



## Board of Education Report

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**File #:** Rep-281-25/26, **Version:** 1  
**In Control:** Charter Schools Division

**Agenda Date:** 2/17/2026

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### **Denial of the Renewal Petition for TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary [PUBLIC HEARING]**

Charter Schools Division

#### **Brief Description:**

(Denial of the Renewal Petition for TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary) Recommends denial of the renewal petition for TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary, a Middle performing, Start-Up Independent charter school, located in Board District 1 and Region South, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 380 students in grades TK-5 in each year of the charter term. The school is requesting to decrease its current enrollment capacity from 400 students to 380 students to align with its facility capacity.

#### **Action Proposed:**

Adopt the denial of the renewal petition for TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary (“Charter School”), a Start-Up Independent charter school, located in Board District 1 and Region South, and adoption of the attached Findings of Fact in Support of Denial of the Renewal Charter Petition for TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary.

#### **Background:**

TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary is a TK-5 school currently serving 282 students in grades TK-4 on a private facility at 8505 S. Western Avenue, Los Angeles, CA, 90047 in Board District 1 and Region South. TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary was originally approved by the LAUSD Board of Education on May, 1, 2018. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary expires June 30, 2026.

On October, 29, 2025, TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary submitted its charter renewal petition application to the Charter Schools Division seeking to continue operations of its independent charter school. The 90-day statutory timeline for Board Action on this Petition runs through January 27, 2026. Pursuant to Education Code section 47605(b) and a waiver mutually agreed upon and executed by petitioners and the District, the timeline for Board action on this Petition has been extended to February 26, 2026.

An initial Public Hearing was held on December 16, 2025.

Based on a comprehensive review and assessment of Charter School’s renewal petition application and its record of performance, staff has determined that Charter School has not met the requirements set forth in

Education Code sections 47605, 47607 and/or 47607.2 and therefore recommends denial of the renewal petition.

Due Diligence:

Current TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary governing board members completed questionnaires so the District may assess whether any conflicts of interest arise based on the information provided. A confidential due diligence review of the charter school and its governing organization, school leader and financial manager, was performed by the Office of the Inspector General, and to the extent any material concerns were identified by the Office of the Inspector General, such information was forwarded to District staff for further assessment.

Statutory Framework and Criteria for Renewal:

A charter school must demonstrate that it is eligible for a renewal of its charter by meeting specific renewal criteria outlined in the Charter Schools Act. The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

Criterion 1: The Charter Schools Act provides that renewals are governed by the standards and criteria described in Education Code section 47605 applicable to initial petitions. The first criterion considered in reviewing a renewal petition requires an analysis of the following:

- Whether the petition includes a sound educational program;
- Whether the petition contains a reasonably comprehensive description of the 15 elements required for petitions;
- Whether the petition contains an affirmation of each of the conditions described in Education Code section 47605(e); and
- Whether the charter school is demonstrably unlikely to successfully implement the program set forth in the petition. Education Code section 47607(b) provides that renewals are governed by the standards and criteria described in section 47605 applicable to initial petitions. (The Board may not consider the community impact analysis or District fiscal analysis in determining whether to grant or deny a renewal petition).

Criterion 2: The Board is required to consider the charter school's performance on the California School Dashboard accountability indicators. Education Code sections 47607 and 47607.2 prescribe three-tiers of performance classification in which a charter school falls within one of the following categories - "high," "middle," or "low." The three-tier classification considers a charter school's performance on the California School Dashboard accountability indicators, with an emphasis on the measurements of academic performance.

Criterion 3: Notwithstanding Criterion 1 and 2, the Board must also consider whether the charter school's enrollment or dismissal practices are discriminatory as grounds for nonrenewal. (Ed. Code, § 47607(e).) Additionally, the Board considers whether the charter school has substantial fiscal or governance factors as grounds for nonrenewal. (Ed. Code, § 47607(e).)

Grounds for Nonrenewal:

Staff of the Charter Schools Division and the Office of the General Counsel reviewed the renewal charter petition application for TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary and have assessed that the renewal petition application does not meet the criteria for approval. As fully discussed in the

attached Findings of Fact in Support of Denial of the Renewal Charter Petition for TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary, based on review of the petition and supporting documentation, staff has determined, that (1) As a Middle performing charter school, Charter School fails to meet or make sufficient progress toward meeting standards that provide a benefit to pupils of Charter School. (Ed. Code, § 47607.2(b).) (Criterion 2); and (2) Petitioners are demonstrably unlikely to successfully implement the program set forth in the petition (Ed. Code § 47605(c)(2)) (Criterion 1) and therefore recommends denial of the renewal petition.

**Expected Outcomes:**

Denial will prevent Charter School from continuing its operations as a charter school under the authority of the LAUSD Board

**Board Options and Consequences:**

“Yes” - If the Board adopts the recommendation of denial and the attached Findings of Fact in Support of Denial of the Renewal Charter Petition for TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary, Charter School would not be authorized to continue operating as a charter school under the terms of the authority of the LAUSD Board. Charter School’s current charter expires on June 30, 2026. The petitioners may appeal a denial to Los Angeles County Board of Education. If the petition is approved on appeal by the Los Angeles County Board of Education, Charter School would be authorized by the Los Angeles County Board of Education. If the Los Angeles County Board of Education denies the renewal petition, the petitioners may appeal that denial to the California State Board of Education. If the denial of the renewal petition is reversed by the California State Board of Education, the California State Board of Education shall designate, in consultation with the petitioners, either the LAUSD Board or the Los Angeles County Board of Education as the chartering authority. This Board Report No. 281, accompanying documents, and transcript of the Board meeting, shall constitute the Board of Education’s adopted written findings of fact for the denial of Charter School renewal petition.

“No” - If the Board does not adopt the recommendation of denial of the charter petition and the attached Findings of Fact in Support of Denial of the Renewal Charter Petition for TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary, and instead takes specific action to approve the renewal charter petition, Charter School would be authorized to continue operating as a charter school under the terms of the approved renewal petition for a five (5) year period beginning July 1, 2026. Within 30 days, the Board requires that the school submit to the Charter Schools Division a revised renewal charter petition that is consistent with and meets all applicable legal and LAUSD requirements, including but not limited to a reasonably comprehensive description of all fifteen required elements and current Federal, State, District Required Language.

**Policy Implications:**

All provisions in the FSDRL shall be consistent with and be governed by all applicable legal and District policy requirements. To the extent any inconsistency may exist between any provision contained in the FSDRL and any applicable legal and District policy requirement, those applicable legal and District policy requirements shall control and the FSDRL shall be updated accordingly.

**Budget Impact:**

The Local Control Funding Formula (LCFF) and various other income sources of the District are reduced when current District students enroll at a charter school, and corresponding reduction in expenditures may not occur in such cases. If the Board adopts staff recommendation of denial of the petition, the action will not have a

budget impact. If the Board does not adopt the staff denial recommendation and the petition is approved, the impact on the budget will be commensurate with the terms of the specific Special Education Local Plan Area (SELPA) Memorandum of Understanding (MOU) (Option 1, 2, or 3) executed by the charter school and the District, if applicable.

Under Education Code section 47604(d), a chartering authority that grants a charter to a charter school to be operated as or by a nonprofit public benefit corporation is not liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors, or omissions by the charter school, if the chartering authority has complied with all oversight responsibilities required by law including, but not limited to, those required by Education Code section 47604.32 and Education Code section 47605(m). As the chartering authority, the District will continue to monitor and evaluate the charter school's fiscal condition and operations, and management of public funds, including review of all legally required fiscal reports, and the annual update of the charter school's LCAP. (Ed. Code, §§ 47604.32, 47604.33, 47606.5.) Any significant modifications to the charter school's charter or operations that raise financial implications would require a material revision prior to implementation. Charter schools are expected to secure and maintain all insurance coverage consistent with all applicable legal, District and charter requirements.

Charter School has selected LAUSD SELPA Option 2. Charter School's fair share contribution for special education will be 20% of the District's general fund contribution rate per Average Daily Attendance (ADA) for the first fiscal year of the charter petition period, which will be paid from Charter School's Local Control Funding Formula ("LCFF") funds or other unrestricted revenue sources. This formula will increase by 5% for each subsequent fiscal year of the charter petition period until the applicable percentage reaches 35%. For the remainder of the term of Charter School's charter, the rate will remain at 35% of the District's general fund contribution rate for each fiscal year. If Charter School is renewing its charter petition and has reached the 35% fair share contribution rate for special education, Charter School shall continue to contribute at the 35% rate for the full renewal period. If Charter School is renewing and has reached a fair share contribution rate that is less than 35%, Charter School's fair share contribution rate shall continue to increase by 5% per year from the prior year's rate until the applicable percentage reaches 35%. If Charter School does not spend its allocation of special education funds during a fiscal year of the charter petition period, the allocation of special education funds to Charter School for the next fiscal year will be reduced by an amount equal to the unspent special education funds of the previous fiscal year.

In addition to the payments required under this option, Charter School may request specific special education related services from the District through fee-for-service arrangements that will reflect the calculated cost of the requested services and will be contingent on the District's available resources.

Any change in the Option election that occurs during Charter School's charter term shall be mutually agreed upon and addressed in a MOU between the charter school and the District. The new Option election shall be effective on July 1 of the next school year with the corresponding fair share contribution.

**Student Impact:**

As stated in the LAUSD Policy and Procedures for Charter Schools, "[W]hen the LAUSD Board authorizes and oversees a charter school, it establishes a relationship to advance its vision and mission and to accelerate gains in academic achievement and accountability for all of its students and public schools," (Policy, p.3). Based on a comprehensive review and assessment of Charter School's renewal petition application, staff has determined that Charter School has not met the requirements for charter school and therefore recommends denial of the new petition.

