Students may be offered second helpings when food is available, but TEACH may claim only one meal per student per breakfast or lunch.

What Counts as a Complete Meal

- **Breakfast at all grades, and lunch in grades TK–8:** Staff serve each student every required part of the meal. The meal is complete only if the student receives all of them.
- **Lunch in grades 9–12 (Offer Versus Serve):** Students are offered all five food groups in full amounts: protein, grains, fruit, vegetables, and milk. The meal is complete if the student takes at least three of the five, and one of them is at least ½ cup of fruit, vegetables, or both.
- **If Offer Versus Serve is used at breakfast in grades 9–12:** TEACH does not currently use this method at breakfast. If it does in the future, students must be offered at least four items from the grains, fruit, and milk groups, and the meal is complete if the student takes at least three items, including at least ½ cup of fruit.
- Wherever Offer Versus Serve is used, signs explaining what makes a complete meal must be posted at or before the end of the serving line.

Checking Meal Counts

- **Daily:** Before counts are combined for the month, the meal-line staff member or School Operations Manager compares each day's total to the school's enrollment.
- **Monthly:** Before submitting the reimbursement claim, the Program Officer compares daily counts to each school's expected attendance, which is total enrollment multiplied by the attendance factor. The attendance factor is TEACH's own average daily attendance rate or, if TEACH does not calculate its own rate, USDA's national attendance factor of 93.8%. The rate used must be calculated at least once each school year and kept on file. If a day's count is higher than expected attendance, the Program Officer must investigate and document the reason, such as a visiting field trip group or a school-wide event.
- **Yearly:** By February 1 each year, the Program Officer must observe a full breakfast and a full lunch at every school, using the meal counting review form, to confirm that staff identify complete meals correctly.

12. Time to Eat and Wellness

Students must be given adequate time to eat, as required by California law. The California Department of Education recommends at least 10 minutes for breakfast and 20 minutes for lunch once students are seated.

The TEACH Public Schools Wellness Policy sets the standards for food sold to students outside of meals, classroom celebrations, food dyes, nutrition education, physical activity, and student wellness. In addition:

- TEACH does not allow any fundraiser exemptions. Every food fundraiser held during the school day must meet the federal Smart Snacks in School nutrition standards.
- Flavored milk sold to students outside of meals must meet the federal added-sugar limit.

13. Staff Training

Everyone who manages or works in the meal program must meet USDA hiring and yearly training requirements. The training year runs from July 1 through June 30.

Position	Minimum training hours per year
Program Officer	12
School Operations Manager	10
Meal program staff working 20 or more hours per week	6
Meal program staff working fewer than 20 hours per week	4

- Training must cover food safety, civil rights, meal counting, and Offer Versus Serve.
- All staff who work with students in the meal program must complete civil rights training each year before the school year begins. Sign-in sheets and agendas must be kept as proof.
- The School Operations Manager keeps a training log that records the date, topic, training code, and length of each training.

14. Civil Rights

TEACH provides meal program benefits to all eligible students without discrimination, as required by federal civil rights law and USDA policy. California Education Code Section 220 also prohibits discrimination on additional grounds, including gender identity and sexual orientation, and TEACH complies with state law.

- **Nondiscrimination statement:** All meal program materials, including websites, handbooks, menus, and announcements, must include USDA's current nondiscrimination statement, shown below, exactly as written. The meal program website and free-meal notices must be updated right away. Printed materials dated before April 10, 2025 must be replaced when they are reprinted. Small items, such as menus, may use the short statement: "This institution is an equal opportunity

provider." Spanish materials must use the California Department of Education's official Spanish version.

- **Poster:** The current USDA "And Justice for All" poster must be displayed in each meal service area where students can clearly see it.
- **Demographic data:** TEACH collects racial and ethnic data each year. This data is kept confidential and used only to confirm that the program reaches all groups of students.
- **Language access:** Complaints may be filed in any language. TEACH will provide translation for anyone with limited English.

USDA Nondiscrimination Statement (April 2025)

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its agencies, offices, employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, religion, sex, disability, age, marital status, family/parental status, income derived from a public assistance program, political beliefs, or reprisal or retaliation for prior civil rights activity, in any program or activity conducted or funded by USDA (not all bases apply to all programs). Remedies and complaint filing deadlines vary by program or incident.

Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotape, American Sign Language, etc.) should contact the state or local agency that administers the program or contact USDA through the Telecommunications Relay Service at 711 (voice and TTY). Additionally, program information may be made available in languages other than English.

To file a program discrimination complaint, complete the USDA Program Discrimination Complaint Form, AD-3027, found online at How to File a Program Discrimination Complaint and at any USDA office or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call 866-632-9992. Submit your completed form or letter to USDA by: (1) mail: U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Mail Stop 9410, Washington, D.C. 20250-9410; (2) fax: 202-690-7442; or (3) email: Program.Intake@usda.gov.

This institution is an equal opportunity provider.

