TEACH Public Schools

TEACH Inc. Regular Board Meeting

Date and Time

Tuesday January 27, 2026 at 5:00 PM PST

Location

Board Meeting Access Locations CA:
Alternate Public Access Locations:

TEACH Elementary
8505 S Western Ave
Los Angeles, CA 90047

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

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

3680 Wilshire Blvd.
Los Angeles CA 90010

3740 S Crenshaw Blvd.
Los Angeles, CA 90016

1340 W 106th St.

Los Angeles, CA 90044

and via zoom at:

Topic: TEACH Regular Board Meeting
Time: Jan 27, 2026 03:00 PM Hawaii
Join Zoom Meeting
https://teachpublicschools-org.zoom.us/j/84457327613
Meeting ID: 844 5732 7613

One tap mobile
+12532158782,,84457327613# US (Tacoma)
+13462487799,,84457327613# US (Houston)
Join instructions
https://teachpublicschools-org.zoom.us/meetings/84457327613/invitations?signature=RIV5mUMUPaUtCoYYAQWh4nokUtzS9zlv3twO7yoCmrw

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THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

Notice is hereby given that the order of consideration of matters on this agenda may be change without prior notice.

REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY

The Governing Board's presiding officer reserves the right to impose reasonable time limits on public testimony to ensure that the agenda is completed.

REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY

Pursuant to the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in this meeting of the Governing Board may request assistance by contacting TEACH Public Schools during normal business hours at as far in advance as possible, but no later than 24 hours before the meeting.

FOR MORE INFORMATION

For more information concerning this agenda or for materials relating to this meeting, please contact TEACH Public Schools, 1846 W. Imperial Highway. Los Angeles, CA 90047; phone: 323-872-0808; fax 323-389-4898. www.teachpublicschools.org

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Agenda

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

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

A.	Approve the Current Agenda and Approve the Minutes from the December 9, 2025 Regular Board Meeting	Vote	Cecilia Sandoval	3 m
III.	**Items for Potential Action**			**5:10 PM**
A.	Executive Director Report / Framing The Meeting	FYI	Matthew Brown	5 m

Description:

Recommended Action:
None—informational item only.

B.	Financial Report	FYI	Richard McNeel	8 m
C.	Update on TEACH Prep Elementary Renewal	FYI	Matthew Brown	5 m
D.	Approve the Behavioral Referral Policy	Vote	Beth Bulgeron	3 m

This item presents a new Behavioral Referral Policy that formalizes and codifies existing practices for identifying, referring, and responding to pupil behavioral health concerns. The policy is being adopted to meet new compliance requirements and does not introduce substantive changes to current procedures already in use across the district.

E.	Approval of the 2024-2025 School Accountability Report Cards (SARCs) for TEACH Prep	Vote	Enrique Robles	5 m

		Purpose	Presenter	Time

Elementary, TEACH Academy of Technologies, and TEACH Tech Charter High School

Background / Summary:

California Education Code requires charter schools to annually prepare and publish a School Accountability Report Card (SARC) to provide information to the public about the school's educational program, student demographics, outcomes, and resources. Administration has prepared the SARC in accordance with state requirements and applicable guidance from the California Department of Education.
The SARC includes information on student achievement, school facilities, instructional materials, teacher qualifications, and fiscal data. Upon Board approval, the SARC will be submitted and made publicly available as required.

Fiscal Impact:
None.

Motion:
Move to approve the 2024-2025 School Accountability Report Card (SARC) as presented.

F.	Authorization and Approval to Initiate the Request for Proposals (RFP) Process for the School Nutrition Program for the 2026–2027 School Year	Vote	Enrique Robles	5 m

Recommended Action:
Authorize and approve the initiation of the RFP process for the School Nutrition Program for the 2026–2027 school year, contingent upon and in coordination with approval from the California Department of Education (CDE).

Background / Summary:
To ensure compliance with federal and state school nutrition program requirements and to support timely planning for the 2026–2027 school year, the School must initiate a competitive Request for Proposals (RFP) process for school nutrition services. Beginning the RFP process at this time aligns with required procurement timelines and allows the School to engage with the California Department of Education (CDE) for review and approval, as applicable.

Board authorization to proceed will trigger the formal timeline to work with CDE, including submission of required documentation and adherence to procurement and

		Purpose	Presenter	Time

program guidance. No vendor selection will occur without further Board action, as required.

Fiscal Impact:

No immediate fiscal impact. Any resulting contract(s) will be brought to the Board for review and approval at a later date.

Motion:

Move to authorize and approve the initiation of the RFP process for the School Nutrition Program for the 2026–2027 school year, subject to and in coordination with approval from the California Department of Education.

IV. Closing Items — 5:41 PM

A.	Board or Public Comment	FYI	Cecilia Sandoval	5 m
B.	Adjourn Meeting	Discuss	Cecilia Sandoval	

The next Regular Board Meeting will be held February 24, 2026

Coversheet

Approve the Current Agenda and Approve the Minutes from the December 9, 2025 Regular Board Meeting

Section: II. Consent Items
Item: A. Approve the Current Agenda and Approve the Minutes from the December 9, 2025 Regular Board Meeting
Purpose: Vote
Submitted by:
Related Material: 2025_12_09_board_meeting_minutes-2.pdf

DRAFT

TEACH Public Schools

Minutes

TEACH, Inc. Regular Board Meeting

Date and Time
Tuesday December 9, 2025 at 5:00 PM

Location
Location
Board Meeting Access Locations CA:
Alternate Public Access Locations:

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8505 S Western Ave
Los Angeles, CA 90047

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Los Angeles, CA 90047

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Los Angeles, CA 90047

3680 Wilshire Blvd.
Los Angeles CA 90010

3740 S Crenshaw Blvd.
Los Angeles, CA 90016

1340 W 106th St.
Los Angeles, CA 90044

and via zoom at:Topic: TEACH, Inc. Regular Board Meeting
Time: Dec 9, 2025 03:00 PM Hawaii
Join Zoom Meeting
https://teachpublicschools-org.zoom.us/j/83005933268
Meeting ID: 830 0593 3268

One tap mobile
+16699006833,,83005933268# US (San Jose)
+17193594580,,83005933268# US
Join instructions
https://teachpublicschools-org.zoom.us/meetings/83005933268/invitations?signature=x4vuM1OfWlOxBUY6ufQex9IgHtWLQT050W-Fb1NIYsk

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www.teachpublicschools.org

Directors Present

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

Directors Absent
None

Guests Present
B. Bulgeron (remote)

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

C. Sandoval called a meeting of the board of directors of TEACH Public Schools to order on Tuesday Dec 9, 2025 at 6:01 PM.

C. Public Comment

There was no public comment.

II. Consent Items

A. Approve the Current Agenda and Approve the Minutes from the October 21st, 2025 Regular Board Meeting

J. Lobdell made a motion to approve the minutes from the October 21, 2025 Special Meeting TEACH, Inc. Special Board Meeting on 10-21-25.
M. Maye seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

III. Items for Potential Action

A. Executive Director Report / Framing The Meeting

Matt Brown framed the meeting by letting the board know they would be covering annual compliance items and pertinent updates.

B.

TEACH Inc. Annual Independent Audit Report FYE June 30, 2025

J. Lobdell made a motion to Approve the TEACH Inc Annual Independent Audit Report FYE June 30, 2025.
A. Dragon seconded the motion.
Matt Brown presented the results from the independent audit. He explained it was a draft, but they were not expecting any material revisions. If material revisions are needed, it would be placed on the agenda again for board approval. He noted there were no findings, and overall the organization is in a very strong financial position.
The board **VOTED** to approve the motion.

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

C. 1st Interim Financial Report

M. Maye made a motion to Approve the First Interim Financial Report.
J. Lobdell seconded the motion.
Rich McNeel presented the first interim financial report. He stated that all coverage ratios were met and the current asset to liabiilities school. Board Member Lobdell asked about the lower ADA and Rich provided clarification. Matt Brown emphasized that the organization overall was still forecasting a surplus even though the middle school was in deficit.
The board **VOTED** to approve the motion.

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

D. CEO Report on Progress Towards Annual Goals

Matt Brown walked the board through the progress landing key indicators for his Objective and Key Results for his position and the organization. He started by discussing the renewal application and explained how the elementary school was recommended for a two year renewal and how this was positive news and positioned us well for future renewals based on the school's academic gains last school year. He briefly explained the need for a material revision needed to add more instructional space and noted it was a separate agenda item that would be discussed next. Matt continued to his second OKR and explained that the CMO was streamlined operational efficiency and we are building out core functions on new platforms for Human Resources, Student Information Services and procurement.

E. Board Resolution for a Material Revision for Additional Space for TEACH Prep Elementary

J. Lobdell made a motion to Approve the Board Resolution for a Material Revision for Additional Space for TEACH Prep Elementary.
M. Maye seconded the motion.
Matt Brown presented this agenda item and explained the need for additional instructional space at a site that TEACH currently owns and underutilizes. He explained that it would allow the elementary to serve 5th grade, which has great demand from parents. Board Member Maye asked about the TK/K and Matt explained how they would be separate from the big kids.
The board **VOTED** to approve the motion.

Roll Call

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

F. Get Strategic Bonus Resolution

J. Lobdell made a motion to Approve the Get Strategic Bonus Resolution.
A. Dragon seconded the motion.
Matt Brown presented the Get Strategic Bonus Resolution and reminded the board of their previous action of approving the bonus structure. He explained that this bonus was for work completed last semester, and represented the client's second payment. Board Member Lobdell asked a clarifying question and Matt explained that 25% of consulting fees earned went TEACH and the remainder was split among the staff completing the work.
The board **VOTED** to approve the motion.

Roll Call

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

G. CSI Report and Middle School Updates

Sione Thompson gave the CSI report explained to the board what the status meant and why the middle school was in CSI status. He explained that the school has made progress on the academic indicators that placed it in status, except in the area of chronic absenteeism. He also reported to the board that we lost Principal De Weerd and Christian Gomez, who has been with TEACH for many years in the capacity of a teacher and an administrator, is stepping into the role of Interim Principal. He then allowed Christian

Gomez to introduce himself and he described his past experience and goals for the middle school.

H. Consideration and Approval of Benefits Contract for 25/26 school year

M. Maye made a motion to Approve the Benefits Contract for the 2025-2026 School Year.
A. Dragon seconded the motion.
Maria Pimienta presented the benefits package and explained how it was a generous package for employees and was a benefit that attracted people to the job. It is the same package as last year. Board Member Lobdell asked which staff qualified for benefits and Maria explained it was full time or part time working at least 30 hours per week.
The board **VOTED** to approve the motion.

Roll Call

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

I. Immigration Enforcement Policy

J. Lobdell made a motion to Approve the Immigration Enforcement Policy.
M. Maye seconded the motion.
Beth presented the Immigration Enforcement Policy and explained how it was a required policy that was compliant with the law. She explained that Principals have been trained on how to handle immigration enforcement issues and FERPA requirements related to student information and records.
The board **VOTED** to approve the motion.