**Equity Impact:**

Not applicable

**Issues and Analysis:**

If all applicable pending issues, including but not limited to special education requirements, special education local planning area (SELPA) requirements, governance, fiscal and facilities matters, are not resolved at the time of the Board meeting, the item may be pulled from the agenda to the extent consistent with the Charter Schools Act and the LAUSD Policy and Procedures for Charter Schools.

**Attachments:**

Attachment A- Staff Assessment and Recommendation Report

Attachment B- TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary Data Set

Attachment C- Findings of Fact in Support of Denial of the Charter Petition for TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary

Budget and Petition will be available prior to the board meeting at the following link:

[https://drive.google.com/drive/folders/11SmK\\_ewy3vEP\\_LMzgy9KpMoHfEb\\_Bll?usp=sharing](https://drive.google.com/drive/folders/11SmK_ewy3vEP_LMzgy9KpMoHfEb_Bll?usp=sharing)

**Submitted:**

01/15/26

**RESPECTFULLY SUBMITTED,**

**APPROVED & PRESENTED BY:**

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ALBERTO M. CARVALHO  
Superintendent

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CAROLYN SPAHT GONZALEZ  
Chief of Staff

**REVIEWED BY:**

**APPROVED & PRESENTED BY:**

\_\_\_\_\_  
DEVORA NAVERA REED  
General Counsel

\_\_\_\_\_  
JOSÉ COLE-GUTIÉRREZ  
Senior Executive Director of Strategy  
Division of Data, Strategy, and Innovation

\_\_\_ Approved as to form.

**REVIEWED BY:**

**APPROVED & PRESENTED BY:**

\_\_\_\_\_  
KURT E. JOHN  
Deputy Chief Financial Officer

\_\_\_\_\_  
MARLA WILLMOTT  
Director  
Charter Schools Division

\_\_\_ Approved as to budget impact statement.

# STAFF ASSESSMENT AND RECOMMENDATION REPORT

## RENEWAL PETITION

Board of Education Report 281-25/26  
February 17, 2026

School Name:	<b>TEACH Preparatory Mildred S. Cunningham &amp; Edith H. Morris Elementary</b>		<b>BOARD IS REQUIRED TO TAKE ACTION BY:  February 26, 2026</b>
Type of Charter School:	<b>Start-Up Independent Charter School</b>		
Charter Operator	<b>TEACH, Inc.</b>		
Location Code:	<b>2452</b>		
Type of Site(s):	<b>Private</b>		
Site Address(es):	<b>8505 S. Western Avenue, Los Angeles, CA 90047</b>		
Board District(s):	<b>1</b>	Region(s):	<b>South</b>
Grade Levels Served:	<b>TK-4*</b>	Current Enrollment:	<b>282</b>
Grade Levels Authorized in Current Charter:	<b>TK-5</b>	Approved Enrollment in Current Charter:	<b>400</b> (see proposed change in “Action Proposed” below)
<b>CONSIDERATION:</b>	<b>Renewal</b>		
<b>CDE PERFORMANCE CATEGORY:</b> (PER CDE'S 2026 CLASSIFICATION)	<b>Middle Performing</b>		
<b>STAFF RECOMMENDATION:</b>	<b>Denial</b>		
<b>PROPOSED BENCHMARKS:</b>	<b>Not applicable</b>		

## STAFF ASSESSMENT

### I. ACTION PROPOSED

Staff recommends denial of the renewal petition for TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary (“Charter School”), located in Board District 1 and Region South, for a term of five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 380 students in grades TK-5 in each year of the charter term. The school is requesting to decrease its current enrollment capacity from 400 students to 380 students to align with its facility capacity.

\*The charter school has not rolled out grade 5 due to space constraints at the current facility.

### II. RENEWAL REQUIREMENTS

Upon submission, District staff comprehensively reviews each renewal petition application to determine whether the school has met the requirements for renewal set forth in Education Code sections 47605, 47607, 47607.2, and 47611.5.

**Criteria for Charter School Renewal and Grounds for Nonrenewal**

As part of staff’s holistic review of the renewal petition application, the charter school must be determined to be eligible for renewal of its charter under the specific renewal criteria outlined in the Charter Schools Act. The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners demonstrably unlikely to successfully implement the program set forth in the petition? (Ed. Code, § 47607(b).)  
For reasons more fully set forth in the *Findings of Fact in Support of Denial of the Renewal Charter Petition for TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary*, these criteria have been determined to be bases for denial.
- **Criterion 2:** Is the charter school “high,” “middle,” or “low” performing? (see Ed. Code, §§ 47607(c), 47607.2(a), and 47607.2(b).) Has the charter school attained measurable increases in academic achievement schoolwide and for numerically significant student groups served by the charter school, and does the charter school have strong postsecondary outcomes, if applicable?  
For reasons more fully set forth in the *Findings of Fact in Support of Denial of the Renewal Charter Petition for TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary*, these criteria have been determined to be bases for denial.
- **Criterion 3:** Is the charter school serving all pupils who wish to attend, or does the charter school have substantial fiscal or governance issues? (Ed. Code, § 47607(e).)  
**These criteria have been determined not to be bases for denial.**

**Charter Petition Requirement:**

In accordance with Education Code section 47611.5, a charter school charter shall contain a declaration regarding whether or not the charter school shall be deemed the exclusive public school employer of the employees at the charter school for the purposes of Section 3540.1 of the Government Code, and that declaration shall not be materially inconsistent with the charter.

- Does the petition contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school?  
**This requirement has been determined not to be a basis for denial.**

**III. GENERAL SCHOOL INFORMATION**

**A. School History**

	<b>TEACH Preparatory Mildred S. Cunningham &amp; Edith H. Morris Elementary</b>
<b>Initial Authorization:</b>	On May 1, 2018, TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary was authorized by the LAUSD Board of Education to serve 400 students in grades TK-5.
<b>Most Recent Renewal</b>	This is the charter school's first consideration for renewal.

	<b>TEACH Preparatory Mildred S. Cunningham &amp; Edith H. Morris Elementary</b>
<b>Most Recent Renewal (Cont.)</b>	Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary expires June 30, 2026.
<b>Approved Material Revisions of Current Charter:</b>	The Board of Education approved a request for material revision on January 8, 2019, to add an admissions preference in accordance with SB740 requirements.
<b>Board Benchmarks in Current Charter Term:</b>	Not applicable
<b>Submission of Renewal Petition Application:</b>	TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary submitted its renewal petition application on October 29, 2025. The 90 day statutory timeline for Board Action on this Petition runs through January 27, 2026. Pursuant to Education Code section 47605(b) and a waiver mutually agreed upon and executed by petitioners and the District, the timeline for Board action on this Petition has been extended to February 26, 2026.
<b>Concurrent Request for Material Revision:</b>	Not applicable
<b>Master Plan for English Learners and Standard English Learners:</b>	TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary implements its own Master Plan for English Learners and Standard English Learners.
<b>Special Education SELPA</b>	TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary participates in LAUSD Special Education Local Plan Area (SELPA) Option 2.

**B. Charter School Operator**

TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary is operated by TEACH, Inc., a California nonprofit public benefit corporation that also operates two other LAUSD-authorized charter schools.

**IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE**

a. Summary

TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary has been identified by the state as a Middle performing charter school. The recommendation for renewal has

considered the schoolwide performance and performance of numerically significant student groups and the state and local indicators reported on the California School Dashboard.

Overall, Charter School’s Dashboard performance was lower than the state in English Language Arts (ELA), Math, and on the English Language Progress Indicator (ELPI). Further analysis in ELA, Math, and ELPI demonstrated lower outcomes for the charter school when compared to Resident Schools Median. In addition, when comparing the CAASPP Standard Exceeded or Met rates in ELA and Math, the charter school was overall lower than the Resident Schools Median.

Please see the *Findings of Fact in Support of Denial of the Renewal Charter Petition for TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary* for more details.

b. Measurements of Academic Performance on the California School Dashboard

The California School Dashboard displays performance for seven state measures. The Performance Level, or color, is based on two factors. The current year data for the measure (Status) and the difference between current year and prior year data (Change). The point at which these two levels intersect on the five-by-five table determines the color. From highest to lowest, the Performance Levels are Blue, Green, Yellow, Orange, and Red. Below, the 2023, 2024, and 2025, Dashboard Performance Levels (colors) are provided.

**TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary Dashboard Indicators**

School Year	ELA	Math	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
2022-2023	Red	Orange	Orange	Not Applicable	Red	Not Applicable	Blue
2023-2024	Red	Orange	Orange	Not Applicable	Yellow	Not Applicable	Blue
2024-2025	Yellow	Yellow	Red	Not Applicable	Red	Not Applicable	Blue

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

c. English Language Arts Indicator

Please see the *Findings of Fact in Support of Denial of the Renewal Charter Petition for TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary* for more details.

d. Math Indicator

Please see the *Findings of Fact in Support of Denial of the Renewal Charter Petition for TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary* for more details.

e. English Learner Progress Indicator

Please see the *Findings of Fact in Support of Denial of the Renewal Charter Petition for TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary* for more details.

f. College/Career Indicator

Not applicable

g. Chronic Absenteeism Indicator

Please see the *Findings of Fact in Support of Denial of the Renewal Charter Petition for TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary* for more details.

h. Graduation Indicator [HS only]

Not applicable

i. Suspension Rate Indicator

In 2023, 2024, and 2025, the charter school’s percentage of students suspended at least once was lower than the state for All Students, and for all numerically significant student groups.

j. Dashboard Local Indicators

Staff also considered the Local Indicators (e.g., Basic: Teachers, Instructional Materials, Facilities; Implementation of Academic Standards; Parent and Family Engagement; Local Climate Survey; Access to a Broad Course of Study) which have all been reported as “Not Met” in 2023, and “Met” in 2024 and 2025.

k. Additional Information

Not applicable

**V. ANNUAL PERFORMANCE-BASED OVERSIGHT RESULTS**

In accordance with Education Code section 47604.32, the District’s Charter Schools Division (CSD) conducts at least one school site visit each year where the CSD evaluates charter school performance in the following four categories: Governance; Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; and Fiscal Operations. Charter schools are rated in each category based on information and evidence gathered at the time of the annual performance-based oversight visit following a four-point rubric: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. Please see below for TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

Oversight Ratings/Concerns	
2023-2024	<i>Proficient</i>
2024-2025	<i>Proficient</i>
Concerns	No unresolved issues pending

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2023-2024	<i>Developing</i>
2024-2025	<i>Unsatisfactory</i>
Concerns	The rating of <i>Developing</i> in 2023-2024 resulted from the average of academic indicators due to the school’s performance on the CA State School Dashboard Indicators. The rating of <i>Unsatisfactory</i> in 2024-2025 was due to the school being identified as a Low performing charter school based on the state’s published list.

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2023-2024	<i>Proficient</i>
2024-2025	<i>Proficient</i>
Concerns	No unresolved issues pending

d. Fiscal Operations

Oversight Ratings/Concerns	
2023-2024	<i>Accomplished</i>
2024-2025	<i>Accomplished</i>
Concerns	No unresolved issues pending

**VI. FURTHER ANALYSIS FOR MIDDLE PERFORMING CHARTER SCHOOLS**

Following the review of the foregoing performance data for this charter school placing a greater weight on academic performance on the California School Dashboard, staff determined that the school’s ELA, Math, and ELPI data requires further review. Please see the *Findings of Fact in Support of Denial of the Renewal Charter Petition for TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary* for more details.

**VII. FISCAL MANAGEMENT AND PERFORMANCE**

a. Fiscal Condition

TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary’s fiscal condition is positive and has been upward trending since the 2020-2021 fiscal year.

	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Unaudited Actuals)
Net Assets	\$1,206,370	\$2,399,625	\$2,657,195	\$3,084,344	\$3,227,704
Net Income/Loss	\$461,228	\$1,193,255	\$257,570	\$427,149	\$143,360
Transfers In/Out	\$176,652 <sup>1</sup>	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0
Norm Enrollment <sup>A</sup>	194	259	254	272	270

<sup>1</sup>The inbound transfer of \$176,652 in Fiscal Year (FY) 2020-2021 was primarily due to the reallocation of the Paycheck Protection Program (PPP) loan forgiveness originally attributed to TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary. Initially, the entire PPP loan forgiveness amount was allocated to TEACH Academy of Technology. It was subsequently reallocated to each of the three TEACH charter schools and Home Office based on their respective shares.

<sup>A</sup> TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary reported 282 Norm Enrollment for FY 2025-2026. Charter School proposes to decrease its enrollment capacity to 380 for its renewal charter term. See Section **I. ACTION PROPOSED** above.

- b. 2023-2024 Independent Audit Report  
 Audit Opinion: Unmodified/Unqualified  
 Material Weaknesses: None Reported  
 Deficiencies/Findings: None Reported  
 Lack of a Going Concern: None Reported

- c. Other Significant Fiscal Information

The financial condition of the charter operator is summarized in the table below.

<b>TEACH, Inc.</b>					
<b>Source: Independent Audit Report for the Year Ending June 30, 2024</b>					
<b># of Charter Schools</b>		<b><u>Including</u> related parties and charter schools</b>		<b><u>Excluding</u> related parties and charter schools</b>	
Operated	Authorized by LAUSD	Net Assets	Net Income / (Loss)	Net Assets	Net Income / (Loss)
3	3	\$15,588,988	\$422,546	(\$2,934,649) <sup>1</sup>	(\$269,027) <sup>2</sup>

<sup>1</sup>The FY 2023-2024 independent audit includes an adjustment to the TEACH, Inc. Home Office’s segment of the consolidated balance sheet to reflect its investments in Cunningham and Morris, LLC, and Wooten Avila, LLC, for which TEACH, Inc. is the sole member. According to the FY 2023-2024 audit, “Deficit Investment in Subsidiary” of \$3,548,254—\$1,323,061 for Cunningham and Morris, LLC and \$2,225,193 for Wooten Avila, LLC—was recorded as a liability on TEACH, Inc. Home Office’s balance sheet, contributing to its negative net assets of (\$2,934,649). When excluding the deficit investment in the two subsidiaries, the TEACH, Inc. Home Office would have reported a positive net asset balance of \$613,605 as of June 30, 2024.

<sup>2</sup>The TEACH, Inc. Home Office’s net loss reported for FY 2023-2024, consists of an operational surplus of \$370,737 and a combined net loss of (\$639,764) from its subsidiaries— (\$263,549) for Cunningham and Morris, LLC, and (\$376,215) for Wooten Avila, LLC. Further, based on the CSD’s review of TEACH, Inc.’s annual independent audit reports, the net losses and negative fund balances reported by the two LLCs (see <sup>1</sup> comments above) were primarily due to non-cash depreciation expenses. Excluding accumulated depreciation expenses, Cunningham and Morris, LLC and Wooten Avila, LLC would have reported positive net assets of over \$1.0 million and over \$900,000, respectively, as of June 30, 2024.

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

Board District: 1 | Region: South | Location Code: 2452

## CA School Dashboard: Academic Performance - English Language Arts

This report shows the performance levels for the English Language Arts Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "--" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																								
Student Group	Dashboard 2023							Dashboard 2024							Dashboard 2025									
	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State
All Students	98%	97	-81.7	0.5	Maintained	Red	-13.6	Lower	100%	97	-105.5	-23.8	Declined Significantly	Red	-13.2	Lower	100%	100	-51.3	54.2	Increased Significantly	Yellow	-8.1	Lower
African American/Black	98%	37	-84.7	0.2	Maintained	Red	-59.6	Lower	100%	40	-127.1	-42.3	Declined Significantly	Red	-58.9	Lower	100%	41	-55.7	71.3	Increased Significantly	Yellow	-51.3	Lower
English Learner	100%	42	-101.7	-3.5	Declined	Red	-67.7	Lower	100%	37	-95.4	6.4	Increased	Orange	-67.6	Lower	100%	36	-58.0	37.4	Increased Significantly	Yellow	-59.9	Higher
Latino	98%	58	-78.1	3.6	Increased	Orange	-40.2	Lower	100%	56	-91.1	-13.0	Declined	Red	-39.3	Lower	100%	57	-47.7	43.4	Increased Significantly	Yellow	-33.7	Lower
Socioeconomically Disadvantaged	98%	95	-82.3	-0.2	Maintained	Red	-42.6	Lower	100%	95	-106.0	-23.6	Declined Significantly	Red	-40.9	Lower	100%	99	-52.1	53.9	Increased Significantly	Yellow	-35.3	Lower
Students with Disabilities	100%	6	*	*	*	*	-96.3	*	100%	9	*	*	*	*	-95.6	*	100%	14	-84.9	--	--	--	-89.4	--

Data Sources: California School Dashboard Research data files.

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

Board District: 1 | Region: South | Location Code: 2452

## CA School Dashboard: Academic Performance - Math

This report shows the performance levels for the Mathematics Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "--" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																									
Student Group	Dashboard 2023								Dashboard 2024								Dashboard 2025								
	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	
All Students	100%	99	-91.5	-5.4	Declined	Orange	-49.1	Lower	100%	98	-89.5	2.0	Maintained	Orange	-47.6	Lower	100%	100	-38.5	51.1	Increased Significantly	Yellow	-42.4	Higher	
African American/Black	100%	38	-105.2	-5.4	Declined	Red	-104.5	Lower	100%	40	-87.0	18.1	Increased Significantly	Yellow	-102.2	Higher	100%	41	-46.5	40.5	Increased Significantly	Yellow	-95.8	Higher	
English Learner	100%	42	-94.6	-7.1	Declined	Orange	-93.4	Lower	100%	38	-97.5	-2.9	Maintained	Red	-93.4	Lower	100%	36	-24.5	73.0	Increased Significantly	Green	-86.1	Higher	
Latino	100%	59	-80.5	-7.6	Declined	Orange	-80.8	Higher	100%	57	-92.9	-12.4	Declined	Orange	-79.2	Lower	100%	57	-33.3	59.6	Increased Significantly	Yellow	-73.6	Higher	
Socioeconomically Disadvantaged	100%	97	-91.5	-5.4	Declined	Orange	-80.8	Lower	100%	96	-90.2	1.3	Maintained	Orange	-78.2	Lower	100%	99	-39.1	51.1	Increased Significantly	Yellow	-72.9	Higher	
Students with Disabilities	100%	6	*	*	*	*	-127.3	*	100%	9	*	*	*	*	-124.3	*	100%	14	-69.2	--	--	--	-120.7	--	

Data Sources: California School Dashboard Research data files.