Civil Rights Complaints

- **Where to file:** Complaints about staff go to Dr. Maria Pimienta, Director of Human Resources, at HR@teachps.org. Complaints about the meal program go to Enrique Robles, Director of Operations, at SchoolNutritionProgram@teachps.org.
- **Deadline:** A complaint must be filed within 180 days of the incident.
- **Verbal complaints:** If a person makes a complaint verbally and does not want to put it in writing, the staff member who receives it must write it down for them.
- **Anonymous complaints:** Anonymous complaints must be given the same priority as any other complaint and investigated as fully as possible.

- **Recording:** Every complaint must be recorded in the Civil Rights Complaint Log.
- **Forwarding to USDA:** Every discrimination complaint must be forwarded to the USDA Office of the Assistant Secretary for Civil Rights within 5 calendar days of receipt, by mail to 1400 Independence Avenue, SW, Mail Stop 9410, Washington, D.C. 20250-9410, by fax to 202-690-7442, or by email to Program.Intake@usda.gov. The California Department of Education's Nutrition Services Division may also be contacted at 800-952-5609 or CNPComplaints@cde.ca.gov.

15. Paying Invoices and Claiming Reimbursement

- **Verifying invoices:** Each month, the Program Officer will compare the vendor's invoice to the meal counts in MealTime and the signed delivery sheets. An invoice may be approved only if the number of meals billed does not exceed the number of complete meals served.
- **Paying invoices:** Vendor invoices are paid through TEACH's regular payment process. An invoice with errors is returned to the vendor and is not paid until a corrected invoice is received and approved.
- **USDA-donated food credits:** Each invoice must list the credits applied for USDA-donated foods. The Program Officer will check these credits against the invoice and keep them on file.
- **Submitting claims:** The Program Officer certifies and submits TEACH's monthly reimbursement claim through the state's online claiming system, the Child Nutrition Information and Payment System (CNIPS).
- **State deadline:** The state requires each claim, and any increase to a claim, to be submitted within 60 days after the end of the claim month. If the 60th day falls on a weekend or holiday, the deadline is the next business day. For example, the January 2027 claim is due on or about April 1, 2027. The Program Officer will confirm exact dates using the California Department of Education's published deadlines.
- **Late claims:** A claim submitted after the state deadline can be paid only through the state's one-time exception, which may be used once every 36 months and requires a plan to prevent future late claims.

16. Charging Staff Pay to the Cafeteria Fund

TEACH may charge an employee's pay and benefits to the cafeteria fund (Fund 13, Resource 5310) only for time the employee actually spent working on the meal program. That time must be recorded after the work is done, signed, and checked every month. Estimates, budgets, and set percentages may never be used to support a charge. This section is TEACH's written procedure for documenting staff time, adopted to resolve the finding from the California Department of Education's 2024–25 review of TEACH's meal program. It applies to all cafeteria fund payroll charges beginning October 2026.

This section operates under TEACH's Board-adopted Fiscal Policies and Procedures and uses the same approval steps and separation of duties.

Employees Covered

This section applies to every employee whose pay or benefits are charged, in whole or in part, to the cafeteria fund. The Program Officer keeps a list of these employees showing what each employee works on and which type of time record they must complete. The list is updated every July 1 and whenever an employee's duties change. The Director of Human Resources keeps job descriptions current so they show each employee's meal program duties.

Separation of Duties

No employee may approve their own time record or check charges to their own pay. When the Program Officer's own pay is charged to the cafeteria fund, the CASIO, or a backup approver listed in Section 3, approves the Program Officer's time record. Charter Impact records a charge only after it is approved, so that the person who approves a charge is never the person who records it.

Time Records

- Employees who work only on the meal program must sign a certification twice a year confirming that they worked only on the meal program during that period. The certification for July through December is due January 31. The certification for January through June is due July 31. It must be signed by the employee, or by a supervisor with direct knowledge of the work, after the period ends. If the employee takes on any other duties, the employee must switch to monthly time reports starting that month.
- Employees who split their time between the meal program and other work must complete a monthly time report. The report must show the actual hours worked each day on the meal program and on other work, account for all paid time including leave and holidays, and be signed by both the employee and the supervisor after the month ends. It is due to the Program Officer within 10 calendar days after the end of the month.
- **Every month:** Employees who complete monthly time reports, including the Program Officer, must complete one every month, including months when TEACH chooses not to charge any of that employee's pay to the cafeteria fund. This keeps a complete record so that any later charge is supported.
- **Rejected time reports:** A time report will be returned if it shows percentages instead of hours, uses an estimated or budgeted split, is completed before the month ends, or is not signed. No charge may be made for that employee until a corrected report is received.

How Charges Are Made

Covered employees are paid through TEACH's regular payroll from the general fund (Fund 01). Each month, Charter Impact moves only the documented meal program share of each employee's pay to the cafeteria fund. For example, if a time report shows 40 meal program hours out of 160 total hours, 25% of that month's pay and benefits may be charged to the cafeteria fund. TEACH may charge less than an employee's documented meal program time, but never more.