Roll Call

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

J. Consider and Certify the Compliance Monitoring Review for TEACH Prep Elementary, TEACH Academy of Technologies, and TEACH Tech Charter High School.

J. Lobdell made a motion to Certify the Compliance Monitoring Review for TEACH Prep Elementary, TEACH Academy of Technologies, and TEACH Tech Charter High School.
M. Maye seconded the motion.
Beth presented this annual compliance task and explained that the Principals completed the first certification.
The board **VOTED** to approve the motion.

Roll Call

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

IV. Closing Items

A. Board or Public Comment

Board Member Lobdell expressed appreciation for the board meeting schedule for November and December.

B. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 5:45 PM.

Respectfully Submitted,
C. Sandoval

Documents used during the meeting

- October 21, 2025 board meeting minutes.pdf
- Executive Director Report 12.09.25.pdf
- Teach Inc FS draft v12-09.pdf
- TEACH-FY25-26 Financials as of 10.31.25- 1st Interim.pdf
- OKR Report Executive Director12.09.25.pdf
- Board Approved_Executive_Director_Okrs_July_2025.pdf
- TPE Board Resolution Material Revision TEACH Prep.pdf
- TEACH_Inc_GetStrategic_Bonus_Resolution_Dec9_2025.pdf
- 2025-2026 TEACH Brochure (draft).pdf
- Immigration enforcement policy 9730.docx
- TTCHS Compliance Monitoring 2025-26-1.pdf
- Elem Compliance T1.pdf
- Cert of Compliance.pdf

Coversheet

Financial Report

Section: III. Items for Potential Action
Item: B. Financial Report
Purpose: FYI
Submitted by:
Related Material: TEACH FY25-26 Financials as of 12.31.25 Close.pdf

CHARTER IMPACT

TEACH Academy of Technologies, TEACH Tech Charter High School, TEACH Prep Elementary, TEACH Public Schools, Cunningham & Morris, LLC, Wooten Avila, LLC and TEACH Foundation, Inc.

Financial Presentation – As of December 31st, 2025 Close

Highlights (as of 12.31.25)

- All sites currently projected surplus except for TEACH Academy.
- All Sites positive cash flow, and positive fund balances at year end.
- TEACH Academy , TEACH Tech, and TEACH Prep projected to either meet or exceed the 45-Day Cash on Hand Requirement.
- TEACH Academy , Teach Tech and Teach Prep all meet and exceed the required 1.10x Base Rent Coverage Ratio.

TEACH Inc. Board Summaries December 31, 2025

	TEACH Acadmey of Technologies	TEACH Tech Charter High	TEACH Prep Elementary	TEACH CMO
Revenue Projected	$ 8,822,641	$ 7,796,600	$ 6,145,768	$ 2,191,949
Expenses Projected	9,069,994	7,761,934	6,138,156	1,722,550
Surplus/Deficit	(247,353)	34,666	7,612	469,399
Beginning Fund Balance	6,990,005	7,797,504	3,232,906	902,847
Ending Fund Balance	$ 6,742,652	$ 7,832,170	$ 3,240,518	$ 1,372,246
Cash Projected @ 6/30/2026	$ 5,354,058	$ 7,172,470	$ 6,243,328	$ 2,555,803
Enrollment/ Average Daily Attendance	426/ 394.20	364/ 335.47	271/ 238.00	
Average Daily Cash On Hand Projected @ 6/30/26 (45 req)	215	337	371	
Base Rent Coverage Ratio (1.1 req)	1.80	2.18	2.16	
Current Operating Cash Balance as of 12/31/25	$ 6,124,214	$ 6,659,831	$ 5,384,438	$ 2,062,460

TPS, Inc.– Financial Position 12/31/25

TEACH, Inc.

Statement of Financial Position

December 31, 2025

	Teach Academy of Technology	Teach Tech High School	Teach Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School	Teach Public Schools	C & M LLC	Wooten Avila, LLC	TEACH Foundation, Inc	Eliminations	Combined
Assets									
Current Assets									
Cash & Cash Equivalents	$ 5,114,044	$ 6,659,831	$ 5,384,438	$ 2,062,460	$ 32,568	$ 43,970	$ -		$ 19,297,311
Accounts Receivable	623,487	334,730	129,832	6,429	3,323	-	2,337		1,100,138
Public Funding Receivables	107,812	130,339	91,792	-	-	-	-		329,943
Due To/From Related Parties	1,720,494	(409,664)	(755,764)	(140,229)	(830,340)	415,504	-		(0)
Prepaid Expenses	27,551	17,772	8,234	106,603	-	-	-		160,160
	7,593,388	**6,733,009**	**4,858,531**	**2,035,262**	**(794,449)**	**459,474**	**2,337**		**20,887,552**
Property & Equipment, Net	409,826	280,089	188,301	82,737	9,082,292	17,519,474	-		27,562,719
Right-Of-Use Asset, Net	17,385,281	15,103,812	11,370,035	-	-	-	-		43,859,129
Deposits	-	162,517	99,750	8,750	-	3,625	-	(141,967)	132,675
Deferred Lease Asset	-	-	-	-	173,485	(52,090)	-		121,394
Investments	-	-	-	-	426,881	436,382	-		863,262
Securities	-	-	-	-	868,256	1,782,732	-		2,650,988
Securities Premium	-	-	-	-	2,304	(1,443)	-		862
Total Long Term Assets	**17,795,107**	**15,546,418**	**11,658,086**	**91,487**	**10,553,218**	**19,688,680**	**-**	**(141,967)**	**31,331,901**
Total Assets	**$ 25,388,495**	**$ 22,279,427**	**$ 16,516,618**	**$ 2,126,749**	**$ 9,758,769**	**$ 20,148,155**	**$ 2,337**	**$ (141,967)**	**$ 96,078,582**

Note- Current Assets are 2.93 times more than Current Liabilities – organization does not have significant current debt and is able to meet financial obligations when due.

TPS, Inc.–Financial Position 12/31/25

TEACH, Inc.

Statement of Financial Position

December 31, 2025

	Teach Academy of Technology	Teach Tech High School	Teach Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School	Teach Public Schools	C & M LLC	Wooten Avila, LLC	TEACH Foundation, Inc	Eliminations	Combined
Liabilities									
Current Liabilities									
Accounts Payable	$ (1,098)	$ 1,150	$ -	$ -	$ -	$ -	$ -		$ 52
Accrued Liabilities	137,292	62,786	815,491	1,356,357	-	-	-		2,371,926
Interest Payable	-	-	-	-	56,079	-	-		56,079
Deferred Revenue	1,701,762	199,906	1,901,913	-	-	-	-		3,803,581
Other Short-term Liabilities	358,701	309,426	213,841	-	-	-	-		881,969
Total Current Liabilities	**2,196,658**	**573,268**	**2,931,246**	**1,356,357**	**56,079**	**-**	**-**	**-**	**7,113,607**
Long-Term Liabilities									
Notes Payable, Net of Current P	-	-	-	-	0	141,967	-	(141,967)	-
Bonds Payable	-	-	-	-	11,565,000	21,490,000	-		33,055,000
Bond Issue Cost	-	-	-	-	(213,078)	(409,601)	-		(622,679)
Discount on Bonds	-	-	-	-	(173,392)	-	-		(173,392)
Premium on Bonds	-	-	-	-	-	1,633,747	-		1,633,747
Other Long-term Liabilities	17,175,859	14,784,854	11,174,097	-	-	-	-	-	43,134,810
Total Long-Term Liabilities	**17,175,859**	**14,784,854**	**11,174,097**	**-**	**11,178,530**	**22,856,113**	**-**	**(141,967)**	**33,892,676**
Total Liabilities	**$ 19,372,516**	**$ 15,358,122**	**$ 14,105,343**	**$ 1,356,357**	**$ 11,234,609**	**$ 22,856,113**	**$ -**	**$ (141,967)**	**$ 84,141,092**
Net Asset	6,015,979	6,921,305	2,411,275	770,392	(1,475,840)	(2,707,958)	2,337	-	11,937,490
Total Liabilities and Net Assets	**$ 25,388,495**	**$ 22,279,427**	**$ 16,516,618**	**$ 2,126,749**	**$ 9,758,769**	**$ 20,148,155**	**$ 2,337**	**$ (141,967)**	**$ 96,078,582**

CHARTER IMPACT

TEACH Academy of Technologies

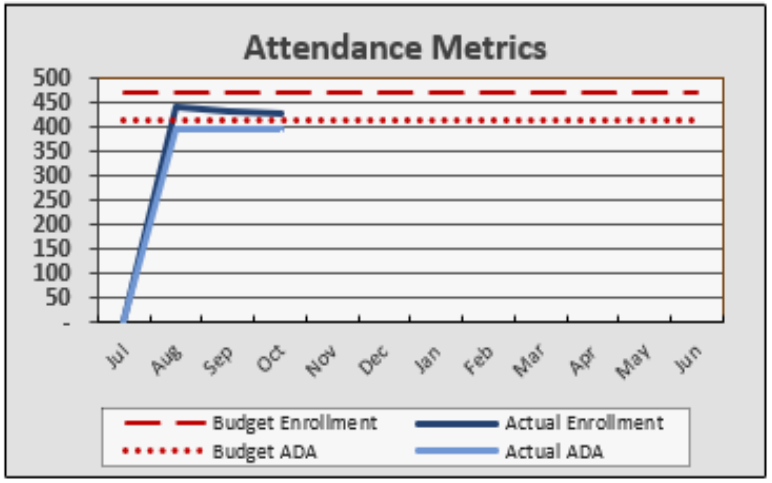
Monthly Financial Presentation – As of December 31st, 2025

TAT – Attendance Data and Metrics

Enrollment and Per Pupil Data

Enrollment & Per Pupil Data	Forecast	Budget
Average Enrollment	426	468
ADA	394.20	411.84
Attendance Rate	92.5%	88.0%
Unduplicated %	98.9%	98.9%
Revenue per ADA	$22,462	$22,266
Expenses per ADA	$23,113	$21,793

Attendance Metrics



ADA is currently projected at 394.20 ADA, which is 17.64 ADA below original approved budget.

TAT - Revenue

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Revenue						
State Aid-Rev Limit	$ 2,356,227	$ 2,431,415	$ (75,188)	$ 5,845,975	$ 6,103,157	$ (257,182)
Federal Revenue	319,119	427,336	(108,217)	1,060,669	1,115,964	(55,295)
Other State Revenue	301,853	329,364	(27,511)	1,716,676	1,750,817	(34,141)
Other Local Revenue	99,321	100,000	(679)	199,321	200,000	(679)
Total Revenue	**$ 3,076,520**	**$ 3,288,115**	**$ (211,595)**	**$ 8,822,641**	**$ 9,169,938**	**$ (347,297)**

Note: Variance explanation(s) on next slide

TAT - Revenue

- **State Aid-Rev: $5.85 MM (projected decrease of $257.2k)-** Due to decrease of 17.64 ADA.
- **Federal Revenue: $1.06MM (projected decrease of $55.3k)-** Due to lower ADA projection.
- **Other State Revenue: $1.72 MM (projected decrease of $34.1k)-** Due to lower projected ADA.
- **Other Local Revenue: $199.3k – (projected decrease of $0.7k)-** Due to higher than projected interest run rate.