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

Board District: 1 | Region: South | Location Code: 2452

## CA School Dashboard: English Learner Progress Indicator (ELPI)

This report shows the percentage of current English learner (EL) students making progress towards English language proficiency at their school for all student groups in grades 1-12. The English Learner Progress Indicator (ELPI) relies on the results of the Summative English Language Proficiency Assessment (ELPAC), including Summative Alternate ELPAC results, to determine EL student progress. For the EL students taking the Summative ELPAC, those who increase an ELPI level or maintain ELPAC Level 4 are counted as making progress towards English language proficiency. ELPI Change measures the rate at which schools are improving their ability to move their EL students towards English language proficiency. It is the difference between the prior year Status and the current year Status. A single asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with “—” means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported.

Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

English Learner Progress Indicator (ELPI) - CA School Dashboard Indicator																					
Student Group	Dashboard 2023							Dashboard 2024							Dashboard 2025						
	Students	ELPI	Change	Change Level	Color	State ELPI	School vs State	Students	ELPI	Change	Change Level	Color	State ELPI	School vs State	Students	ELPI	Change	Change Level	Color	State ELPI	School vs State
English Learner	64	45.3%	-19.6	Declined Significantly	Orange	48.7%	Lower	55	36.4%	-8.9	Declined	Orange	45.7%	Lower	49	24.5%	-11.9	Declined Significantly	Red	46.4%	Lower

Student English Language Acquisition Results Summative ELPAC									
End Year	Student Group	School				State of California			
		Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level
2023	EL	42.2%	3.1%	34.4%	20.3%	45.7%	2.3%	32.2%	18.3%
2024	EL	36.4%	0.0%	40.0%	23.6%	43.2%	1.9%	34.4%	19.1%
2025	EL	24.5%	0.0%	36.7%	38.8%	44.6%	1.3%	35.5%	17.2%

Districts and schools that do not meet the 95 percent participation rate on the Summative ELPAC and Summative Alternative ELPAC and have at least 30 EL students enrolled during the testing window (February 1 to May 31) will receive a modified ELPI rate on the California School Dashboard (Dashboard). For each district and school that does not meet the 95 percent target, the minimum number of students needed to reach a participation rate of at least 95 percent is determined. The resulting number of students will be counted as not making progress in the current ELPI Status calculation.

Summative ELPAC Participation Rate Report									
End Year	Student Group	School				State of California			
		Students Tested During Testing Window	Students Enrolled During Testing Window	Participation Rate	Participation Rate Greater Than 95%	Students Tested During Testing Window	Students Enrolled During Testing Window	Participation Rate	Participation Rate Greater Than 95%
2023	EL	88	89	98.9%	Y	1,048,300	1,069,515	98.0%	Y
2023	LTEL	--	--	--	--	193,182	202,530	95.4%	Y
2024	EL	84	84	100.0%	Y	1,028,083	1,047,977	98.1%	Y
2024	LTEL	--	--	--	--	182,603	190,459	95.9%	Y
2025	EL	70	70	100.0%	Y	947,393	963,338	98.3%	Y
2025	LTEL	--	--	--	--	175,106	181,495	96.5%	Y

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

Board District: 1 | Region: South | Location Code: 2452

## CA School Dashboard: Chronic Absenteeism

This report shows the percentage of students in Kindergarten through grade eight who were absent 10 percent or more of the school year for all student groups in grades TK-8. Please note that good performance on the Chronic Absenteeism indicator means having the lowest percentage of students chronically absent in the current year. A single asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with “—” means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status is reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Chronic Absenteeism - CA School Dashboard Indicator																					
Student Group	Dashboard 2023							Dashboard 2024							Dashboard 2025						
	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State
All Students	277	56.0%	2.4	Increased	Red	24.3%	Higher	294	50.0%	-6.0	Declined Significantly	Yellow	18.6%	Higher	285	55.1%	5.1	Increased Significantly	Red	17.1%	Higher
African American/Black	114	64.0%	8.4	Increased	Red	36.4%	Higher	123	56.9%	-7.1	Declined	Orange	31.3%	Higher	124	62.1%	5.2	Increased	Red	29.8%	Higher
English Learner	93	54.8%	8.4	Increased	Red	26.3%	Higher	92	44.6%	-10.3	Declined	Orange	20.1%	Higher	73	49.3%	4.7	Increased	Red	18.1%	Higher
Foster Youth	11	45.5%	--	--	--	33.6%	--	5	*	*	*	*	30.5%	*	6	*	*	*	*	30.6%	*
Latino	155	50.3%	1.3	Increased	Red	28.4%	Higher	167	44.3%	-6.0	Declined Significantly	Yellow	21.7%	Higher	154	49.4%	5.0	Increased Significantly	Red	20.1%	Higher
Socioeconomically Disadvantaged	265	56.2%	3.2	Increased Significantly	Red	29.9%	Higher	288	50.0%	-6.2	Declined Significantly	Yellow	23.4%	Higher	280	55.7%	5.7	Increased Significantly	Red	21.7%	Higher
Students with Disabilities	12	58.3%	-11.7	Declined	--	33.1%	--	30	60.0%	1.7	Increased	--	26.3%	Higher	34	64.7%	4.7	Increased	Red	24.9%	Higher

Data Sources: California School Dashboard Research data files.

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

Board District: 1 | Region: South | Location Code: 2452

## CA School Dashboard: Suspension Rate Indicator

This report shows the number of students who have been suspended at least once in the school year for all student groups in grades TK-12. A student is counted as suspended in the suspension rate only once regardless of multiple suspensions or multiple days of suspension. Please note that good performance on the Suspension Rate Indicator means having the lowest percentage of students suspended in the current year. A single asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "--" means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status and change are reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Suspension Rate Indicator - CA School Dashboard Indicator																					
Student Group	Dashboard 2023							Dashboard 2024							Dashboard 2025						
	Students	Suspension Rate	Change	Change Level	Color	State Suspension Rate	School vs State	Students	Suspension Rate	Change	Change Level	Color	State Suspension Rate	School vs State	Students	Suspension Rate	Change	Change Level	Color	State Suspension Rate	School vs State
All Students	286	0.0%	0.0	Maintained	Blue	3.5%	Lower	303	0.0%	0.0	Maintained	Blue	3.2%	Lower	292	0.0%	0.0	Maintained	Blue	2.9%	Lower
African American/Black	117	0.0%	0.0	Maintained	Blue	8.8%	Lower	129	0.0%	0.0	Maintained	Blue	8.4%	Lower	129	0.0%	0.0	Maintained	Blue	7.7%	Lower
English Learner	97	0.0%	0.0	Maintained	Blue	3.7%	Lower	93	0.0%	0.0	Maintained	Blue	3.4%	Lower	74	0.0%	0.0	Maintained	Blue	3.2%	Lower
Foster Youth	11	0.0%	--	--	--	13.6%	--	6	*	*	*	*	13.2%	*	6	*	*	*	*	13.0%	*
Latino	161	0.0%	0.0	Maintained	Blue	3.8%	Lower	170	0.0%	0.0	Maintained	Blue	3.4%	Lower	156	0.0%	0.0	Maintained	Blue	3.0%	Lower
Socioeconomically Disadvantaged	267	0.0%	0.0	Maintained	Blue	4.5%	Lower	297	0.0%	0.0	Maintained	Blue	4.0%	Lower	286	0.0%	0.0	Maintained	Blue	3.6%	Lower
Students with Disabilities	12	0.0%	0.0	Maintained	--	5.9%	--	31	0.0%	0.0	Maintained	--	5.4%	Lower	34	0.0%	0.0	Maintained	Blue	5.0%	Lower

Data Sources: California School Dashboard Research data files.

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

Board District: 1 | Region: South | Location Code: 2452

## Enrollment Report

This report displays CALPADS K-12 enrollment number and percentages of select student groups. Annual enrollment consists of the number of students primarily enrolled on Census Day (the first Wednesday in October). This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). These data were reviewed and certified in CALPADS as being accurate by authorized district or school personnel. In order to certify data in CALPADS, authorized district or charter school personnel are required to review the accuracy of all data associated with the applicable CALPADS submission. The CDE collects some data on GATE programs through the CALPADS; however, this information is submitted by LEAs on a voluntary basis and it wouldn't necessarily be accurate as per CDE.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Enrollment by Ethnicity and Student Group						
Student Group	2023-2024			2024-2025		
	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California
<b>Enrollment</b>	<b>272</b>	<b>529,902</b>	<b>5,837,690</b>	<b>271</b>	<b>516,685</b>	<b>5,806,221</b>
F/R Meal	96.3%	80.6%	61.6%	99.3%	81.9%	62.7%
GATE	0.0%	11.6%	N/A	0.0%	13.0%	N/A
English Learner	34.6%	20.1%	18.4%	25.1%	18.6%	17.4%
Foster Youth	0.7%	0.6%	0.5%	1.1%	0.5%	0.5%
Homeless Youth	0.0%	2.1%	3.6%	0.0%	2.7%	4.0%
Socioeconomically Disadvantaged	97.1%	81.3%	62.7%	99.3%	82.4%	63.6%
Students w/ Disabilities	7.0%	14.8%	13.7%	12.5%	15.6%	14.2%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%
African American/Black	42.3%	7.3%	4.9%	43.9%	7.1%	4.9%
American Indian or Alaska Native	0.0%	0.1%	0.4%	0.0%	0.1%	0.4%
Asian	0.0%	3.4%	9.9%	0.0%	3.3%	10.1%
Filipino	0.0%	1.7%	2.2%	0.0%	1.6%	2.2%
Latino	56.3%	73.8%	56.1%	53.5%	73.6%	56.1%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.4%	0.0%	0.2%	0.4%
White	1.5%	9.8%	20.3%	1.5%	9.7%	20.0%
Two or More Races	0.0%	2.0%	4.6%	1.1%	2.1%	4.8%
Not Reported	0.0%	1.8%	1.1%	0.0%	2.2%	1.2%

N/A: The CDE does not publish centralized, statewide Gifted and Talented Education (GATE) data.