- No charge may be recorded until the signed time record for that period is on file. A month that has no time record on file may not be charged later.

- Salaries must be recorded as certificated salaries (1000 series) or classified salaries (2000 series), and benefits as employee benefits (3000 series), all under Fund 13, Resource 5310.
- TEACH employee pay may never be recorded as contracted services (5800 series, including 5811). The 5800 series is used only for outside vendors with a written contract and an invoice.
- Central office positions are paid for through TEACH's management fee and its Board-approved Cost Allocation Plan. Pay already recovered that way may never also be charged directly to the cafeteria fund.

Monthly Review

By the 20th of each month, the following steps must be completed for the previous month:

1. Covered employees and their supervisors sign the time records.
2. The Program Officer checks every time record for completeness against the list of covered employees and sends them to Charter Impact.
3. Charter Impact compares the hours on each time record to the hours paid. Any difference must be explained or corrected before a charge is made.
4. Charter Impact calculates the charge and prepares the entry, with the time records attached. The CASIO, or a backup approver listed in Section 3, approves the entry. Charter Impact records it only after it is approved.
5. Charter Impact and the Program Officer sign and date the monthly reconciliation log.

Quarterly Review

In October, January, April, and July, Charter Impact will review all cafeteria fund payroll charges for the previous quarter and check for three problems: employee pay recorded as contracted services, charges without a matching approved time record, and months missing from the reconciliation log. Charter Impact will also confirm that no pay was charged twice through the management fee. The CASIO, or a backup approver listed in Section 3, signs each quarterly review. Any problem must be corrected within 30 days. All 12 months must be reconciled before the year's financial records are finalized.

Corrections and Training

- **Corrections:** Any charge that is not supported or is recorded incorrectly must be moved back to the general fund (Fund 01) within 30 days of discovery. The correcting entry and a short explanation must be kept with the reconciliation log.
- **Training:** Covered employees, their supervisors, the Program Officer, and Charter Impact staff must be trained on this section by August 31 each year. New covered employees must be trained within 30 days of starting. Each training must have an agenda, a sign-in sheet, and a signed acknowledgment from each attendee, and must be recorded in the training log.

17. Record Keeping

- All meal program records, including claims, meal production records, vendor invoices, time records, reconciliation logs, and training records, must be kept for at least three years plus the

current year. Records must be kept longer if required by law or federal funding terms, or until any open audit or review is closed.

Legal References

In these references, CFR means the Code of Federal Regulations.

- 7 CFR Parts 210 and 220: National School Lunch Program and School Breakfast Program, including meal requirements and milk (210.10 and 220.8), food safety (210.13), Buy American rules (210.21(d) and 220.16(d)), and professional standards (210.30)
- 7 CFR 245.9(f): Community Eligibility Provision
- 7 CFR Part 15b and Section 504 of the Rehabilitation Act of 1973: Nondiscrimination on the basis of disability, including meal changes for students with disabilities
- 2 CFR Part 200: Federal rules for purchasing and allowable costs, including 200.403 and 200.430 (staff pay and time records)
- 7 CFR 210.14: Nonprofit school food service account
- Whole Milk for Healthy Kids Act (signed January 14, 2026)
- California Education Code Section 220: Prohibition of discrimination
- California Assembly Bill 2316 (2024) and Assembly Bill 1264 (2025): Food dyes and ultra-processed foods in schools
- California Department of Education School Accounting Manual, Procedure 905: Documenting staff time

Coversheet

Academic Report on Dashboard Data and State Indicators for TEACH Prep Elementary, TEACH Academy of Technologies and TEACH Tech Charter High School

Section: III. Items for Potential Action
Item: K. Academic Report on Dashboard Data and State Indicators for TEACH Prep Elementary, TEACH Academy of Technologies and TEACH Tech Charter High School
Purpose: Discuss
Submitted by:
Related Material:
TEACH Public Schools — Dashboard_ 3-Year Review_Board Presentation (2).pdf

TEACH PUBLIC SCHOOLS

California School Dashboard Three-Year Review

TEACH Prep · TEACH Academy of Technologies · TEACH Tech Charter High
2023–24, 2024–25 and 2025–26

READING GUIDE

How to read this deck

Each value pill carries the Dashboard performance color the state assigned that year; the last column shows the change from the first year to 2025–26.

Red | Orange | Yellow | Green | Blue | No color

Lowest → highest. No color: too few students for a color.

ELA & Math

Average points from the Level 3 (proficient) cut score. Negative = below. Higher is better.

English Learner Progress

% of English learners moving up at least one ELPI level. Higher is better.

Chronic Absenteeism

% of TK–8 students absent 10%+ of days. Lower is better.

Suspension Rate

% of students suspended at least one full day. Lower is better.

Graduation & College/Career

High school only: % graduating; % rated “Prepared.” Higher is better.

Science

Science points scale, new in 2024–25; earlier results aren't comparable. Higher is better.