TAT – Expenses

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Expenses						
Certificated Salaries	$ 1,036,908	$ 1,045,771	$ 8,863	$ 2,232,484	$ 2,234,011	$ 1,527
Classified Salaries	323,232	322,869	(363)	751,229	658,094	(93,134)
Benefits	523,112	493,112	(30,000)	1,116,957	1,029,840	(87,117)
Books and Supplies	428,580	460,898	32,318	740,725	810,395	69,671
Subagreement Services	267,604	521,425	253,821	1,161,617	1,178,000	16,383
Operations	244,682	196,615	(48,068)	434,483	394,900	(39,583)
Facilities	465,562	486,850	21,288	951,600	973,700	22,100
Professional Services	711,066	734,556	23,490	1,578,150	1,570,112	(8,038)
Depreciation	47,221	55,300	8,079	100,171	110,600	10,429
Interest	2,577	7,728	5,151	2,577	15,456	12,879
Total Expenses	**$ 4,050,546**	**$ 4,325,125**	**$ 274,579**	**$ 9,069,994**	**$ 8,975,109**	**$ (94,885)**

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

TAT - Expense

- **Certificated Salaries: $2.23MM (Projected on Budget Target)**
- **Classified Salaries: $751.2k (Projected increase of $93.1k)-** Due primarily to added 3.0 Aides and .33 Director of Enrollment partially offset by removal of 1.0 clerical salaries.
- **Benefits: $1.12MM (Projected increase of $87.1k) –** Increase based on added positions.
- **Non-Personnel Related Expenses: $4.97MM (Projected savings of $83.8k)-** Savings due primarily to projected reduced costs due to lower ADA offset by some higher run rates.

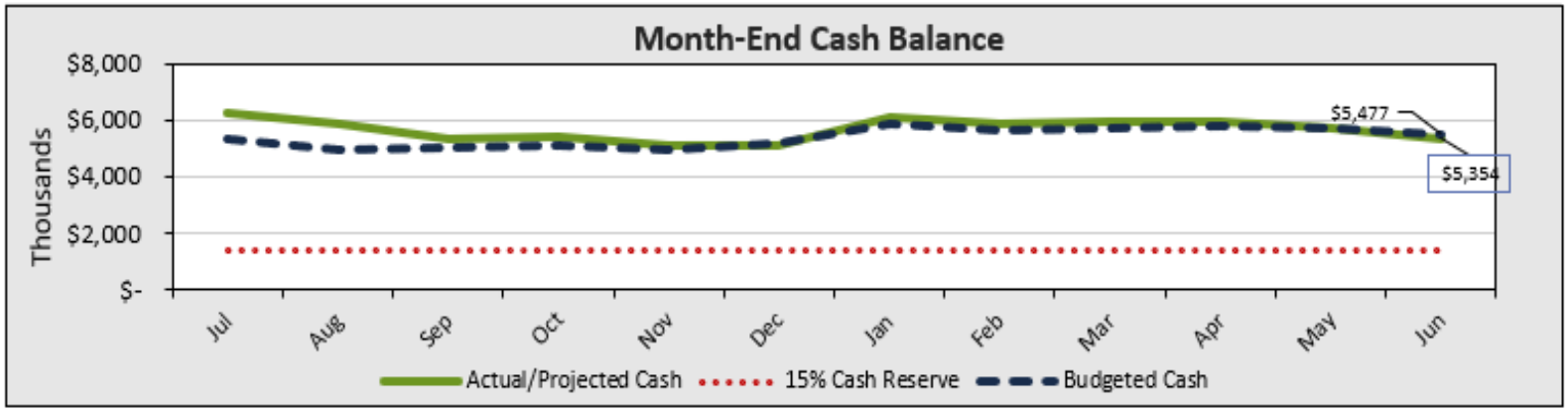
TAT – Fund Balance

- Projected deficit of $247.4k.
- Net assets projected at year-end of $6.74MM= 74.3% of the operating budget.

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Total Surplus(Deficit)	**$ (974,026)**	**$ (1,037,010)**	**$ 62,984**	**$ (247,353)**	**$ 194,829**	**$ (442,182)**
Beginning Fund Balance	6,990,005	6,990,005		6,990,005	6,990,005	
Ending Fund Balance	**$ 6,015,978**	**$ 5,952,994**		**$ 6,742,652**	**$ 7,184,834**	
As a % of Annual Expenses	*66.3%*	*66.3%*		*74.3%*	*80.1%*	

TAT – Cash Balance

- Current Cash Balance as of December Close = $6.12MM.
- Cash projected at 6/30/26= $5.35MM which is 215 DCOH. 45 DCOH required by the bond.
- The Base Rent Coverage Ratio is projected to end at 1.80- bond requirement is 1.10- (Per Bond- Net Income plus Depreciation plus Management Fees plus Base Rent Divided by Base Rent.)



CHARTER IMPACT

TEACH Tech Charter High School

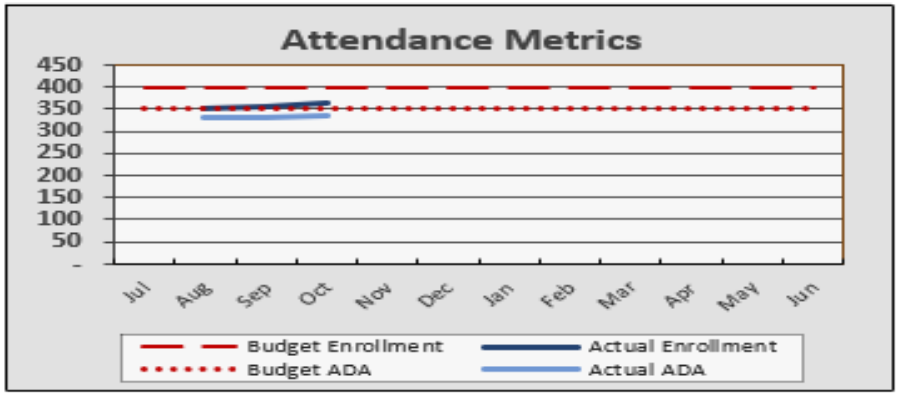
Monthly Financial Presentation – As of December 31st, 2025

TTHS – Attendance Data and Metrics

Enrollment and Per Pupil Data

Enrollment & Per Pupil Data		
	Forecast	**Budget**
Average Enrollment	364	400
ADA	335.47	352.00
Attendance Rate	92.2%	88.0%
Unduplicated %	94.0%	94.0%
Revenue per ADA	$23,377	$23,459
Expenses per ADA	$23,216	$22,877

Attendance Metrics



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

TTHS - Revenue

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Revenue						
State Aid-Rev Limit	$ 2,300,574	$ 2,207,339	$ 93,235	$ 5,941,364	$ 6,233,043	$ (291,679)
Federal Revenue	119,159	278,763	(159,604)	525,868	574,616	(48,748)
Other State Revenue	212,829	174,326	38,502	1,032,457	1,074,870	(42,413)
Other Local Revenue	109,411	187,500	(78,089)	296,911	375,000	(78,089)
Total Revenue	**$ 2,741,973**	**$ 2,847,929**	**$ (105,957)**	**$ 7,796,600**	**$ 8,257,529**	**$ (460,930)**

See next slide for variance explanation(s)

TTHS - Revenue

- **State- Aid Revenue: $5.94MM (Projected Decrease of $291.7k)-** Due to ADA decrease of 16.53 ADA.
- **Federal Revenue: $525.9k (projected decrease of $48.7k)-** Due primarily to ADA decrease.
- **Other State Revenue: $1.03MM (Projected decrease of $42.4k)-** Due primarily ADA decrease.
- **Other Local Revenue: $296.9k (Projected decrease of $78.1k)-** Due to actual Interest run rate.

TTHS - Expenses

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Expenses						
Certificated Salaries	$ 915,306	$ 946,193	$ 30,886	$ 1,977,311	$ 2,046,125	$ 68,814
Classified Salaries	258,495	325,613	67,118	588,073	671,008	82,935
Benefits	395,395	362,596	(32,799)	890,672	767,981	(122,691)
Books and Supplies	381,308	544,901	163,593	705,476	900,242	194,765
Subagreement Services	363,424	359,360	(4,064)	787,964	790,700	2,736
Operations	204,297	209,757	5,460	405,760	421,100	15,340
Facilities	401,579	441,500	39,921	837,751	883,000	45,249
Professional Services	654,998	686,088	31,090	1,474,480	1,485,936	11,456
Depreciation	43,369	35,500	(7,869)	86,719	71,000	(15,719)
Interest	-	7,728	7,728	7,728	15,456	7,728
Total Expenses	**$ 3,618,172**	**$ 3,919,236**	**$ 301,064**	**$ 7,761,934**	**$ 8,052,547**	**$ 290,614**

Note: Variance explanation(s) on next slide

TTHS - Expense

- **Certificated Salaries:$1.98MM-(Projected savings of $68.8k)-** Savings primarily due to 1.0 less FTE than projected partially offset by some lower and higher salaries.
- **Classified Salaries: $588.1k- (Projected savings of $82.9K)-** Savings due primarily to 2 positions not yet filled.
- **Benefits: $890.7k –(projected increase of $122.7K)**- Based on current run rates.
- **Non-Personnel Expenses: $4.31MM- (Projected savings of $261.6k)**- Savings due to decreased costs due primarily to lower ADA.

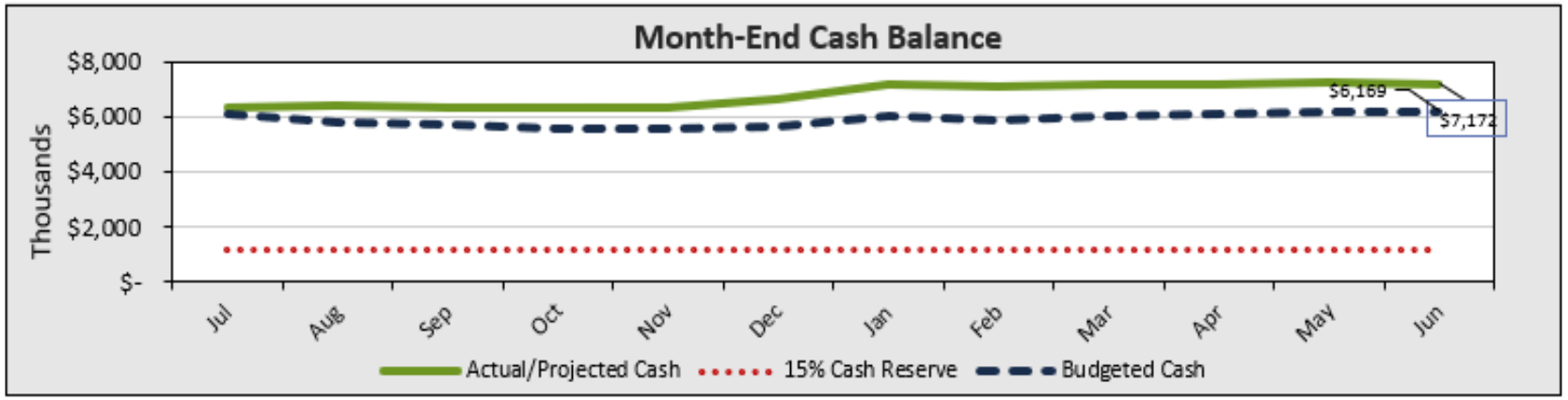
TTHS – Fund Balance

- Projected surplus of $34.7k.
- Net assets projected to end positively at $7.83MM, which is 100.9% of annual expenses.