Data Source: Data Quest, Student and School Downloadable Data Files <https://www.cde.ca.gov/ds/sd/sd/filesenr.asp>

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

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## Long-Term English Learners (LTEL) and “At-Risk”

Note: The “EL Total” column in this report displays the summed total of the disaggregated English Learner (EL) data in the four columns under the “English Learners” heading. The “Total (Ever-EL)” column displays the summed total of the data in the “RFEP” column plus the data in the four columns under the “English Learners” heading OR the data in the “EL Total” column, but not both. The percent values displayed in this report are calculated as a percent of the “Total (Ever-EL)” which fully and more accurately considers what happens to all EL students over time, including those who are Reclassified Fluent English Proficient (RFEP). Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

	2022-2023						2023-2024						2024-2025					
	School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California	
English Learners	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>LTEL 6+ Years</b>	0	0.0%	17,921	7.3%	226,508	11.1%	0	0.0%	15,302	6.5%	211,186	10.6%	0	0.0%	13,052	5.9%	198,853	10.4%
<b>At-Risk 4-5 Years</b>	20	20.6%	17,295	7.1%	144,189	7.1%	19	18.8%	15,717	6.7%	136,188	6.8%	12	14.0%	11,406	5.2%	115,009	6.0%
<b>EL 0-3 Years</b>	61	62.9%	60,457	24.7%	505,486	24.8%	66	65.3%	60,574	25.7%	519,651	26.0%	55	64.0%	57,726	26.1%	516,862	26.9%
<b>EL 4+ Years &amp; Not At-Risk or LTEL</b>	5	5.2%	18,850	7.7%	236,319	11.6%	9	8.9%	14,725	6.2%	207,768	10.4%	1	1.2%	13,775	6.2%	178,306	9.3%
<b>EL Total</b>	86	88.7%	114,523	46.8%	1,112,502	54.5%	94	93.1%	106,318	45.0%	1,074,793	53.8%	68	79.1%	95,959	43.3%	1,009,030	52.6%
<b>RFEP</b>	11	11.3%	130,377	53.2%	927,694	45.5%	7	6.9%	129,789	55.0%	924,422	46.2%	18	20.9%	125,465	56.7%	909,298	47.4%
<b>Total Ever EL</b>	97	100.0%	244,900	100.0%	2,040,196	100.0%	101	100.0%	236,107	100.0%	1,999,215	100.0%	86	100.0%	221,424	100.0%	1,918,328	100.0%

Data Source: Data Quest, Student and School Downloadable Data Files <https://www.cde.ca.gov/ds/ad/filesltel.asp>

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

Board District: 1 | Region: South | Location Code: 2452

## Students with Disabilities Report

This report displays the K-12 enrollment and the number of K-12 students with disabilities total, by incidence category, and by eligibility as reported on the Census Day (First Wednesday in October) CALPADS Fall 1 Certified Student Profile List Report (Report 8.1) submitted by Local Education Agencies (LEAs). LEAs are required to “certify” specified data during submission windows. The CDE uses certified data for state and federal reporting and to develop accountability metrics. Once data are certified by an LEA following the close of the Amendment Window, they are “frozen” and cannot be amended. High Incidence is defined as students in the Other Health Impairment, Specific Learning Disability, and Speech or Language Impairment categories. Low Incidence Students are defined as those in the Autism, Deafness, Emotional Disturbance, Hard of Hearing, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Traumatic Brain Injury, and Visual Impairment categories.

Special Education Enrollment by Category												
	2023-2024						2024-2025					
	School			Los Angeles Unified			School			Los Angeles Unified		
Total Enrollment	272			529,902			271			516,685		
Students with Disabilities	# of SWD	% of Total SWD	% of Total Enrollment	# of SWD	% of Total SWD	% of Total Enrollment	# of SWD	% of Total SWD	% of Total Enrollment	# of SWD	% of Total SWD	% of Total Enrollment
<b>Total SWD Enrollment</b>	19	100.0%	7.0%	78,319	100.0%	14.8%	34	100.0%	12.5%	80,505	100.0%	15.6%
<b>High Incidence</b>	13	68.4%	4.8%	52,153	66.6%	9.8%	25	73.5%	9.2%	52,412	65.1%	10.1%
<b>Low Incidence</b>	6	31.6%	2.2%	26,162	33.4%	4.9%	9	26.5%	3.3%	28,084	34.9%	5.4%
Autism	6	31.6%	2.2%	18,713	23.9%	3.5%	9	26.5%	3.3%	20,802	25.8%	4.0%
Deaf-Blindness	0	0.0%	0.0%	4	0.0%	0.0%	0	0.0%	0.0%	7	0.0%	0.0%
Deafness	0	0.0%	0.0%	188	0.2%	0.0%	0	0.0%	0.0%	178	0.2%	0.0%
Emotional Disturbance	0	0.0%	0.0%	1,148	1.5%	0.2%	0	0.0%	0.0%	1,082	1.3%	0.2%
Established Medical Disability	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%	1	0.0%	0.0%
Hard of Hearing	0	0.0%	0.0%	971	1.2%	0.2%	0	0.0%	0.0%	931	1.2%	0.2%
Intellectual Disability	0	0.0%	0.0%	3,393	4.3%	0.6%	0	0.0%	0.0%	3,381	4.2%	0.7%
Multiple Disabilities	0	0.0%	0.0%	965	1.2%	0.2%	0	0.0%	0.0%	1,035	1.3%	0.2%
Other Health Impairment	1	5.3%	0.4%	10,930	14.0%	2.1%	5	14.7%	1.8%	11,596	14.4%	2.2%
Orthopedic Impairment	0	0.0%	0.0%	533	0.7%	0.1%	0	0.0%	0.0%	434	0.5%	0.1%
Specific Learning Disability	2	10.5%	0.7%	29,615	37.8%	5.6%	4	11.8%	1.5%	29,368	36.5%	5.7%
Speech or Language Impairment	10	52.6%	3.7%	11,608	14.8%	2.2%	16	47.1%	5.9%	11,448	14.2%	2.2%
Traumatic Brain Injury	0	0.0%	0.0%	66	0.1%	0.0%	0	0.0%	0.0%	66	0.1%	0.0%
Visual Impairment	0	0.0%	0.0%	185	0.2%	0.0%	0	0.0%	0.0%	175	0.2%	0.0%

Data Source: CALPADS 8.1 FALL 1 Certified Report. This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

**FINDINGS OF FACT IN SUPPORT OF DENIAL OF THE  
RENEWAL CHARTER PETITION FOR  
TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary  
BY THE LOS ANGELES UNIFIED SCHOOL DISTRICT**

BOARD OF EDUCATION REPORT  
February 17, 2026

**I. INTRODUCTION**

On October 29, 2025, TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary (also referred to herein as, “TEACH,” “Charter School,” or “Petitioners”) submitted a renewal petition application to the Los Angeles Unified School District (“LAUSD” or “District”) seeking to renew its charter to serve up to 380 students in grades TK-5. Charter School currently operates on a private site located at 8505 S. Western Avenue, Los Angeles, CA 90047, which is served by Board District 1 and Region South. At the time of Charter School’s renewal submission, Charter School was designated as a Low performing charter school per the California Department of Education’s (“CDE”) 2025 performance classification.

On January 8, 2026, the CDE published the 2026 performance classifications which reflected Middle performing status for TEACH. Thus, consistent with Charter School’s designated performance classification, Charter School’s submitted renewal application will be considered for a five-year term July 1, 2026 to June 30, 2031 (“Renewal Petition”). Pursuant to Education Code section 47605(b) and a waiver mutually agreed upon and executed by Petitioners and the District, the timeline for Board Action for the Renewal Petition has been extended to February 26, 2026. (See Exhibit 1, TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary Renewal Petition).

Pursuant to the Charter Schools Act (Ed. Code, § 47600 *et seq.*) and the adopted *LAUSD Policy and Procedures for Charter Schools* (“LAUSD policy” or “District policy”), LAUSD’s Board of Education (“Board”) has 90 days upon receipt of the renewal petition to either grant or deny the renewal petition unless an extension of an additional 30 days is mutually agreed upon by the parties. No later than 60 days following receipt of the renewal petition, the LAUSD Board must hold an initial public hearing to consider the level of support for the renewal petition by teachers employed by the District, other employees of the District, and parents. At the second public hearing at which the Board will either grant or deny the charter, the petitioners have equivalent time and procedures to present evidence and testimony to respond to District staff recommendation and findings. The LAUSD Board must publish all staff recommendations, including the recommended findings regarding the renewal petition at least 15 days before the public hearing at which the LAUSD Board will either grant or deny the renewal petition.

The District evaluates renewals petitions in accordance with the standards and criteria specified in the Charter Schools Act. Based on a comprehensive review of the Renewal Petition application and the record of performance of TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary, as described in greater detail below, staff has determined that Charter School has not met the requirements set forth in Education Code sections 47605, 47607 and 47607.2 and therefore recommends denial of the Renewal Petition.

## **II. CRITERIA FOR RENEWAL AND GROUNDS FOR NONRENEWAL**

Upon submission, District staff comprehensively reviews each renewal petition application to determine whether the charter school has met the requirements for renewal set forth in Education Code sections 47605, 47607, and 47607.2. The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

### **Criterion 1:**

The Charter Schools Act provides that renewals are governed by the standards and criteria described in Education Code section 47605 applicable to initial petitions. The first criterion considered in reviewing a renewal petition requires an analysis of the following:

- Whether the petition includes a sound educational program;
- Whether the petition contains a reasonably comprehensive description of the 15 elements required for petitions;
- Whether the petition contains an affirmation of each of the conditions described in Education Code section 47605(e); and
- Whether petitioners are not demonstrably unlikely to successfully implement the program set forth in the petition. Education Code section 47607(b) provides that renewals are governed by the standards and criteria described in section 47605 applicable to initial petitions.