TEACH Public Schools · Source: California School Dashboard reports, 2023–24 to 2025–26 · * fewer than 11 students · — not reported

MILDRED S. CUNNINGHAM & EDITH H. MORRIS · GRADES K–5

TEACH Preparatory Elementary

STUDENT POPULATION	2023–24	2024–25	2025–26
Enrollment	272	271	256
Socioeconomically disadvantaged	97.1%	99.3%	97.7%
English learners	34.6%	25.1%	28.5%
Foster youth	0.7%	1.1%	1.2%

8505 S. Western Ave., Los Angeles · Source: California School Dashboard

TEACH PREP · ALL STUDENTS

Indicator overview

ELA and math climbed from Red/Orange to Yellow; chronic absenteeism spiked to Red in 2024–25, then recovered; suspensions held at zero.

INDICATOR	2023–24	2024–25	2025–26	CHANGE SINCE 2023–24
ELA · pts from standard	−105.5	−51.3	−46.5	▲ +59.0 · better
Math · pts from standard	−89.5	−38.5	−27.6	▲ +61.9 · better
English Learner Progress	36.4%	24.5%	38.0%	▲ +1.6 · better
Chronic Absenteeism	50.0%	55.1%	46.7%	▼ −3.3 · better
Suspension Rate	0.0%	0.0%	0.0%	■ ±0.0 · little change

TEACH Prep · Source: California School Dashboard reports, 2023–24 to 2025–26 · * fewer than 11 students · — not reported

TEACH PREP · STUDENT GROUPS

English Language Arts

Every group left Red by 2024–25. In 2025–26 English learners and Hispanic students kept climbing, while African American students fell back to Red (−21.2 pts).

STUDENT GROUP	2023–24	2024–25	2025–26	CHANGE SINCE 2023–24
All Students	−105.5	−51.3	−46.5	▲ +59.0 · better
African American	−127.1	−55.7	−77.0	▲ +50.1 · better
English Learners	−95.4	−58.0	−25.2	▲ +70.2 · better
Hispanic	−91.1	−47.7	−24.6	▲ +66.5 · better
Socioeconomically Disadv.	−106.0	−52.1	−47.1	▲ +58.9 · better
Students with Disabilities	*	−84.9	−101.3	▼ −16.4 · worse

TEACH Prep · Source: California School Dashboard reports, 2023–24 to 2025–26 · * fewer than 11 students · — not reported

TEACH PREP · STUDENT GROUPS

Mathematics

Two straight years of gains for every reported group; English learners and Hispanic students reached Green in 2025–26.

STUDENT GROUP	2023–24	2024–25	2025–26	CHANGE SINCE 2023–24
All Students	−89.5	−38.5	−27.6	▲ +61.9 · better
African American	−87.0	−46.5	−41.1	▲ +45.9 · better
English Learners	−97.5	−24.5	−8.0	▲ +89.5 · better
Hispanic	−92.9	−33.3	−13.2	▲ +79.7 · better
Socioeconomically Disadv.	−90.2	−39.1	−28.5	▲ +61.7 · better
Students with Disabilities	*	−69.2	−85.0	▼ −15.8 · worse

TEACH Prep · Source: California School Dashboard reports, 2023–24 to 2025–26 · * fewer than 11 students · — not reported

TEACH PREP · ENGLISH LEARNERS

English Learner Progress

After a dip to Red in 2024–25, 38.0% of English learners advanced a level in 2025–26 and fewer slipped back (20.0%, down from 38.8%).

STUDENT GROUP	2023–24	2024–25	2025–26	CHANGE SINCE 2023–24
English Learners (ELPI)	36.4%	24.5%	38.0%	▲ +1.6 · better
Progressed 1+ level	36.4%	24.5%	38.0%	▲ +1.6 · better
Held at levels 1–3H	40.0%	36.7%	42.0%	▲ +2.0
Decreased 1+ level	23.6%	38.8%	20.0%	▼ −3.6 · better

TEACH Prep · Source: California School Dashboard reports, 2023–24 to 2025–26 · * fewer than 11 students · — not reported

TEACH PREP · STUDENT GROUPS

Chronic Absenteeism

Every group hit Red in 2024–25. Rates fell in 2025–26, yet roughly half of students remain chronically absent and African American students sit at 58.3%.

STUDENT GROUP	2023–24	2024–25	2025–26	CHANGE SINCE 2023–24
All Students	50.0%	55.1%	46.7%	▼ −3.3 · better
African American	56.9%	62.1%	58.3%	▲ +1.4 · worse
English Learners	44.6%	49.3%	30.4%	▼ −14.2 · better
Hispanic	44.3%	49.4%	36.5%	▼ −7.8 · better
Socioeconomically Disadv.	50.0%	55.7%	46.2%	▼ −3.8 · better
Students with Disabilities	60.0%	64.7%	34.3%	▼ −25.7 · better

TEACH Prep · Source: California School Dashboard reports, 2023–24 to 2025–26 · * fewer than 11 students · — not reported

TEACH PREP · STUDENT GROUPS

Suspension Rate

Zero suspensions in all three years, for every student group: Blue across the board.