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Total Surplus(Deficit)	**$ (876,199)**	**$ (1,071,307)**	**$ 195,108**	**$ 34,666**	**$ 204,982**	**$ (170,316)**
Beginning Fund Balance	7,797,504	7,797,504		7,797,504	7,797,504	
Ending Fund Balance	**$ 6,921,304**	**$ 6,726,197**		**$ 7,832,170**	**$ 8,002,486**	
As a % of Annual Expenses	*89.2%*	*83.5%*		*100.9%*	*99.4%*	

TTHS – Cash Balance

- Cash as of December close of $6.66MM.
- Cash projected at 6/30/25 close is $7.17MM which is 337 DCOH. 45 DCOH required by bond.
- The Base Rent Coverage Ratio projected to end at 2.18, Bond requirement is 1.10- (Per Bond-Surplus plus Depreciation plus Management Fees plus Base Rent divided by Base Rent.)



CHARTER IMPACT

TEACH Prep Elementary School

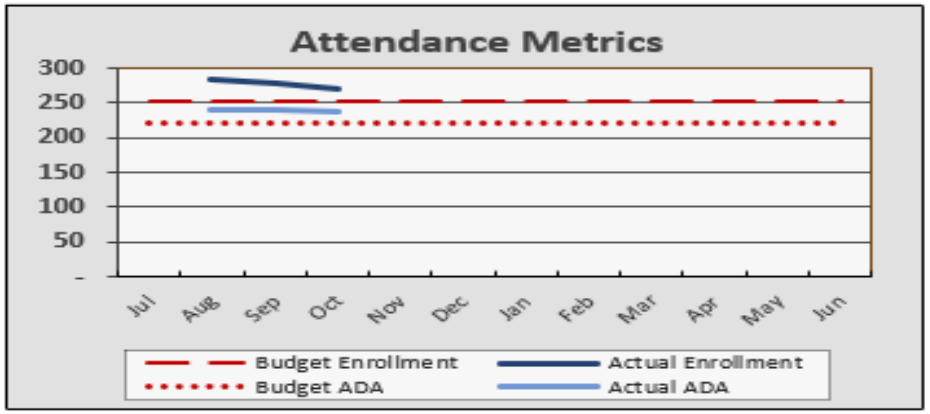
Monthly Financial Presentation – As of December 31st, 2025

TES – Attendance Data and Metrics

Enrollment and Per Pupil Data

Enrollment & Per Pupil Data		
	Forecast	**Budget**
Average Enrollment	253	251
ADA	238.00	238.48
Attendance Rate	94.1%	88.0%
Unduplicated %	98.4%	98.4%
Revenue per ADA	$25,620	$25,626
Expenses per ADA	$25,610	$25,043

Attendance Metrics



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

TES – Revenue

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Revenue						
State Aid-Rev Limit	$ 1,423,559	$ 1,429,366	$ (5,807)	$ 3,799,875	$ 3,772,200	$ 27,675
Federal Revenue	119,399	161,836	(42,437)	406,888	431,032	(24,144)
Other State Revenue	267,820	381,509	(113,689)	1,784,129	1,783,005	1,124
Other Local Revenue	92,376	62,500	29,876	154,876	125,000	29,876
Total Revenue	**$ 1,903,153**	**$ 2,035,211**	**$ (132,057)**	**$ 6,145,768**	**$ 6,111,237**	**$ 34,531**

- **State- Aid Revenue: $3.80MM (Projected increase of $27.7k)-** Based on lower ADA of 0.48.
- **Federal Revenue: $406.9k (Projected decrease of $24.1k)-** Based on lower ADA.
- **Other State Revenue: $1.78MM (Projected increase of $1.1K)-** Primarily due to lower ADA.
- **Other Local Revenue: $154.9k (projected increase of $29.9k)-** Based on actual Interest revenue run rates.

TES – Expenses

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Expenses						
Certificated Salaries	$ 673,680	$ 595,919	$ (77,760)	$ 1,381,877	$ 1,276,129	$ (105,748)
Classified Salaries	282,884	227,871	(55,013)	591,567	481,769	(109,798)
Benefits	322,392	254,963	(67,430)	667,764	537,217	(130,547)
Books and Supplies	363,233	296,598	(66,635)	578,199	517,366	(60,833)
Subagreement Services	235,657	502,167	266,510	891,241	1,158,913	267,672
Operations	99,764	88,153	(11,611)	189,211	177,800	(11,411)
Facilities	293,374	355,850	62,476	690,081	711,700	21,619
Professional Services	427,334	490,071	62,737	1,087,870	1,043,496	(44,374)
Depreciation	26,468	26,250	(218)	52,618	52,500	(118)
Interest	-	7,728	7,728	7,728	15,456	7,728
Total Expenses	**$ 2,724,785**	**$ 2,845,570**	**$ 120,785**	**$ 6,138,156**	**$ 5,972,346**	**$ (165,810)**

Note: Variance explanation(s) on next slide

TES - Expense

- **Certificated Salaries: $1.38MM- (Projected increase of $105.7k)**-Increase due to added 1.0 FTE partially offset due to some salaries slightly lower than projected.
- **Classified Salaries: $591.6K- (Projected increase of $109.8k)**-Increase due to added .33 FTE plus slightly higher overall salaries than projected.
- **Benefits: $667.7k- (Projected increase of $130.5k)-** Increase based on added positions and current actuals.
- **Non-Personnel Expenses: $3.50MM- (Projected savings of $180.3k)-** Increase based on current run rates with largest savings in contracted services. Will monitor contracted services to confirm if this savings will hold.

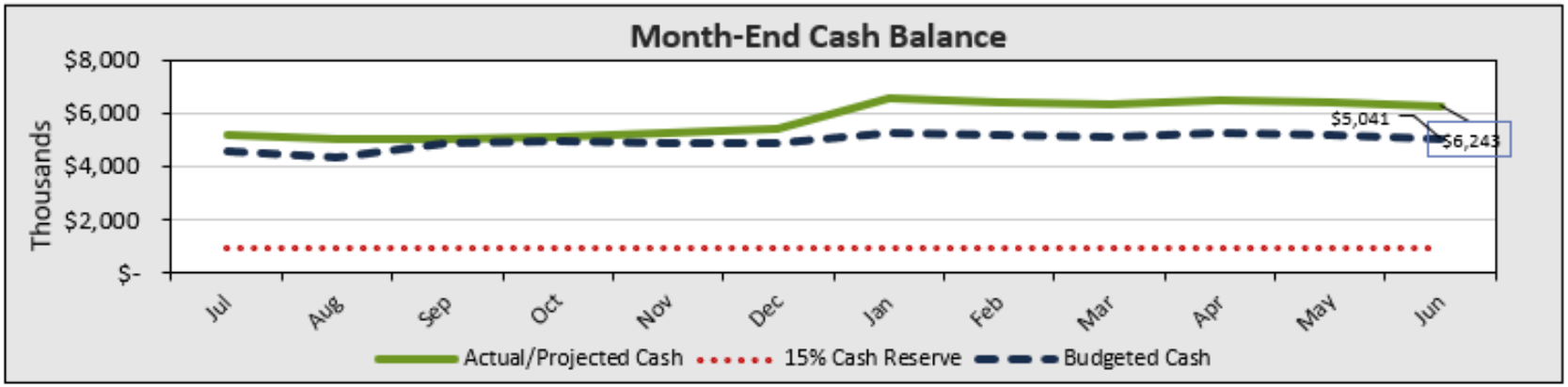
TES – Fund Balance

- Surplus Projected of $7.6k.
- Net assets projected to end positively at $3.24MM which is 52.8% of the total operating expenses.

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Total Surplus(Deficit)	**$ (821,632)**	**$ (810,359)**	**$ (11,272)**	**$ 7,612**	**$ 138,891**	**$ (131,279)**
Beginning Fund Balance	3,232,906	3,232,906		3,232,906	3,232,906	
Ending Fund Balance	**$ 2,411,275**	**$ 2,422,547**		**$ 3,240,518**	**$ 3,371,798**	
As a % of Annual Expenses	*39.3%*	*40.6%*		*52.8%*	*56.5%*	

TES – Cash Balance

- Cash on hand as of December close- $5.38MM.
- Cash projected at Year-end $6.24MM which is 371 DCOH. 45 DCOH required by bond.
- The Base Rent Coverage Ratio projected to end at 2.16- Bond requirement is 1.10- (surplus plus depreciation plus management fees plus base rent divided by base rent.)



CHARTER IMPACT

TEACH Public Schools

Monthly Financial Presentation – As of December 31st, 2025

TPS – Revenue

- Revenue- $2.19MM –Decrease of $56.2k from budgeted primarily due to the decrease of overall ADA.

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Revenue						
Other Local Revenue	743,936	1,124,088	(380,152)	2,191,949	2,248,177	(56,228)
Total Revenue	$ 743,936	$ 1,124,088	$ (380,152)	$ 2,191,949	$ 2,248,177	$ (56,228)

TPS – Expenses

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Expenses						
Certificated Salaries	$ 260,768	$ 274,501	$ 13,733	$ 499,033	$ 549,002	$ 49,969
Classified Salaries	396,019	328,857	(67,162)	688,383	657,714	(30,670)
Benefits	149,215	188,995	39,781	336,162	379,740	43,578
Books and Supplies	13,656	43,500	29,844	51,456	81,300	29,844
Subagreement Services	-	-	-	-	-	-
Operations	26,079	40,085	14,007	71,293	85,300	14,007
Facilities	149	450	301	599	900	301
Professional Services	11,401	16,933	5,532	35,668	41,200	5,532
Depreciation	19,105	20,850	1,745	39,955	41,700	1,745
Interest	-	-	-	-	-	-
Total Expenses	**$ 876,391**	**$ 914,172**	**$ 37,780**	**$ 1,722,550**	**$ 1,836,856**	**$ 114,306**

- Overall savings of $114.3k due primarily to salaries and benefits below projected and current non-personnel run rates below budgeted.