While Criterion 1 is similar to the criteria for a new petition, for renewal petitions, there is more information and data regarding past performance since the initial petition for establishment of the charter school was granted. Thus, soundness of the educational program and capacity for implementation are assessed through the past performance of the existing charter school as indicators of likely future performance, including any applicable benchmarks that have been established. The LAUSD Board will examine the charter school's record in four key areas of charter school performance:

- 1) Governance
- 2) Student Achievement and Educational Performance
- 3) Organizational Management, Programs and Operations
- 4) Fiscal Operations

As part of its analysis, the LAUSD Board of Education is to assess the extent to which charter school governing board members and staff have successfully implemented the terms of their charter, addressed deficiencies, and demonstrated capacity to continue to do so in the future based on evidence of past performance.<sup>1</sup>

### **Criterion 2:**

The LAUSD Board is required to consider the charter school's performance on the California School Dashboard accountability indicators. Education Code sections 47607 and 47607.2 prescribe three-tiers of performance classification in which a charter school falls within one of the

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<sup>1</sup> See LAUSD policy pp. 28-29.

following categories - “High,” “Middle,” or “Low” performing. The state will publish an annual list of charter schools and their performance classification.

The three-tier classification considers a charter school’s performance on the California School Dashboard accountability indicators, with an emphasis on the measurements of academic performance. “Measurements of academic performance” refers to the state indicators included on the California School Dashboard that are based on statewide assessments in the California Assessment of Student Performance and Progress System (CAASPP), or any successor system, English Learner Progress Indicator (ELPI), or any successor system, and the College/Career Indicator (CCI). A charter school submitting a renewal petition should include in its application all evidence and data related to the charter school’s performance on the California School Dashboard.

### **Middle Performing Charter Schools**

For all charter schools that do not meet the High performing or Low performing criteria, the LAUSD Board shall consider the charter school under Middle performing criteria. (Ed. Code, § 47607.2(b)(1).) Pursuant to Education Code section 47607.2(b), the LAUSD Board shall consider the following:

- (1) The schoolwide performance and performance of all student groups of pupils served by the charter school on both the state and local indicators on the California School Dashboard; and
- (2) The LAUSD Board shall provide greater weight to the performance on measurements of academic performance on the California School Dashboard.

The LAUSD Board may deny a renewal petition of a Middle performing charter school pursuant to section 47607.2(b) upon making each of the following written factual findings:

- (1) The charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to pupils of the school;
- (2) The closure of the charter school is in the best interest of the pupils; and
- (3) The decision provided greater weight to the performance on the measurements of academic performance.

When determining whether to deny a renewal petition under prong 1 or 2, LAUSD will consider the full oversight record of the charter school, providing greater weight to performance on the measurements of academic performance. This consideration will include a comparison to Resident Schools’ performance on the measurements of academic performance (e.g., reclassification rates, Long-Term English Learner (LTEL) rates, and percentage of students Met or Exceeded Standards as measured on the CAASPP as compared to the state averages, California School Dashboard data, four-year cohort graduation rates). A list of Resident Schools is generated, based on students’ addresses as reported in CALPADS. For schools within an LAUSD “Zone of Choice,” all the schools that the students could have potentially attended will be used to calculate a Resident Schools Median (RSM).

For a charter renewed as a Middle performing charter school, the LAUSD Board shall grant a renewal for a period of five years. (Ed. Code, § 47607.2(b).)

**Criterion 3:**

Notwithstanding Criterion 1 and 2, the LAUSD Board will also consider whether the charter school's enrollment or dismissal practices are discriminatory as grounds for nonrenewal. (Ed. Code, § 47607(e)) Additionally, the LAUSD Board shall consider whether the charter school has substantial fiscal or governance factors as grounds for nonrenewal. (Ed. Code, § 47607(e).)

Specifically, the LAUSD Board may deny renewal of any charter petition, regardless of whether the charter school satisfies the High, Middle, or Low performing criteria, upon a finding that either:

- (1) The charter school is demonstrably unlikely to successfully implement the program set forth in the renewal petition due to either:
  - (a) Substantial fiscal factors, or
  - (b) Substantial governance factors.

Pursuant to the District policy, substantial fiscal factors may include, but are not limited to, issues related to the charter school's fiscal solvency, mismanagement of funds, cash flow concerns, or outstanding financial liabilities owed to the District and/or others (e.g., contractual obligations, judgments/settlements, unpaid bills or debts, fee-for-service arrangements, facilities related costs, Prop. 39 over-allocated space reimbursements, etc.). Substantial governance factors may include, but are not limited to, issues related to the retention of faculty (such as school leadership and teachers) which rise to the level of disruption of delivery of educational programs; conflicts of interest; or, violations of the Brown Act or California Public Records Act.

- (2) The charter school is not serving the pupils who wish to attend.

Upon a finding that the charter school is not serving all pupils who wish to attend, LAUSD must identify evidence supporting this finding, including aggregate data reflecting pupil enrollment patterns at the charter school. (Ed. Code, § 47607(d).)<sup>2</sup>

Prior to a nonrenewal determination pursuant to number 1 or 2 noted above, LAUSD shall provide the charter school with at least 30 days' notice of the alleged violation and provide the charter school with a reasonable opportunity to cure the violation, including providing an opportunity for the charter school to present a proposed corrective plan. (Ed. Code, § 47607(e).) After providing notice of the alleged violation and reasonable opportunity to cure the violation, the LAUSD Board may deny a renewal petition if it finds that either:

- (1) The corrective action proposed by the charter school has been unsuccessful, or
- (2) The violations are sufficiently severe and pervasive as to render a corrective action plan unviable.

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<sup>2</sup> See LAUSD Policy, pp. 37-38.

### **III. FINDINGS OF FACT IN SUPPORT OF DENIAL OF CHARTER RENEWAL**

Based on a comprehensive review of Charter School’s Renewal Petition application and Charter School’s record of academic performance, District staff recommends that the LAUSD Board **deny** the Renewal Petition and adopt these *Findings of Fact In Support of Denial of the Renewal Charter Petition for TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary* based on the following ground(s):

- As a Middle performing charter school, Charter School fails to meet or make sufficient progress toward meeting standards that provide a benefit to pupils of Charter School. (Ed. Code, § 47607.2(b).) (Criterion 2); and
- Petitioners are demonstrably unlikely to successfully implement the program set forth in the Renewal Petition (Ed. Code § 47605(c)(2).) (Criterion 1)

#### **A. Charter School failed to meet or make sufficient progress toward meeting standards that provide a benefit to pupils of Charter School. (Ed. Code, § 47607.2(b).) (Criterion 2)**

Charter School has been identified by the CDE as a Middle performing charter school.<sup>3</sup> While giving greater weight to Charter School’s performance on the measurements of academic performance, District staff finds that Charter School has failed to meet or make sufficient progress toward meeting standards that provide a benefit to the pupils of Charter School, and that closure of Charter School is in the best interest of pupils.

##### **1. Academic Performance Analysis**

Based on a comprehensive review of the Renewal Petition, and Charter School’s record of academic performance, as outlined below, District staff determined that Charter School failed to make sufficient progress in academic achievement schoolwide and for numerically significant student groups based on the California School Dashboard in English Language Arts (ELA), Math, the English Learner Progress Indicator (ELPI), and Chronic Absenteeism. As outlined in the findings of fact in this Report, and the attached Exhibits, which are hereby incorporated into this finding by this reference, for the applicable measurements of academic performance, Charter School has failed to meet or make sufficient progress toward meeting standards that provide a benefit to the pupils of Charter School, and that closure of Charter School is in the best interest of pupils. (See Exhibit 2, TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary Data Set.)

##### **a. California School Dashboard English Language Arts Academic Indicator**

In 2023 and 2024, in English Language Arts (ELA), Charter School’s Distance from Standard (DFS) was lower than the state for All Students, and lower than the state for all four numerically significant student groups. In 2025 in ELA, Charter School’s DFS was lower than the state for All Students, and lower than the state for three of four numerically significant student groups.

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<sup>3</sup> The list of charter schools and their respective performance categories, as determined by the criteria outlined in Education Code section 47607.2, published by CDE’s Charter Schools Division is available at <https://www.cde.ca.gov/sp/ch/cspformcategory.asp>.

**TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary - English Language Arts Indicator - 2022-2023**

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	Met	Red	-81.7	0.5	Orange	-13.6	Lower
Black or African American	Met	Red	-84.7	0.2	Orange	-59.6	Lower
Latino	Met	Orange	-78.1	3.6	Orange	-40.2	Lower
English Learner	Met	Red	-101.7	-3.5	Orange	-67.7	Lower
Socioeconomically Disadvantaged	Met	Red	-82.3	-0.2	Orange	-42.6	Lower

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

**TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary - English Language Arts Indicator - 2023-2024**

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	Met	Red	-105.5	-23.8	Orange	-13.2	Lower
Black or African American	Met	Red	-127.1	-42.3	Orange	-58.9	Lower
Latino	Met	Red	-91.1	-13.0	Orange	-39.3	Lower
English Learner	Met	Orange	-95.4	6.4	Orange	-67.6	Lower
Socioeconomically Disadvantaged	Met	Red	-106.0	-23.6	Orange	-40.9	Lower

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

**TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary - English Language Arts Indicator - 2024-2025**

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	Met	Yellow	-51.3	54.2	Yellow	-8.1	Lower
Black or African American	Met	Yellow	-55.7	71.3	Yellow	-51.3	Lower
Latino	Met	Yellow	-47.7	43.4	Yellow	-33.7	Lower
English Learner	Met	Yellow	-58.0	37.4	Yellow	-59.9	Higher
Socioeconomically Disadvantaged	Met	Yellow	-52.1	53.9	Yellow	-35.3	Lower

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

**b. California School Dashboard Math Academic Indicator**

In 2023 and 2024 in Math, Charter School’s DFS was lower than the state for All Students, and lower than the state for three of four numerically significant student groups. In 2025 in Math, Charter School’s DFS was higher than the state for All Students, and for all four student groups.

**TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary – Math-  
2022-2023**

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	Met	Orange	-91.5	-5.4	Orange	-49.1	Lower
Black or African American	Met	Red	-105.2	-5.4	Red	-104.5	Lower
Latino	Met	Orange	-80.5	-7.6	Orange	-80.8	Higher
English Learner	Met	Orange	-94.6	-7.1	Orange	-93.4	Lower
Socioeconomically Disadvantaged	Met	Orange	-91.5	-5.4	Yellow	-80.8	Lower

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

**TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary – Math-  
2023-2024**

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	Met	Orange	-89.5	2.0	Orange	-47.6	Lower
Black or African American	Met	Yellow	-87.0	18.1	Red	-102.2	Higher
Latino	Met	Orange	-92.9	-12.4	Orange	-79.2	Lower
English Learner	Met	Red	-97.5	-2.9	Orange	-93.4	Lower
Socioeconomically Disadvantaged	Met	Orange	-90.2	1.3	Orange	-78.2	Lower

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

**TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary – Math-  
2024-2025**

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	Met	Yellow	-38.5	51.1	Yellow	-42.4	Higher
Black or African American	Met	Yellow	-46.5	40.5	Orange	-95.8	Higher
Latino	Met	Yellow	-33.3	59.6	Yellow	-73.6	Higher
English Learner	Met	Green	-24.5	73.0	Yellow	-86.1	Higher
Socioeconomically Disadvantaged	Met	Yellow	-39.1	51.1	Yellow	-72.9	Higher

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

**c. California School Dashboard ELPI**

In 2023, 2024, and 2025 on the ELPI, the charter school’s English Learner Progress Rate was lower than the state.

**TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary - English Learner Progress Indicator - 2022-2023**

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Orange	45.3%	-19.6%	Yellow	48.7%	Lower

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

**TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary - English Learner Progress Indicator - 2023-2024**

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Orange	36.4%	-8.9%	Orange	45.7%	Lower

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

**TEACH Preparatory Mildred S Cunningham Edith H Morris Elementary - English Learner Progress Indicator - 2024-2025**

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Red	24.5%	-11.9%	Yellow	46.4%	Lower

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

**d. California School Dashboard Chronic Absenteeism Indicator**

In 2023, 2024, and 2025 on the Chronic Absenteeism Indicator, Charter School’s rate of chronic absenteeism was higher than the state for All Students and for all numerically significant student groups. Furthermore, All Students and the numerically significant student groups increased or increased significantly in the most recent year with Chronic Absenteeism rate ranging from 49.3% to 64.7%.

**TEACH Preparatory Mildred S Cunningham Edith H Morris Elementary – Chronic Absenteeism Indicator**

Student Group	Dashboard 2023							Dashboard 2024							Dashboard 2025						
	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State
All Students	277	56.0%	2.4	Increased	Red	24.3%	Higher	294	50.0%	-6.0	Declined Significantly	Yellow	18.6%	Higher	285	55.1%	5.1	Increased Significantly	Red	17.1%	Higher
African American/Black	114	64.0%	8.4	Increased	Red	36.4%	Higher	123	56.9%	-7.1	Declined	Orange	31.3%	Higher	124	62.1%	5.2	Increased	Red	29.8%	Higher
English Learner	93	54.8%	8.4	Increased	Red	26.3%	Higher	92	44.6%	-10.3	Declined	Orange	20.1%	Higher	73	49.3%	4.7	Increased	Red	18.1%	Higher
Foster Youth	11	45.5%	--	--	--	33.6%	--	5	*	*	*	*	30.5%	*	6	*	*	*	*	30.6%	*
Latino	155	50.3%	1.3	Increased	Red	28.4%	Higher	167	44.3%	-6.0	Declined Significantly	Yellow	21.7%	Higher	154	49.4%	5.0	Increased Significantly	Red	20.1%	Higher
Socioeconomically Disadvantaged	265	56.2%	3.2	Increased Significantly	Red	29.9%	Higher	288	50.0%	-6.2	Declined Significantly	Yellow	23.4%	Higher	280	55.7%	5.7	Increased Significantly	Red	21.7%	Higher
Students with Disabilities	12	58.3%	-11.7	Declined	--	33.1%	--	30	60.0%	1.7	Increased	--	26.3%	Higher	34	64.7%	4.7	Increased	Red	24.9%	Higher

Data Sources: California School Dashboard Research data files.

**2. Charter School has failed to meet or make sufficient progress toward meeting standards that provide a benefit to pupils of the school.**

Based on the information and findings established above (section 1) and as evidenced by the tables/data provided herein, and supporting exhibits attached to this Report, District staff recommends denial (non-renewal) of Charter School’s Renewal Petition on the grounds that

Charter School has failed to meet or make sufficient progress toward meeting standards that provide a benefit to the pupils of Charter School.

**3. Closure of Charter School is in the best interest of pupils.**

The District weighs various factors in determining whether closure of Charter School is in the best interests of students. Following consideration of Charter School’s schoolwide performance and performance of its numerically significant student groups on the California School Dashboard, while providing greater weight to performance on measurements of academic performance, the District conducts a further analysis and considers the performance of Resident Schools where students may have otherwise attended, to determine that closure of Charter School is in the best interest of students.

The District’s consideration, as explored below, included a comparison to Resident Schools’ performance on the measurements of academic performance, including California School Dashboard data and California Assessment of Student Performance and Progress (CAASPP).<sup>4</sup>

**a. Resident School Medians CA School Dashboard Indicator Student Group Comparison Analysis**

**English Language Arts RSM Comparison**

As reflected in the tables below, when comparing Charter School to the RSM in ELA, Charter School data indicates that its student performance on the California School Dashboard in 2023, 2024, and 2025 was lower than the RSM for All Students and for all numerically significant student groups, with the exception of the African-American student group in 2023 and 2025.

**Academic Performance Medians- English Language Arts**

TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary 2022-2023 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
Student Group	Number of Students with Scores	Charter Color	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Color	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	97	Red	-81.7	1,137	Orange	-65.1	Lower
Black or African American	37	Red	-84.7	373	Red	-95.2	Higher
Latino	58	Orange	-78.1	732	Orange	-51.2	Lower
English Learner	42	Red	-101.7	351	Orange	-60.9	Lower
Socioeconomically Disadvantaged	95	Red	-82.3	1,119	Orange	-66.1	Lower

Data Sources: California School 2023 Dashboard Research data files. 2024-2025 Resident Schools used for comparison.

<sup>4</sup> See Exhibit 3, TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary’s RSM Data.

**TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary 2023-2024 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator**

Student Group	Number of Students with Scores	Charter Color	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Color	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	97	Red	-105.5	1,157	Orange	-59.2	Lower
Black or African American	40	Red	-127.1	364	Orange	-90.0	Lower
Latino	56	Red	-91.1	752	Orange	-53.2	Lower
English Learner	37	Orange	-95.4	401	Orange	-60.7	Lower
Socioeconomically Disadvantaged	95	Red	-106.0	1,127	Orange	-59.1	Lower

Data Sources: California School 2024 Dashboard Research data files. 2024-2025 Resident Schools used for comparison.

**TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary 2024-2025 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator**

Student Group	Number of Students with Scores	Charter Color	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Color	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	100	Yellow	-51.3	1,164	Yellow	-43.9	Lower
Black or African American	41	Yellow	-55.7	358	Orange	-72.3	Higher
Latino	57	Yellow	-47.7	746	Yellow	-35.5	Lower
English Learner	36	Yellow	-58.0	384	Yellow	-41.5	Lower
Socioeconomically Disadvantaged	99	Yellow	-52.1	1,142	Yellow	-45.2	Lower

Data Sources: California School 2025 Dashboard Research data files. 2024-2025 Resident Schools used for comparison.

**Math RSM Comparison**

As reflected in the tables below, when comparing Charter School to the RSM in Math, Charter School’s data indicates that its student performance on the California Dashboard in 2023 was lower than the state for All Students, and for all numerically significant student groups. In 2024, Charter School was lower than the state for All Students, and the majority of numerically significant student groups. In 2025, Charter School was higher than the state for All Students, and for all numerically significant student groups.

## Academic Performance Medians- Math

### TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary 2022-2023 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator

Student Group	Number of Students with Scores	Charter Color	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Color	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	99	Orange	-91.5	1,137	Yellow	-66.0	Lower
Black or African American	38	Red	-105.2	374	Orange	-101.3	Lower
Latino	59	Orange	-80.5	730	Yellow	-50.6	Lower
English Learner	42	Orange	-94.6	350	Yellow	-59.4	Lower
Socioeconomically Disadvantaged	97	Orange	-91.5	1,119	Yellow	-66.6	Lower

Data Sources: California School 2023 Dashboard Research data files. 2024-2025 Resident Schools used for comparison.

### TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary 2023-2024 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator

Student Group	Number of Students with Scores	Charter Color	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Color	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	98	Orange	-89.5	1,167	Yellow	-55.7	Lower
Black or African American	40	Yellow	-87.0	364	Orange	-93.8	Higher
Latino	57	Orange	-92.9	762	Yellow	-41.3	Lower
English Learner	38	Red	-97.5	408	Orange	-53.5	Lower
Socioeconomically Disadvantaged	96	Orange	-90.2	1,136	Yellow	-55.2	Lower

Data Sources: California School 2024 Dashboard Research data files. 2024-2025 Resident Schools used for comparison.

### TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary 2024-2025 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator

Student Group	Number of Students with Scores	Charter Color	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Color	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	100	Yellow	-38.5	1,173	Yellow	-49.5	Higher
Black or African American	41	Yellow	-46.5	357	Orange	-88.7	Higher
Latino	57	Yellow	-33.3	756	Orange	-36.2	Higher
English Learner	36	Green	-24.5	395	Yellow	-42.0	Higher

TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary 2024-2025 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator

Student Group	Number of Students with Scores	Charter Color	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Color	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
Socioeconomically Disadvantaged	99	Yellow	-39.1	1,151	Orange	-49.2	Higher

Data Sources: California School 2025 Dashboard Research data files. 2024-2025 Resident Schools used for comparison.

**ELPI RSM Comparison**

As reflected in the tables below, when comparing Charter School to the RSM on the English Language Performance Indicator (ELPI), Charter School’s data indicates that its student performance on the California School Dashboard in 2023 was higher than the RSM, but in 2024 and 2025 was lower than the RSM.

**Academic Performance Medians- English Learner Progress Indicator**

TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary 2022-2023 English Learner Progress Indicator Medians - CA School Dashboard Indicator

Student Group	Number of EL Students with a Performance Level in Both the Current and Prior Year	Charter Performance Level (color)	Charter Percentage of English Learner making progress towards English proficiency	Resident Number of EL Students with a Performance Level in Both the Current and Prior Year	Resident Schools Median Color	Resident Median Percentage of English Learner making progress towards English proficiency	Charter to Resident Schools Median Comparison
English Learner	64	Orange	45.3%	535	Orange	45.1%	Higher

Data Sources: California School 2023 Dashboard Research data files. 2024-2025 Resident Schools used for comparison.

TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary 2023-2024 English Learner Progress Indicator Medians - CA School Dashboard Indicator

Student Group	Number of EL Students with a Performance Level in Both the Current and Prior Year	Charter Performance Level (color)	Charter Percentage of English Learner making progress towards English proficiency	Resident Number of EL Students with a Performance Level in Both the Current and Prior Year	Resident Schools Median Color	Resident Median Percentage of English Learner making progress towards English proficiency	Charter to Resident Schools Median Comparison
English Learner	55	Orange	36.4%	491	Green	57.4%	Lower

Data Sources: California School 2024 Dashboard Research data files. 2024-2025 Resident Schools used for comparison.

TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary 2024-2025 English Learner Progress Indicator Medians - CA School Dashboard Indicator

Student Group	Number of EL Students with a Performance Level in Both the Current and Prior Year	Charter Performance Level (color)	Charter Percentage of English Learner making progress towards English proficiency	Resident Number of EL Students with a Performance Level in Both the Current and Prior Year	Resident Schools Median Color	Resident Median Percentage of English Learner making progress towards English proficiency	Charter to Resident Schools Median Comparison
English Learner	49	Red	24.5%	392	Green	58.8%	Lower

Data Sources: California School 2025 Dashboard Research data files. 2024-2025 Resident Schools used for comparison.

**b. CAASPP Standards Exceeded and Standard Met Comparison Analysis**

Staff reviewed CAASPP Standard Met or Exceeded data for RSM for the applicable grade levels served by Charter School<sup>5</sup>, that indicates TEACH performed lower than the RSM in 2023 and 2024, and in 2025 for one of two grade levels in ELA. In Math, the review of the CAASPP Standard Met or Exceeded data for RSM indicates that TEACH performed lower than the RSM in 2023 and 2024, and in 2025 for one of two grade levels.

TEACH Preparatory Mildred S. Cunningham & Edith H. English Language Arts/Literacy									
Grade	2022-2023 Charter Standard Exceeded and Standard Met %	2022-2023 Resident Schools Median Standard Exceeded and Standard Met %	2022-2023 Charter to Resident Comparison	2023-2024 Charter Standard Exceeded and Standard Met %	2023-2024 Resident Schools Median Standard Exceeded and Standard Met %	2023-2024 Charter to Resident Comparison	2024-2025 Charter Standard Exceeded and Standard Met %	2024-2025 Resident Schools Median Standard Exceeded and Standard Met %	2024-2025 Charter to Resident Comparison
3	9.8	22.0	Lower	17.3	23.7	Lower	34.0	31.0	Higher
4	23.1	23.3	Lower	5.8	27.6	Lower	25.0	25.2	Lower

TEACH Preparatory Mildred S. Cunningham & Edith H. Mathematics									
Grade	2022-2023 Charter Standard Exceeded and Standard Met %	2022-2023 Resident Schools Median Standard Exceeded and Standard Met %	2022-2023 Charter to Resident Comparison	2023-2024 Charter Standard Exceeded and Standard Met %	2023-2024 Resident Schools Median Standard Exceeded and Standard Met %	2023-2024 Charter to Resident Comparison	2024-2025 Charter Standard Exceeded and Standard Met %	2024-2025 Resident Schools Median Standard Exceeded and Standard Met %	2024-2025 Charter to Resident Comparison
3	3.9	29.9	Lower	9.6	33.1	Lower	32.0	34.2	Lower
4	9.3	18.9	Lower	7.7	30.1	Lower	32.7	32.7	Same

<sup>5</sup> The charter school has not rolled out grade 5 due to space constraints at the current facility.

The District weighed various factors in determining whether closure of Charter School is in the best interest of students. Following consideration of Charter School’s schoolwide performance and performance of its numerically significant student groups on the California School Dashboard, while providing greater weight to performance on measurements of academic performance, the District conducted a further analysis and considered the performance of Resident Schools where students may otherwise attend, and determined that closure of Charter School is in the best interest of its students. (Ed. Code, § 47607.2(b).) The District’s consideration included a comparison to Resident Schools’ performance on the measurements of academic performance, including California School Dashboard data, and CAASPP. (See Exhibit 3, TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary RSM Data).

**B. Petitioners are demonstrably unlikely to successfully implement the program set forth in the Renewal Petition (Ed. Code, § 47605(c)(2))**

In evaluating whether a petitioner is demonstrably unlikely to successfully implement<sup>6</sup> the program set forth in the renewal petition, the LAUSD Board assesses a variety of factors.<sup>7</sup> Based on the grounds and analyses set forth below, the Petitioners are demonstrably unlikely to successfully implement the program set forth in the Renewal Petition. (Ed. Code, § 47605(c)(2).)

**a. Annual Oversight Pertaining to Student Achievement and Educational Performance**

LAUSD performs ongoing oversight to continually monitor a charter school’s progress and attainment of measurable pupil outcomes, educational programs, operations, governance, and fiscal management, as well as compliance with all applicable laws and the terms of the charter. Pursuant to the District’s statutory oversight obligations, the District assesses a charter school’s performance across four categories: Governance; Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; and Fiscal Operations. Each area is rated using a four-point rubric: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*, based on the evidence collected during the annual performance oversight visit.

Ultimately, information gathered through oversight serves as part of Charter School’s ongoing record for the District to make informed decisions about Charter School’s renewal.

Charter School’s Annual Performance-Based Oversight Visit (APBOV) reports reflect that in the area of Student Achievement, Charter School did not earn ratings higher than 1 (*Unsatisfactory*) or 2 (*Developing*) in the current term. The low ratings in Academic Achievement were all due to Charter School’s performance on the California School Dashboard and the average of the indicator scores. (See table below)

APBOV Report Section	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Student Achievement and Educational Performance	No Rating	No Rating	No Rating	No Rating	2	2	1

<sup>6</sup> The policy for "demonstrably unlikely to successfully implement the program" includes factors and guidance promulgated by the State Board of Education. See Title 5 California Code of Regulations, section 11967.5.1.

<sup>7</sup> See LAUSD policy, pgs. 12-13.

As reflected above, Charter School's past academic history does not demonstrate positive academic achievement for its students. Therefore, Petitioners are demonstrably unlikely to successfully implement the educational program set forth in the Renewal Petition.

#### **IV. RECOMMENDATION**

Based on the foregoing, District staff recommends that the LAUSD Board deny TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary's Renewal Petition. The recommendation for denial is based on findings that Charter School does not meet the criteria for renewal as a Middle performing charter school based on failure to meet or make sufficient progress toward meeting standards that provide a benefit to pupils of Charter School; and the Petitioners are demonstrably unlikely to successfully implement the educational program set forth in the Renewal Petition.

In order to deny the Renewal Petition on the grounds set forth above, the LAUSD Board must make written findings setting forth specific facts to support the denial of the renewal petition. (Ed. Code § 47605(c); and Ed. Code, §47607.2(b).) Should the LAUSD Board decide to deny renewal of the Charter School's charter, District staff recommends that the Board adopt these *Findings of Fact in Support of Denial of the Renewal Charter Petition for TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary* as the Board's written findings of fact in support of the denial.

Exhibits are available for perusal at the following link:

<https://drive.google.com/drive/folders/1udey06U11j8BpNLGJvO83YC9lgvO3GwV?usp=sharing>