STUDENT GROUP	2023–24	2024–25	2025–26	CHANGE SINCE 2023–24
All Students	0.0%	0.0%	0.0%	■ ±0.0 · little change
African American	0.0%	0.0%	0.0%	■ ±0.0 · little change
English Learners	0.0%	0.0%	0.0%	■ ±0.0 · little change
Hispanic	0.0%	0.0%	0.0%	■ ±0.0 · little change
Socioeconomically Disadv.	0.0%	0.0%	0.0%	■ ±0.0 · little change
Students with Disabilities	0.0%	0.0%	0.0%	■ ±0.0 · little change

TEACH Prep · Source: California School Dashboard reports, 2023–24 to 2025–26 · * fewer than 11 students · — not reported

MIDDLE SCHOOL · GRADES 5–8

TEACH Academy of Technologies

STUDENT POPULATION	2023–24	2024–25	2025–26
Enrollment	469	471	439
Socioeconomically disadvantaged	98.3%	98.9%	98.6%
English learners	28.8%	27.2%	25.5%
Foster youth	2.1%	3.0%	1.1%

10045 S. Western Ave., Los Angeles · Source: California School Dashboard

TEACH ACADEMY · ALL STUDENTS

Indicator overview

Every academic indicator left Red, English Learner Progress jumped to Blue, and suspensions fell to 0.8%. Chronic absenteeism stayed Red all three years.

INDICATOR	2023–24	2024–25	2025–26	CHANGE SINCE 2023–24
ELA · pts from standard	−118.2	−108.6	−96.1	▲ +22.1 · better
Math · pts from standard	−163.3	−158.7	−149.2	▲ +14.1 · better
English Learner Progress	10.8%	15.3%	62.0%	▲ +51.2 · better
Chronic Absenteeism	44.5%	48.3%	48.3%	▲ +3.8 · worse
Suspension Rate	6.9%	4.5%	0.8%	▼ −6.1 · better
Science · science points	—	31.4	35.5	▲ +4.1 · better

TEACH Academy · Source: California School Dashboard reports, 2023–24 to 2025–26 · * fewer than 11 students · — not reported

TEACH ACADEMY · STUDENT GROUPS

English Language Arts

Every group improved 17–29 points over two years; all are now Orange except long-term English learners, who slipped back to Red.

STUDENT GROUP	2023–24	2024–25	2025–26	CHANGE SINCE 2023–24
All Students	−118.2	−108.6	−96.1	▲ +22.1 · better
African American	−123.6	−110.3	−95.1	▲ +28.5 · better
English Learners	−150.5	−128.4	−122.2	▲ +28.3 · better
Long-Term English Learners	−162.8	−131.0	−137.9	▲ +24.9 · better
Hispanic	−114.7	−107.9	−96.9	▲ +17.8 · better
Socioeconomically Disadv.	−118.7	−108.6	−96.3	▲ +22.4 · better
Students with Disabilities	−175.4	−167.5	−155.9	▲ +19.5 · better

TEACH Academy · Source: California School Dashboard reports, 2023–24 to 2025–26 · * fewer than 11 students · — not reported

TEACH ACADEMY · STUDENT GROUPS

Mathematics

All Students gained 14 points over two years but remain about 150 points below standard; English learners, long-term ELs and students with disabilities fell back to Red.

STUDENT GROUP	2023–24	2024–25	2025–26	CHANGE SINCE 2023–24
All Students	−163.3	−158.7	−149.2	▲ +14.1 · better
African American	−176.8	−164.6	−151.0	▲ +25.8 · better
English Learners	−182.7	−170.2	−175.9	▲ +6.8 · better
Long-Term English Learners	−197.9	−193.1	−197.0	▲ +0.9 · little change
Hispanic	−154.7	−154.7	−147.8	▲ +6.9 · better
Socioeconomically Disadv.	−163.4	−159.2	−149.3	▲ +14.1 · better
Students with Disabilities	−216.9	−199.5	−209.2	▲ +7.7 · better

TEACH Academy · Source: California School Dashboard reports, 2023–24 to 2025–26 · * fewer than 11 students · — not reported

TEACH ACADEMY · ENGLISH LEARNERS

English Learner Progress

The network's biggest turnaround: from Red to Blue in two years. Long-term English learners reached 80.4%, and the share slipping back fell from 56.7% to 7.4%.

STUDENT GROUP	2023–24	2024–25	2025–26	CHANGE SINCE 2023–24
English Learners (ELPI)	10.8%	15.3%	62.0%	▲ +51.2 · better
Long-Term English Learners	12.7%	25.0%	80.4%	▲ +67.7 · better
Progressed 1+ level	9.2%	14.5%	62.0%	▲ +52.8 · better
Held at levels 1–3H	32.5%	52.4%	30.6%	▼ −1.9
Decreased 1+ level	56.7%	32.3%	7.4%	▼ −49.3 · better

TEACH Academy · Source: California School Dashboard reports, 2023–24 to 2025–26 · * fewer than 11 students · — not reported

TEACH ACADEMY · STUDENT GROUPS

Chronic Absenteeism

Red for three straight years; nearly half of students are chronically absent. Rates rose for English learners and long-term ELs (64.2%); only African American students improved.