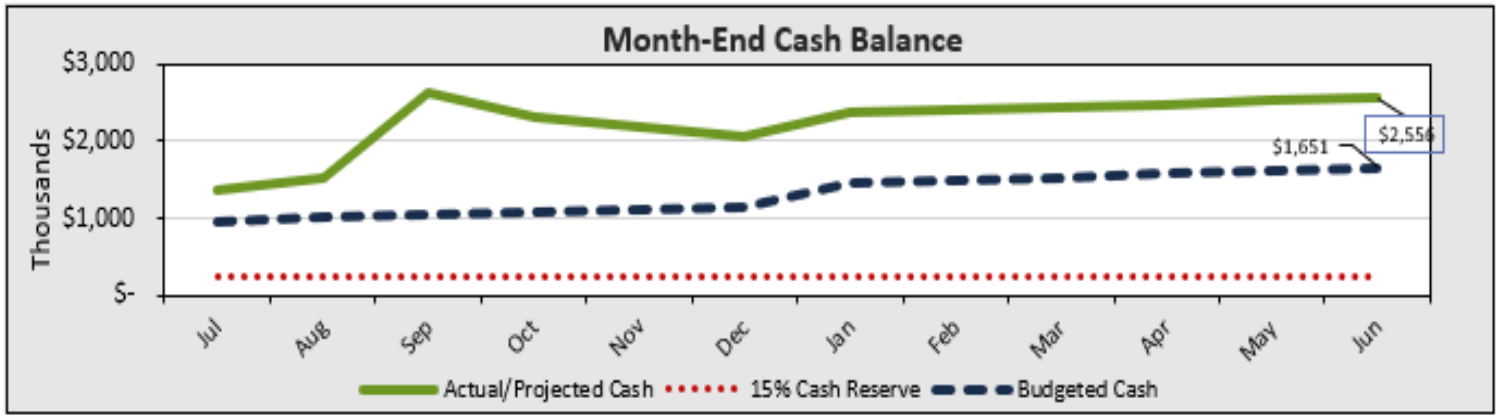
TPS – Fund Balance

- Projected surplus at year-end of $469.4k.
- Ending positive fund balance of $1.37MM- 79.7% of expenses.

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Total Surplus(Deficit)	$ (132,455)	$ 209,916	$ (342,372)	$ 469,399	$ 411,321	$ 58,078
Beginning Fund Balance	902,847	902,847		902,847	902,847	
Ending Fund Balance	$ 770,393	$ 1,112,764		$ 1,372,247	$ 1,314,168	
As a % of Annual Expenses	*44.7%*	*60.6%*		*79.7%*	*71.5%*	

TPS – Cash Balance

- Cash on hand as of December close of $2.06MM.
- Cash Projected at Year-end close is $2.56MM.



Questions & Discussion

Appendix follows, including:

- Monthly Cash Flow/ Forecasts
- Statement of Financial Position
- Statement of Cash Flows
- AP Aging
- Monthly Check Register
- 30-Day Compliance Calendar

TEACH Academy of Technologies

Monthly Cash Flow/Forecast FY25-26

Revised 01/22/2026

Actuals Through: 12/31/2025

ADA = 394.20

		Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Revenues																**ADA =**	**411.84**
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	165,641	165,641	298,154	298,154	298,154	279,913	279,913	237,233	237,233	237,233	237,233	237,229	**2,971,729**	3,543,411	(571,682)
8012	Education Protection Account	-	-	-	262,121	-	-	302,735	-	302,735	-	-	-	343,353	**1,210,943**	846,570	364,373
8096	In Lieu of Property Taxes	-	312,610	138,938	138,938	-	277,876	139,262	139,262	172,139	86,070	86,070	86,070	86,070	**1,663,303**	1,713,176	(49,873)
		-	478,251	304,579	699,213	298,154	576,030	721,909	419,175	712,107	323,302	323,302	323,302	666,651	**5,845,975**	**6,103,157**	**(257,182)**
Federal Revenue																	
8181	Special Education - Entitlement	-	19,102	8,490	8,490	-	16,980	-	-	-	-	-	-	71,398	**124,460**	124,460	-
8220	Federal Child Nutrition	-	-	-	-	3,922	26,303	28,500	28,500	28,500	28,500	28,500	28,500	57,000	**258,225**	313,520	(55,295)
8290	Title I, Part A - Basic Low Income	-	-	-	56,740	-	84,013	-	-	-	55,599	-	-	26,045	**222,397**	222,397	-
8291	Title II, Part A - Teacher Quality	-	-	-	6,171	-	-	6,099	-	-	6,099	-	-	6,027	**24,396**	24,396	-
8293	Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	10,000	-	**10,000**	10,000	-
8296	Other Federal Revenue	-	-	-	84,849	4,059	-	105,298	-	-	105,298	-	-	121,687	**421,191**	421,191	-
		-	19,102	8,490	156,250	7,981	127,296	139,897	28,500	28,500	195,496	28,500	38,500	282,157	**1,060,669**	**1,115,964**	**(55,295)**
Other State Revenue																	
8311	State Special Education	-	68,763	30,561	30,561	-	61,122	37,799	37,799	30,676	30,676	30,676	30,676	30,676	**419,986**	419,986	-
8520	Child Nutrition	-	-	-	-	1,026	6,534	2,698	2,698	2,698	2,698	2,698	2,698	5,395	**29,140**	29,675	(535)
8545	School Facilities (SB740)	-	-	-	-	-	-	267,824	-	-	-	133,912	-	133,912	**535,649**	559,618	(23,970)
8550	Mandated Cost	-	-	-	-	-	8,446	-	-	-	-	-	-	-	**8,446**	8,478	(32)
8560	State Lottery	-	-	-	-	-	-	28,157	-	-	28,157	-	-	51,302	**107,617**	112,432	(4,816)
8598	Prior Year Revenue	-	-	-	-	-	(3,642)	-	-	-	-	-	-	-	**(3,642)**	-	(3,642)
8599	Other State Revenue	7,569	6,626	6,626	68,466	6,051	3,144	150,770	2,306	2,306	150,770	2,306	2,306	210,233	**619,480**	620,627	(1,147)
		7,569	75,389	37,187	99,027	7,077	75,604	487,248	42,802	35,680	212,301	169,592	35,680	431,519	**1,716,676**	**1,750,817**	**(34,141)**
Other Local Revenue																	
8660	Interest Revenue	18,091	18,362	16,796	16,433	15,183	14,456	16,667	16,667	16,667	16,667	16,667	16,667	-	**199,321**	200,000	(679)
		18,091	18,362	16,796	16,433	15,183	14,456	16,667	16,667	16,667	16,667	16,667	16,667	-	**199,321**	**200,000**	**(679)**
Total Revenue		**25,660**	**591,104**	**367,052**	**970,923**	**328,395**	**793,386**	**1,365,721**	**507,144**	**792,953**	**747,766**	**538,061**	**414,149**	**1,380,327**	**8,822,641**	**9,169,938**	**(347,297)**
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	12,082	146,694	145,867	146,981	157,242	139,040	146,320	146,320	146,320	146,320	146,320	146,320	-	**1,625,823**	1,498,393	(127,431)
1175	Teachers' Extra Duty/Stipends	-	-	-	6,454	6,454	-	-	-	-	-	-	-	-	**12,908**	-	(12,908)
1200	Pupil Support Salaries	11,232	14,597	14,110	15,874	18,245	14,200	14,024	14,024	14,024	14,024	14,024	14,024	-	**172,403**	162,040	(10,363)
1300	Administrators' Salaries	23,249	22,249	22,249	58,378	33,378	28,333	30,585	30,585	30,585	30,585	30,585	30,585	-	**371,349**	273,578	(97,771)
1900	Other Certificated Salaries	-	-	-	-	-	-	8,333	8,333	8,333	8,333	8,333	8,333	-	**50,000**	300,000	250,000
		46,563	183,540	182,226	227,687	215,319	181,573	199,263	199,263	199,263	199,263	199,263	199,263	-	**2,232,484**	**2,234,011**	**1,527**
Classified Salaries																	
2100	Instructional Salaries	7,056	19,471	26,886	31,267	23,544	19,150	29,371	29,371	29,371	29,371	29,371	29,371	-	**303,598**	135,921	(167,676)
2200	Support Salaries	-	-	-	-	-	-	2,898	2,898	2,898	2,898	2,898	2,898	-	**17,387**	68,628	51,241
2400	Clerical and Office Staff Salaries	7,529	11,797	18,628	19,028	15,037	9,994	19,064	19,064	19,064	19,064	19,064	19,064	-	**196,395**	282,167	85,771
2900	Other Classified Salaries	12,798	17,990	19,603	20,614	23,410	19,431	20,001	20,001	20,001	20,001	20,001	20,001	-	**233,848**	171,378	(62,470)
		27,383	49,258	65,117	70,909	61,990	48,575	71,333	71,333	71,333	71,333	71,333	71,333	-	**751,229**	**658,094**	**(93,134)**
Benefits																	
3101	STRS	8,042	33,752	30,337	37,874	32,246	33,453	38,163	38,163	38,163	38,163	38,163	38,163	-	**404,682**	426,696	22,014
3202	PERS	8,310	15,036	18,171	18,347	15,016	13,744	21,507	21,507	21,507	21,507	21,507	21,507	-	**217,664**	180,318	(37,346)
3301	OASDI	1,904	3,469	4,422	4,890	4,340	3,402	4,866	4,866	4,866	4,866	4,866	4,866	-	**51,624**	40,802	(10,822)
3311	Medicare	1,070	3,374	3,584	4,326	4,019	3,334	4,031	4,031	4,031	4,031	4,031	4,031	-	**43,892**	41,936	(1,957)
3401	Health and Welfare	26,122	466	1,982	38,714	80,429	36,510	24,000	24,000	24,000	24,000	24,000	24,000	-	**328,224**	280,000	(48,224)
3501	State Unemployment	315	2,760	625	673	291	273	5,390	4,312	2,156	1,078	1,078	1,078	-	**20,029**	19,600	(429)
3601	Workers' Compensation	6,632	2,211	2,211	5,494	2,211	2,211	3,892	3,892	3,892	3,892	3,892	3,892	-	**44,321**	40,489	(3,832)
3901	Other Benefits	751	1,178	1,119	496	1,479	1,498	-	-	-	-	-	-	-	**6,521**	-	(6,521)
		53,146	62,245	62,451	110,815	140,031	94,424	101,849	100,771	98,615	97,537	97,537	97,537	-	**1,116,957**	**1,029,840**	**(87,117)**