STUDENT GROUP	2023–24	2024–25	2025–26	CHANGE SINCE 2023–24
All Students	44.5%	48.3%	48.3%	▲ +3.8 · worse
African American	50.2%	55.4%	48.8%	▼ −1.4 · better
English Learners	41.0%	45.4%	52.1%	▲ +11.1 · worse
Long-Term English Learners	42.5%	49.2%	64.2%	▲ +21.7 · worse
Hispanic	40.5%	42.6%	47.9%	▲ +7.4 · worse
Socioeconomically Disadv.	44.5%	48.8%	48.8%	▲ +4.3 · worse
Students with Disabilities	53.6%	54.8%	57.6%	▲ +4.0 · worse

TEACH Academy · Source: California School Dashboard reports, 2023–24 to 2025–26 · * fewer than 11 students · — not reported

TEACH ACADEMY · STUDENT GROUPS

Suspension Rate

From 6.9% (Orange) to 0.8% (Blue) in two years, with every reported group Blue in 2025–26.

STUDENT GROUP	2023–24	2024–25	2025–26	CHANGE SINCE 2023–24
All Students	6.9%	4.5%	0.8%	▼ −6.1 · better
African American	11.5%	8.1%	1.8%	▼ −9.7 · better
English Learners	3.5%	0.7%	0.0%	▼ −3.5 · better
Long-Term English Learners	5.4%	0.0%	0.0%	▼ −5.4 · better
Hispanic	3.9%	1.7%	0.0%	▼ −3.9 · better
Socioeconomically Disadv.	7.0%	4.2%	0.6%	▼ −6.4 · better
Students with Disabilities	10.0%	10.9%	0.0%	▼ −10.0 · better

TEACH Academy · Source: California School Dashboard reports, 2023–24 to 2025–26 · * fewer than 11 students · — not reported

TEACH ACADEMY · STUDENT GROUPS

Science

On the new science-points scale the school moved from Red to Yellow, led by African American students (+7.2). Only 6.9% met or exceeded standard in 2025–26.

STUDENT GROUP	2023–24	2024–25	2025–26	CHANGE SINCE 2024–25
All Students	—	31.4	35.5	▲ +4.1 · better
African American	—	28.6	35.8	▲ +7.2 · better
English Learners	—	28.6	31.1	▲ +2.5 · better
Long-Term English Learners	—	27.1	24.3	▼ −2.8 · worse
Hispanic	—	33.3	35.2	▲ +1.9 · better
Socioeconomically Disadv.	—	31.4	35.3	▲ +3.9 · better
Students with Disabilities	—	22.4	27.5	▲ +5.1 · better

TEACH Academy · Source: California School Dashboard reports, 2023–24 to 2025–26 · * fewer than 11 students · — not reported

HIGH SCHOOL · GRADES 9–12

TEACH Tech Charter High

STUDENT POPULATION	2023–24	2024–25	2025–26
Enrollment	406	363	345
Socioeconomically disadvantaged	94.8%	93.4%	97.4%
English learners	23.6%	25.3%	29.6%
Foster youth	2.0%	1.1%	1.2%

10616 S. Western Ave., Los Angeles · Source: California School Dashboard

TEACH TECH · ALL STUDENTS

Indicator overview

College/career readiness nearly doubled and English Learner Progress reached Blue. ELA and suspensions reversed their 2024–25 gains.

INDICATOR	2023–24	2024–25	2025–26	CHANGE SINCE 2023–24
ELA · pts from standard	−16.1	−3.3	−38.4	▼ −22.3 · worse
Math · pts from standard	−129.9	−142.7	−124.2	▲ +5.7 · better
English Learner Progress	39.2%	53.2%	64.8%	▲ +25.6 · better
Graduation Rate	89.7%	93.1%	91.1%	▲ +1.4 · better
College/Career · % Prepared	34.0%	50.5%	62.9%	▲ +28.9 · better
Suspension Rate	9.6%	0.9%	7.8%	▼ −1.8 · better
Science · science points	—	42.0	39.5	▼ −2.5 · worse

TEACH Tech · Source: California School Dashboard reports, 2023–24 to 2025–26 · * fewer than 11 students · — not reported

TEACH TECH · STUDENT GROUPS

English Language Arts

After a strong 2024–25, grade 11 ELA fell 35.2 points; Hispanic students dropped 44.1 points. Only 68 students tested, so most groups carry no color.

STUDENT GROUP	2023–24	2024–25	2025–26	CHANGE SINCE 2023–24
All Students	−16.1	−3.3	−38.4	▼ −22.3 · worse
African American	−45.5	−19.5	−55.9	▼ −10.4 · worse
English Learners	−79.2	−32.8	−93.8	▼ −14.6 · worse
Long-Term English Learners	−112.5	*	*	—
Hispanic	−2.5	+4.2	−39.9	▼ −37.4 · worse
Socioeconomically Disadv.	−18.1	−7.7	−35.4	▼ −17.3 · worse
Students with Disabilities	*	−54.8	*	—

TEACH Tech · Source: California School Dashboard reports, 2023–24 to 2025–26 · * fewer than 11 students · — not reported

TEACH TECH · STUDENT GROUPS

Mathematics

Out of Red in 2025–26 (+18.5 pts), led by socioeconomically disadvantaged students. Hispanic students declined two years in a row and remain Red.

STUDENT GROUP	2023–24	2024–25	2025–26	CHANGE SINCE 2023–24
All Students	−129.9	−142.7	−124.2	▲ +5.7 · better
African American	−160.7	−184.9	−114.5	▲ +46.2 · better
English Learners	−170.9	−140.7	−160.5	▲ +10.4 · better
Long-Term English Learners	−183.6	*	*	—
Hispanic	−115.7	−124.0	−132.3	▼ −16.6 · worse
Socioeconomically Disadv.	−129.6	−146.4	−124.4	▲ +5.2 · better
Students with Disabilities	*	−195.9	*	—

TEACH Tech · Source: California School Dashboard reports, 2023–24 to 2025–26 · * fewer than 11 students · — not reported

TEACH TECH · ENGLISH LEARNERS

English Learner Progress

Three years of steady growth to Blue; 64.8% of English learners advanced a level and long-term English learners reached 77.6%.

STUDENT GROUP	2023–24	2024–25	2025–26	CHANGE SINCE 2023–24
English Learners (ELPI)	39.2%	53.2%	64.8%	▲ +25.6 · better
Long-Term English Learners	48.1%	54.5%	77.6%	▲ +29.5 · better
Progressed 1+ level	39.2%	53.2%	64.8%	▲ +25.6 · better
Held at levels 1–3H	49.4%	34.2%	26.8%	▼ −22.6
Decreased 1+ level	11.4%	12.7%	8.5%	▼ −2.9 · better

TEACH Tech · Source: California School Dashboard reports, 2023–24 to 2025–26 · * fewer than 11 students · — not reported

TEACH TECH · STUDENT GROUPS

Graduation Rate

Above the state rate all three years. It peaked at 93.1% in 2024–25, then eased to 91.1%; English learners dropped to 84.0%.

STUDENT GROUP	2023–24	2024–25	2025–26	CHANGE SINCE 2023–24
All Students	89.7%	93.1%	91.1%	▲ +1.4 · better
African American	93.5%	87.9%	90.0%	▼ −3.5 · worse
English Learners	90.3%	93.5%	84.0%	▼ −6.3 · worse
Long-Term English Learners	91.3%	100.0%	93.3%	▲ +2.0 · better
Hispanic	87.9%	95.6%	91.7%	▲ +3.8 · better
Socioeconomically Disadv.	89.7%	94.0%	91.1%	▲ +1.4 · better
Students with Disabilities	*	*	94.4%	—

TEACH Tech · Source: California School Dashboard reports, 2023–24 to 2025–26 · * fewer than 11 students · — not reported

TEACH TECH · STUDENT GROUPS

College/Career Readiness

The share of graduates rated Prepared rose from 34.0% to 62.9%, now above the state (55.6%). Every reported group gained 25+ points.

STUDENT GROUP	2023–24	2024–25	2025–26	CHANGE SINCE 2023–24
All Students	34.0%	50.5%	62.9%	▲ +28.9 · better
African American	25.8%	27.3%	51.7%	▲ +25.9 · better
English Learners	29.0%	40.0%	68.0%	▲ +39.0 · better
Long-Term English Learners	26.1%	36.4%	66.7%	▲ +40.6 · better
Hispanic	37.9%	62.1%	68.3%	▲ +30.4 · better
Socioeconomically Disadv.	34.0%	51.0%	62.9%	▲ +28.9 · better
Students with Disabilities	*	*	50.0%	—

TEACH Tech · Source: California School Dashboard reports, 2023–24 to 2025–26 · * fewer than 11 students · — not reported

TEACH TECH · STUDENT GROUPS

Suspension Rate

The drop to 0.9% in 2024–25 did not hold: the rate returned to 7.8% (Red), with African American students at 11.5%.