TEACH Academy of Technologies

Monthly Cash Flow/Forecast FY25-26

Revised 01/22/2026

Actuals Through: 12/31/2025

ADA = 394.20

		Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Books and Supplies																	
4100	Textbooks and Core Materials	-	6,400	-	-	-	-	-	-	-	-	-	-	-	**6,400**	85,400	79,000
4200	Books and Reference Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	3,000	3,000
4302	School Supplies	127	1,880	7,894	4,051	925	1,445	4,133	4,133	4,133	4,133	4,133	4,133	-	**41,122**	51,800	10,678
4305	Software	35,428	8,055	50,546	3,009	61,506	-	12,600	12,600	12,600	12,600	12,600	12,600	-	**234,144**	157,900	(76,244)
4310	Office Expense	12,153	6,592	5,835	5,405	1,116	8,480	9,125	9,125	9,125	9,125	9,125	9,125	-	**94,330**	114,400	20,070
4311	Business Meals	159	-	-	-	117	-	17	17	17	17	17	17	-	**376**	200	(176)
4312	School Fundraising Expense	-	-	-	-	-	-	25	25	25	25	25	25	-	**150**	300	150
4400	Noncapitalized Equipment	285	9,766	43,358	3,516	-	8,203	-	-	-	-	-	-	-	**65,128**	54,200	(10,928)
4700	Food Services	-	4,632	33,577	49,322	54,799	-	26,124	26,124	26,124	26,124	26,124	26,124	-	**299,074**	343,195	44,121
		48,152	37,325	141,209	65,304	118,463	18,127	52,024	52,024	52,024	52,024	52,024	52,024	-	**740,725**	**810,395**	**69,671**
Subagreement Services																	
5101	Nursing	-	-	-	-	3,355	-	-	-	-	-	-	-	-	**3,355**	-	(3,355)
5102	Special Education	-	861	-	77,655	-	59,031	51,391	51,391	51,391	51,391	51,391	51,391	119,406	**565,300**	565,500	200
5103	Substitute Teacher	-	2,688	8,714	15,539	14,645	(6,840)	11,318	11,318	11,318	11,318	11,318	11,318	-	**102,655**	130,100	27,445
5104	Transportation	-	-	-	-	2,000	-	13,173	13,173	13,173	13,173	13,173	13,173	77,063	**158,100**	158,100	-
5105	Security	1,445	2,122	3,691	18,979	6,206	7,547	5,836	5,836	5,836	5,836	5,836	5,836	-	**75,008**	67,100	(7,908)
5106	Other Educational Consultants	-	-	-	-	26,333	23,633	24,620	24,620	24,620	24,620	24,620	24,620	59,515	**257,200**	257,200	-
		1,445	5,671	12,405	112,173	52,539	83,371	106,338	106,338	106,338	106,338	106,338	106,338	255,984	**1,161,617**	**1,178,000**	**16,383**
Operations and Housekeeping																	
5201	Auto and Travel	10,310	-	-	-	-	-	82	82	82	82	82	82	-	**10,801**	1,000	(9,801)
5300	Dues & Memberships	-	7,495	-	285	-	-	908	908	908	908	908	908	-	**13,230**	11,400	(1,830)
5400	Insurance	26,172	8,724	8,724	8,724	8,724	8,724	8,208	8,208	8,208	8,208	8,208	8,208	-	**119,040**	102,900	(16,140)
5501	Utilities	2,130	5,046	8,970	17,272	24,981	16	8,325	8,325	8,325	8,325	8,325	8,325	-	**108,365**	104,400	(3,965)
5502	Janitorial Services	3,714	22,990	8,493	26,589	10,481	9,109	13,008	13,008	13,008	13,008	13,008	13,008	-	**159,427**	163,000	3,573
5900	Communications	4,193	60	768	386	8,472	1,718	342	342	342	342	342	342	-	**17,647**	4,300	(13,347)
5901	Postage and Shipping	96	21	1,234	21	21	21	760	760	760	760	760	760	-	**5,973**	7,900	1,927
		46,615	44,335	28,188	53,277	52,679	19,588	31,633	31,633	31,633	31,633	31,633	31,633	-	**434,483**	**394,900**	**(39,583)**
Facilities, Repairs and Other Leases																	
5601	Rent	72,648	72,648	72,648	72,648	72,646	72,646	72,623	72,623	72,623	72,623	72,623	72,623	-	**871,623**	868,500	(3,123)
5602	Additional Rent	-	-	-	-	-	-	58	58	58	58	58	58	-	**350**	700	350
5603	Equipment Leases	467	1,214	452	3,594	-	2,973	2,642	2,642	2,642	2,642	2,642	2,642	-	**24,550**	33,200	8,650
5610	Repairs and Maintenance	1,255	2,159	6,691	5,103	3,530	2,240	5,683	5,683	5,683	5,683	5,683	5,683	-	**55,078**	71,300	16,222
		74,370	76,022	79,791	81,345	76,176	77,858	81,006	81,006	81,006	81,006	81,006	81,006	-	**951,600**	**973,700**	**22,100**
Professional/Consulting Services																	
5801	IT	-	-	-	-	-	2,434	17	17	17	17	17	17	-	**2,534**	200	(2,334)
5802	Audit & Taxes	-	5,012	51,620	-	1,400	-	-	-	-	-	-	-	-	**58,032**	15,100	(42,932)
5803	Legal	-	-	26	-	5,765	-	1,875	1,875	1,875	1,875	1,875	1,875	-	**17,041**	23,500	6,459
5804	Professional Development	-	6,000	1,500	-	-	-	2,460	2,460	2,460	2,460	2,460	2,460	-	**22,260**	25,700	3,440
5805	General Consulting	-	667	834	1,500	-	1,000	1,100	1,100	1,100	1,100	1,100	1,100	-	**10,601**	11,500	899
5806	Special Activities/Field Trips	3,849	2,250	3,900	19,051	5,250	3,201	3,667	3,667	-	-	-	-	-	**44,833**	11,500	(33,333)
5807	Bank Charges	159	160	160	159	160	159	280	280	280	280	280	280	-	**2,637**	2,900	263
5808	Printing	-	9,338	2,524	249	-	-	3,750	3,750	3,750	3,750	3,750	3,750	-	**34,611**	39,200	4,589
5809	Other taxes and fees	50	42	500	7	-	-	1,620	1,620	1,620	1,620	1,620	1,620	-	**10,318**	16,900	6,582
5810	Payroll Service Fee	851	851	851	851	851	851	617	617	617	617	617	617	-	**8,805**	7,800	(1,005)
5811	Management Fee	10,595	66,102	44,756	97,457	45,816	85,603	83,862	83,862	83,862	83,862	83,862	83,862	152,842	**1,006,344**	1,046,032	39,688
5812	District Oversight Fee	-	10,730	4,769	4,769	-	9,538	7,219	4,192	7,121	3,233	3,233	3,233	423	**58,460**	61,032	2,572
5813	County Fees	-	-	-	-	2,812	-	1,075	-	-	1,075	-	-	1,075	**6,037**	4,500	(1,537)
5814	SPED Encroachment	-	66,583	29,592	29,592	-	59,184	26,284	6,147	13,661	13,661	13,661	13,661	7,513	**279,539**	292,048	12,509
5815	Public Relations/Recruitment	-	9,139	-	-	-	-	1,160	1,160	1,160	1,160	1,160	1,160	-	**16,099**	12,200	(3,899)
		15,504	176,873	141,031	153,635	62,053	161,970	134,985	110,746	117,522	114,709	113,634	113,634	161,853	**1,578,150**	**1,570,112**	**(8,038)**
Depreciation																	
6900	Depreciation Expense	6,843	8,894	7,931	7,931	8,170	7,452	8,825	8,825	8,825	8,825	8,825	8,825	-	**100,171**	110,600	10,429
		6,843	8,894	7,931	7,931	8,170	7,452	8,825	8,825	8,825	8,825	8,825	8,825	-	**100,171**	**110,600**	**10,429**
Interest																	
7438	Interest Expense	1,288	1,289	-	-	-	-	-	-	-	-	-	-	-	**2,577**	15,456	12,879
		1,288	1,289	-	-	-	-	-	-	-	-	-	-	-	**2,577**	**15,456**	**12,879**
Total Expenses		**321,311**	**645,452**	**720,350**	**883,075**	**787,419**	**692,939**	**787,257**	**761,939**	**766,559**	**762,668**	**761,593**	**761,593**	**417,837**	**9,069,994**	**8,975,109**	**(94,885)**
Monthly Surplus (Deficit)		**(295,652)**	**(54,348)**	**(353,297)**	**87,848**	**(459,024)**	**100,447**	**578,464**	**(254,796)**	**26,394**	**(14,902)**	**(223,532)**	**(347,444)**	**962,489**	**(247,353)**	**194,829**	**(442,182)**

TEACH Academy of Technologies

Monthly Cash Flow/Forecast FY25-26

Revised 01/22/2026

Actuals Through: 12/31/2025

ADA = 394.20

	Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(295,652)	(54,348)	(353,297)	87,848	(459,024)	100,447	578,464	(254,796)	26,394	(14,902)	(223,532)	(347,444)	962,489	**(247,353)**		
Cash flows from operating activities																
Depreciation/Amortization	6,843	8,894	7,931	7,931	8,170	7,452	8,825	8,825	8,825	8,825	8,825	8,825	-	**100,171**		
Public Funding Receivables	758,904	101,671	-	68,985	-	3,642	422,880	-	-	-	-	-	(1,380,327)	**(24,245)**		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Accounts Receivable - Other ARO	7,139	7,939	-	-	(704)	(22,100)	-	-	-	-	-	-	-	**(7,725)**		
Due To/From Related Parties	(212,545)	(274,272)	(178,492)	(55,088)	11,072	(151,387)	-	-	-	-	-	-	-	**(860,712)**		
Prepaid Expenses	9,027	4,285	(1,137)	1,137	(19,229)	27,597	-	-	-	-	-	-	-	**21,680**		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Accounts Payable	(174,198)	(134,171)	-	-	2,645	1,711	-	-	-	-	-	-	417,837	**113,825**		
Accrued Expenses	(96,698)	(23,040)	(5,131)	(9,235)	(9,237)	(9,235)	-	-	-	-	-	-	-	**(152,576)**		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Deferred Revenue	227,991	23,143	23,143	(44,327)	167,435	92,545	-	-	-	-	-	-	-	**489,930**		
Cash flows from investing activities																
Purchases of Prop. And Equip.	(51,575)	(50,630)	(18,000)	-	(9,186)	-	-	-	-	-	-	-	-	**(129,391)**		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Proceeds(Payments) on Debt	(4,433)	(4,433)	-	-	-	-	-	-	-	-	-	-	-	**(8,865)**		
Total Change in Cash	174,804	(394,962)	(524,983)	57,249	(308,058)	50,673	1,010,169	(245,971)	35,219	(6,077)	(214,707)	(338,619)				
Cash, Beginning of Month	6,059,320	6,234,124	5,839,163	5,314,179	5,371,429	5,063,371	5,114,044	6,124,214	5,878,243	5,913,462	5,907,385	5,692,677				
Cash, End of Month	**6,234,124**	**5,839,163**	**5,314,179**	**5,371,429**	**5,063,371**	**5,114,044**	**6,124,214**	**5,878,243**	**5,913,462**	**5,907,385**	**5,692,677**	**5,354,058**				