STUDENT GROUP	2023–24	2024–25	2025–26	CHANGE SINCE 2023–24
All Students	9.6%	0.9%	7.8%	▼ −1.8 · better
African American	13.5%	2.0%	11.5%	▼ −2.0 · better
English Learners	8.2%	0.0%	6.7%	▼ −1.5 · better
Long-Term English Learners	12.5%	0.0%	10.9%	▼ −1.6 · better
Hispanic	7.2%	0.4%	5.3%	▼ −1.9 · better
Socioeconomically Disadv.	10.1%	1.0%	7.9%	▼ −2.2 · better
Students with Disabilities	16.4%	3.2%	10.4%	▼ −6.0 · better

TEACH Tech · Source: California School Dashboard reports, 2023–24 to 2025–26 · * fewer than 11 students · — not reported

TEACH TECH · STUDENT GROUPS

Science

Slipped from Yellow to Orange on the new scale (−2.5 points); only 9.1% met or exceeded standard in 2025–26.

STUDENT GROUP	2023–24	2024–25	2025–26	CHANGE SINCE 2024–25
All Students	—	42.0	39.5	▼ −2.5 · worse
African American	—	41.9	33.8	▼ −8.1 · worse
English Learners	—	34.6	36.1	▲ +1.5 · better
Long-Term English Learners	—	30.2	*	—
Hispanic	—	42.1	42.0	▼ −0.1 · little change
Socioeconomically Disadv.	—	42.0	39.9	▼ −2.1 · worse
Students with Disabilities	—	*	36.3	—

TEACH Tech · Source: California School Dashboard reports, 2023–24 to 2025–26 · * fewer than 11 students · — not reported

ALL THREE SCHOOLS

Snapshot: 2025–26

Where each school stands now, with its 2023–24 color for reference. Both upper grades turned English Learner Progress Blue.

INDICATOR	TEACH PREP (K–5)	TEACH ACADEMY (5–8)	TEACH TECH (9–12)
English Language Arts	−46.5 was Red	−96.1 was Red	−38.4 was Orange
Mathematics	−27.6 was Orange	−149.2 was Red	−124.2 was Red
English Learner Progress	38.0% was Orange	62.0% was Red	64.8% was Orange
Chronic Absenteeism	46.7% was Yellow	48.3% was Red	n/a
Suspension Rate	0.0% was Blue	0.8% was Orange	7.8% was Red
Graduation Rate	n/a	n/a	91.1% was Yellow
College/Career (Prepared)	n/a	n/a	62.9% was Orange

TEACH Public Schools · Source: California School Dashboard reports, 2023–24 to 2025–26 · * fewer than 11 students · — not reported

APPENDIX

Data notes

What to keep in mind when presenting these numbers.

Source

Nine California School Dashboard reports supplied for this review: one per school for 2023–24, 2024–25 and 2025–26.

Colors & suppression

Gray (no color) means too few students for a color. * means fewer than 11 students, so results are not displayed.

Measure changes

ELA/Math “distance from standard” was renamed “distance from proficiency” in 2025–26. Science moved to a new points scale in 2024–25.

Small cohorts

TEACH Tech ELA and math reflect grade 11 only (about 70–95 students), so year-to-year swings can be large.

Check before presenting

TEACH Tech's 2024–25 College/Career report lists change figures that don't match its raw values; this deck shows the reported values only.

Change column

Change = 2025–26 value minus the first year shown. Blue text = better, orange text = worse, gray = little change.

TEACH Public Schools · Source: California School Dashboard reports, 2023–24 to 2025–26 · * fewer than 11 students · — not reported

Coversheet

Consider and Approve Revisions to Academic Calendar for 2026-2027

Section:	III. Items for Potential Action
Item:	L. Consider and Approve Revisions to Academic Calendar for 2026-2027
Purpose:	Vote
Submitted by:	
Related Material:	re revised academic cal 2026-27.pdf

2026-2027 TEACH Public Schools Instructional Calendar

July 2026

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

July

3	Independence Day Observed

August 2026

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

August

3 - 11	Summer Institute (Teacher Professional Development)
12	First Day of School

September 2026

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

September

7	Labor Day

October 2026

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

October

9	Mental Health Day #1 - TEACH Schools Closed
12	Columbus Day / Indigenous Peoples' Day

November 2026

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

November

11	Veterans Day
23-27	Thanksgiving Break- TEACH Schools Closed

December 2026

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

December

18	Last Day of Fall Semester
21-31	Winter Break- TEACH Schools Closed

January 2027

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

January

1 - 8	Winter Break- TEACH Schools Closed
11	Professional Development Day- Pupil-free
12	First Day of Spring Semester
18	Martin Luther King Jr. Day

February 2027

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

February

15	President's Day

March 2027

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

March

22-26	Spring Break - TEACH Schools Closed
29	Farm Workers' Day Observed

April 2027

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

April

23	Mental Health Day #2 - TEACH Schools Closed
26	Professional Development Day

May 2027

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

May

28	Mental Health Days #3 - TEACH Schools Closed
31	Memorial Day

June 2027

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

June

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

Days	Legend (07/01/2026 - 06/30/2027)
36	TEACH Schools Closed
10	Professional Development Day (Pupil Free Day)
3	Mental Health Day - TEACH Schools Closed
10	Early Dismissal/Student Half Days - Professional Development
29	Minimum Days
180	Instructional Days

TEACH
PUBLIC SCHOOLS

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