TEACH Tech Charter High

Monthly Cash Flow/Forecast FY25-26

Revised 01/22/2026

Actuals Through: 12/31/2025

ADA = 335.47

		Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Revenues																**ADA =**	**352.00**
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	216,202	216,202	389,164	389,164	389,164	388,634	388,634	416,322	416,322	416,322	416,322	416,322	**4,458,774**	4,698,390	(239,616)
8012	Education Protection Account	-	-	-	16,222	-	-	16,774	-	16,774	-	-	-	17,325	**67,094**	70,400	(3,306)
8096	In Lieu of Property Taxes	-	246,405	109,512	109,513	-	219,026	109,668	109,668	170,568	85,284	85,284	85,284	85,284	**1,415,496**	1,464,253	(48,757)
		-	462,607	325,714	514,899	389,164	608,190	515,076	498,302	603,663	501,606	501,606	501,606	518,931	**5,941,364**	**6,233,043**	**(291,679)**
Federal Revenue																	
8181	Special Education - Entitlement	-	15,057	6,692	6,692	-	13,384	-	-	-	-	-	-	50,050	**91,875**	91,875	-
8220	Federal Child Nutrition	-	-	-	-	2,831	18,642	23,052	23,052	23,052	23,052	23,052	23,052	46,105	**205,891**	254,639	(48,748)
8290	Title I, Part A - Basic Low Income	-	-	-	-	-	51,954	-	48,530	-	-	48,530	-	45,105	**194,118**	194,118	-
8291	Title II, Part A - Teacher Quality	-	-	-	-	-	3,907	-	5,012	-	-	5,012	-	6,117	**20,048**	20,048	-
8296	Other Federal Revenue	-	-	-	-	-	-	3,484	-	-	3,484	-	-	6,968	**13,936**	13,936	-
		-	15,057	6,692	6,692	2,831	87,887	26,536	76,594	23,052	26,536	76,594	23,052	154,345	**525,868**	**574,616**	**(48,748)**
Other State Revenue																	
8311	State Special Education	-	54,201	24,088	24,089	-	48,178	29,766	29,766	26,284	26,284	26,284	26,284	26,284	**341,508**	358,336	(16,828)
8520	Child Nutrition	-	-	-	-	801	4,777	2,182	2,182	2,182	2,182	2,182	2,182	4,364	**23,034**	24,102	(1,068)
8545	School Facilities (SB740)	-	-	-	-	-	-	227,923	-	-	-	113,961	-	113,961	**455,845**	478,306	(22,461)
8550	Mandated Cost	-	-	-	-	-	18,885	-	-	-	-	-	-	-	**18,885**	18,554	331
8560	State Lottery	-	-	-	-	-	-	22,174	-	-	22,174	-	-	47,236	**91,583**	96,096	(4,513)
8598	Prior Year Revenue	-	-	-	-	-	3,200	-	-	-	-	-	-	-	**3,200**	-	3,200
8599	Other State Revenue	6,417	5,022	5,022	12,159	3,511	2,478	21,111	1,962	1,962	21,111	1,962	1,962	13,719	**98,401**	99,475	(1,074)
		6,417	59,223	29,110	36,248	4,312	77,518	303,156	33,911	30,428	71,751	144,390	30,428	205,564	**1,032,457**	**1,074,870**	**(42,413)**
Other Local Revenue																	
8660	Interest Revenue	14,460	19,892	19,878	19,376	18,142	17,663	31,250	31,250	31,250	31,250	31,250	31,250	-	**296,911**	375,000	(78,089)
		14,460	19,892	19,878	19,376	18,142	17,663	31,250	31,250	31,250	31,250	31,250	31,250	-	**296,911**	**375,000**	**(78,089)**
Total Revenue		**20,877**	**556,779**	**381,394**	**577,215**	**414,449**	**791,258**	**876,018**	**640,057**	**688,394**	**631,143**	**753,839**	**586,337**	**878,840**	**7,796,600**	**8,257,529**	**(460,930)**
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	26,358	154,465	136,498	50,581	134,981	131,782	128,758	128,758	128,758	128,758	128,758	128,758	-	**1,407,212**	1,586,754	179,541
1175	Teachers' Extra Duty/Stipends	-	-	-	4,533	4,533	-	-	-	-	-	-	-	-	**9,066**	-	(9,066)
1200	Pupil Support Salaries	16,613	16,613	16,613	16,613	21,597	18,113	17,406	17,406	17,406	17,406	17,406	17,406	-	**210,599**	193,870	(16,728)
1300	Administrators' Salaries	24,375	16,667	16,667	63,248	24,042	20,417	30,836	30,836	30,836	30,836	30,836	30,836	-	**350,433**	265,501	(84,932)
		67,346	187,744	169,778	134,974	185,153	170,312	177,001	177,001	177,001	177,001	177,001	177,001	-	**1,977,311**	**2,046,125**	**68,814**
Classified Salaries																	
2100	Instructional Salaries	-	3,048	4,056	5,507	7,251	4,868	10,298	10,298	10,298	10,298	10,298	10,298	-	**86,517**	113,277	26,760
2200	Support Salaries	5,883	3,379	3,686	4,091	2,826	2,458	6,848	6,848	6,848	6,848	6,848	6,848	-	**63,410**	104,324	40,914
2400	Clerical and Office Staff Salaries	10,088	10,361	11,896	12,173	14,058	10,693	14,171	14,171	14,171	14,171	14,171	14,171	-	**154,295**	170,054	15,759
2900	Other Classified Salaries	20,833	22,780	23,228	23,764	29,045	22,524	23,613	23,613	23,613	23,613	23,613	23,613	-	**283,851**	283,353	(498)
		36,803	39,568	42,866	45,535	53,180	40,543	54,930	54,930	54,930	54,930	54,930	54,930	-	**588,073**	**671,008**	**82,935**
Benefits																	
3101	STRS	10,325	36,605	29,161	21,100	26,993	31,384	33,726	33,726	33,726	33,726	33,726	33,726	-	**357,924**	390,810	32,886
3301	OASDI	2,258	2,433	2,637	2,802	3,276	2,509	3,718	3,718	3,718	3,718	3,718	3,718	-	**38,223**	41,602	3,379
3311	Medicare	1,447	3,344	3,076	2,613	3,450	3,056	3,427	3,427	3,427	3,427	3,427	3,427	-	**37,552**	39,398	1,847
3401	Health and Welfare	35,567	970	1,808	27,470	57,678	42,359	36,250	36,250	36,250	36,250	36,250	36,250	-	**383,352**	240,000	(143,352)
3501	State Unemployment	42	819	0	130	273	416	4,532	3,626	1,813	906	906	906	-	**14,371**	18,130	3,759
3601	Workers' Compensation	6,652	2,217	2,217	6,254	2,217	2,217	3,309	3,309	3,309	3,309	3,309	3,309	-	**41,631**	38,040	(3,591)
3901	Other Benefits	1,768	3,526	3,294	2,955	2,953	3,124	-	-	-	-	-	-	-	**17,619**	-	(17,619)
		58,057	49,915	42,193	63,324	96,841	85,065	84,964	84,057	82,244	81,338	81,338	81,338	-	**890,672**	**767,981**	**(122,691)**

TEACH Tech Charter High

Monthly Cash Flow/Forecast FY25-26

Revised 01/22/2026

Actuals Through: 12/31/2025

ADA = 335.47

		Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Books and Supplies																	
4100	Textbooks and Core Materials	10,912	1,207	-	-	2,750	-	-	-	-	-	-	-	-	**14,869**	121,300	106,431
4200	Books and Reference Materials	-	-	-	-	-	-	2,800	2,800	2,800	-	-	-	-	**8,400**	14,700	6,300
4302	School Supplies	3,162	17,270	10,015	53	6,292	1,667	7,650	7,650	7,650	7,650	7,650	7,650	-	**84,360**	96,400	12,040
4305	Software	82,277	21,603	5,559	1,504	50,487	-	14,775	14,775	14,775	14,775	14,775	14,775	-	**250,081**	192,000	(58,081)
4310	Office Expense	15,399	2,200	3,264	3,467	301	842	9,383	9,383	9,383	9,383	9,383	9,383	-	**81,772**	118,100	36,328
4311	Business Meals	-	-	-	70	-	-	8	8	8	8	8	8	-	**120**	100	(20)
4400	Noncapitalized Equipment	-	2,036	43,895	592	-	355	-	-	-	-	-	-	-	**46,880**	78,900	32,020
4700	Food Services	-	3,828	24,255	33,779	32,187	78	20,811	20,811	20,811	20,811	20,811	20,811	-	**218,994**	278,742	59,747
		111,750	48,145	86,989	39,465	92,017	2,942	55,428	55,428	55,428	52,628	52,628	52,628	-	**705,476**	**900,242**	**194,765**
Subagreement Services																	
5101	Nursing	-	-	-	-	-	1,556	-	-	-	-	-	-	-	**1,556**	-	(1,556)
5102	Special Education	-	-	-	105,778	-	72,394	28,455	28,455	28,455	28,455	28,455	28,455	-	**348,899**	328,400	(20,499)
5103	Substitute Teacher	-	11,396	24,005	58,703	24,319	15,791	15,200	15,200	15,200	15,200	15,200	15,200	-	**225,414**	175,400	(50,014)
5104	Transportation	-	-	-	-	2,000	2,611	17,200	17,200	17,200	17,200	17,200	17,200	17,200	**125,011**	205,900	80,889
5105	Security	2,198	1,045	3,326	24,207	5,043	9,053	6,945	6,945	6,945	6,945	6,945	6,945	-	**86,544**	80,100	(6,444)
5106	Other Educational Consultants	-	-	-	-	-	-	90	90	90	90	90	90	-	**540**	900	360
		2,198	12,441	27,331	188,688	31,362	101,404	67,890	67,890	67,890	67,890	67,890	67,890	17,200	**787,964**	**790,700**	**2,736**
Operations and Housekeeping																	
5201	Auto and Travel	-	-	-	-	-	-	45	45	45	45	45	45	-	**273**	500	227
5300	Dues & Memberships	-	7,413	-	285	-	-	1,000	1,000	1,000	1,000	1,000	1,000	-	**13,698**	12,600	(1,098)
5400	Insurance	20,629	6,876	6,876	6,876	6,876	6,876	7,592	7,592	7,592	7,592	7,592	7,592	-	**100,560**	95,600	(4,960)
5501	Utilities	11,654	13,223	16,245	13,472	10,065	-	10,292	10,292	10,292	10,292	10,292	10,292	-	**126,409**	129,600	3,191
5502	Janitorial Services	1,847	19,709	5,999	21,535	5,608	7,845	11,883	11,883	11,883	11,883	11,883	11,883	-	**133,842**	149,600	15,758
5900	Communications	4,191	340	156	219	8,410	1,072	2,025	2,025	2,025	2,025	2,025	2,025	-	**26,538**	25,500	(1,038)
5901	Postage and Shipping	-	-	-	-	-	-	740	740	740	740	740	740	-	**4,440**	7,700	3,260
		38,321	47,560	29,276	42,388	30,959	15,793	33,577	33,577	33,577	33,577	33,577	33,577	-	**405,760**	**421,100**	**15,340**
Facilities, Repairs and Other Leases																	
5601	Rent	61,626	61,626	61,626	61,624	60,834	60,834	62,462	62,462	62,462	62,462	62,462	62,462	-	**742,943**	754,200	11,257
5602	Additional Rent	-	-	-	-	-	-	17	17	17	17	17	17	-	**100**	200	100
5603	Equipment Leases	467	1,070	744	2,071	1,755	-	1,442	1,442	1,442	1,442	1,442	1,442	-	**14,757**	18,100	3,343
5610	Repairs and Maintenance	3,089	5,643	1,378	4,086	5,107	7,998	8,775	8,775	8,775	8,775	8,775	8,775	-	**79,951**	110,500	30,549
		65,182	68,339	63,748	67,781	67,696	68,832	72,695	72,695	72,695	72,695	72,695	72,695	-	**837,751**	**883,000**	**45,249**
Professional/Consulting Services																	
5801	IT	-	-	-	-	-	2,433	208	208	208	208	208	208	-	**3,683**	2,600	(1,083)
5802	Audit & Taxes	-	5,010	51,604	-	1,400	-	-	-	-	-	-	-	-	**58,014**	16,400	(41,614)
5803	Legal	-	-	26	-	-	-	850	850	850	850	850	850	-	**5,126**	10,700	5,574
5804	Professional Development	-	4,500	-	-	1,500	-	3,710	3,710	3,710	3,710	3,710	3,710	-	**28,260**	38,900	10,640
5805	General Consulting	-	667	833	1,500	-	1,000	2,130	2,130	2,130	2,130	2,130	2,130	-	**16,780**	22,300	5,520
5806	Special Activities/Field Trips	-	600	2,500	34,568	10,449	16,225	15,167	15,167	-	-	-	-	-	**94,675**	50,000	(44,675)
5807	Bank Charges	442	442	443	442	442	442	830	830	830	830	830	830	-	**7,633**	8,700	1,067
5808	Printing	-	9,335	-	-	-	-	4,500	4,500	4,500	4,500	4,500	4,500	-	**36,335**	47,200	10,865
5809	Other taxes and fees	-	3,906	632	4,423	1,270	-	1,000	1,000	1,000	1,000	1,000	1,000	-	**16,231**	10,500	(5,731)
5810	Payroll Service Fee	851	851	851	851	851	851	633	633	633	633	633	633	-	**8,903**	8,000	(903)
5811	Management Fee	10,139	62,641	45,918	63,618	50,028	84,551	74,072	74,072	74,072	74,072	74,072	74,072	127,534	**888,859**	941,292	52,433
5812	District Oversight Fee	-	10,131	4,503	4,503	-	9,006	5,151	4,983	6,037	5,016	5,016	5,016	52	**59,414**	62,330	2,917
5813	County Fees	-	-	-	-	2,040	-	1,125	-	-	1,125	-	-	1,125	**5,415**	4,700	(715)
5814	SPED Encroachment	-	52,482	23,325	23,325	-	46,650	22,465	6,268	13,929	13,929	13,929	13,929	7,661	**237,892**	249,614	11,722
5815	Public Relations/Recruitment	-	-	-	-	-	-	1,210	1,210	1,210	1,210	1,210	1,210	-	**7,260**	12,700	5,440
		11,431	150,565	130,636	133,229	67,980	161,157	133,051	115,561	109,109	109,213	108,088	108,088	136,372	**1,474,480**	**1,485,936**	**11,456**
Depreciation																	
6900	Depreciation Expense	6,367	8,136	7,225	7,225	7,208	7,208	7,225	7,225	7,225	7,225	7,225	7,225	-	**86,719**	71,000	(15,719)
		6,367	8,136	7,225	7,225	7,208	7,208	7,225	7,225	7,225	7,225	7,225	7,225	-	**86,719**	**71,000**	**(15,719)**
Interest																	
7438	Interest Expense	-	-	-	-	-	-	1,288	1,288	1,288	1,288	1,288	1,288	-	**7,728**	15,456	7,728
		-	-	-	-	-	-	1,288	1,288	1,288	1,288	1,288	1,288	-	**7,728**	**15,456**	**7,728**
Total Expenses		**397,455**	**612,415**	**600,041**	**722,607**	**632,396**	**653,257**	**688,048**	**669,652**	**661,387**	**657,785**	**656,660**	**656,660**	**153,572**	**7,761,934**	**8,052,547**	**290,614**
Monthly Surplus (Deficit)		**(376,578)**	**(55,636)**	**(218,647)**	**(145,392)**	**(217,947)**	**138,001**	**187,970**	**(29,595)**	**27,007**	**(26,641)**	**97,180**	**(70,323)**	**725,268**	**34,666**	**204,982**	**(170,316)**

TEACH Tech Charter High

Monthly Cash Flow/Forecast FY25-26

Revised 01/22/2026

Actuals Through: 12/31/2025

ADA = 335.47

	Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(376,578)	(55,636)	(218,647)	(145,392)	(217,947)	138,001	187,970	(29,595)	27,007	(26,641)	97,180	(70,323)	725,268	**34,666**		
Cash flows from operating activities																
Depreciation/Amortization	6,367	8,136	7,225	7,225	7,208	7,208	7,225	7,225	7,225	7,225	7,225	7,225	-	**86,719**		
Public Funding Receivables	489,546	73,081	-	31,130	-	31,257	283,691	-	-	-	-	-	(878,840)	**29,867**		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Accounts Receivable - Other ARO	12,340	3,355	-	-	-	-	-	-	-	-	-	-	-	**15,695**		
Due To/From Related Parties	50,101	145,883	145,431	98,376	156,922	142,911	-	-	-	-	-	-	-	**739,625**		
Prepaid Expenses	83,771	(2,686)	(1,137)	1,137	(7,743)	-	-	-	-	-	-	-	-	**73,342**		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Accounts Payable	(76,766)	(73,965)	-	40	7,669	910	-	-	-	-	-	-	153,572	**11,459**		
Accrued Expenses	9,413	(5,102)	-	5,226	(789)	(49,111)	-	-	-	-	-	-	-	**(40,363)**		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Deferred Revenue	-	-	-	(3,120)	82,741	50,929	-	-	-	-	-	-	-	**130,550**		
Cash flows from investing activities																
Purchases of Prop. And Equip.	(3,360)	(34,680)	(3,126)	-	-	-	-	-	-	-	-	-	-	**(41,166)**		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Total Change in Cash	194,833	58,387	(70,253)	(5,378)	28,060	322,106	478,886	(22,370)	34,232	(19,416)	104,405	(63,098)				
Cash, Beginning of Month	6,132,076	6,326,909	6,385,296	6,315,043	6,309,665	6,337,725	6,659,831	7,138,717	7,116,347	7,150,580	7,131,163	7,235,568				
Cash, End of Month	**6,326,909**	**6,385,296**	**6,315,043**	**6,309,665**	**6,337,725**	**6,659,831**	**7,138,717**	**7,116,347**	**7,150,580**	**7,131,163**	**7,235,568**	**7,172,470**				

TEACH Prep Elementary School

Monthly Cash Flow/Forecast FY25-26

Revised 01/22/2026

Actuals Through: 12/31/2025

ADA = 238.00

		Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Revenues																**ADA =**	**238.48**
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	134,817	134,817	242,671	242,671	242,671	243,978	243,978	252,489	252,489	252,489	252,489	252,489	**2,748,048**	2,732,473	15,575
8012	Education Protection Account	-	-	-	11,687	-	-	11,900	-	11,900	-	-	-	12,113	**47,600**	47,696	(96)
8096	In Lieu of Property Taxes	-	59,175	118,350	78,900	78,900	78,900	79,251	79,251	143,833	71,917	71,917	71,917	71,917	**1,004,227**	992,031	12,196
		-	193,992	253,167	333,258	321,571	321,571	335,129	323,229	408,222	324,406	324,406	324,406	336,519	**3,799,875**	**3,772,200**	**27,675**
Federal Revenue																	
8181	Special Education - Entitlement	-	3,616	7,232	4,821	4,821	4,821	-	-	-	-	-	-	99,149	**124,460**	124,460	-
8220	Federal Child Nutrition	-	-	-	-	3,390	26,379	17,164	17,164	17,164	17,164	17,164	17,164	34,327	**167,077**	180,574	(13,497)
8290	Title I, Part A - Basic Low Income	-	-	-	30,870	-	37,831	-	-	-	-	-	-	36,724	**105,425**	105,425	-
8291	Title II, Part A - Teacher Quality	-	-	-	3,346	-	-	-	-	-	-	-	-	7,227	**10,573**	10,573	-
8293	Title III - Limited English	-	-	-	419	-	-	-	-	-	-	-	-	(419)	**-**	0	(0)
8296	Other Federal Revenue	-	-	-	-	2,500	-	2,500	-	-	2,500	-	-	2,500	**10,000**	10,000	-
8299	Prior Year Federal Revenue	-	-	-	(10,647)	-	-	-	-	-	-	-	-	-	**(10,647)**	-	(10,647)
		-	3,616	7,232	28,809	10,711	69,031	19,664	17,164	17,164	19,664	17,164	17,164	179,508	**406,888**	**431,032**	**(24,144)**
Other State Revenue																	
8311	State Special Education	-	13,016	26,033	17,355	17,355	17,355	21,511	21,511	21,630	21,630	21,630	21,630	21,630	**242,284**	242,773	(489)
8520	Child Nutrition	-	-	-	-	886	6,345	1,625	1,625	1,625	1,625	1,625	1,625	3,249	**20,227**	17,092	3,136
8545	School Facilities (SB740)	-	-	-	-	-	-	161,700	-	-	-	80,850	-	80,850	**323,400**	324,053	(652)
8550	Mandated Cost	-	-	-	-	-	4,796	-	-	-	-	-	-	-	**4,796**	4,825	(29)
8560	State Lottery	-	-	-	-	-	-	16,024	-	-	16,024	-	-	32,927	**64,974**	65,105	(131)
8598	Prior Year Revenue	-	-	-	-	-	(680)	-	-	-	-	-	-	-	**(680)**	-	(680)
8599	Other State Revenue	4,363	3,805	3,805	148,817	2,784	1,785	279,807	1,392	1,392	279,807	1,392	1,392	398,586	**1,129,127**	1,129,158	(31)
		4,363	16,821	29,838	166,172	21,025	29,601	480,666	24,527	24,647	319,085	105,497	24,647	537,242	**1,784,129**	**1,783,005**	**1,124**
Other Local Revenue																	
8660	Interest Revenue	15,053	15,511	16,005	15,683	14,411	14,214	10,417	10,417	10,417	10,417	10,417	10,417	-	**153,376**	125,000	28,376
8690	Other Local Revenue	-	-	1,500	-	-	-	-	-	-	-	-	-	-	**1,500**	-	1,500
		15,053	15,511	17,505	15,683	14,411	14,214	10,417	10,417	10,417	10,417	10,417	10,417	-	**154,876**	**125,000**	**29,876**
Total Revenue		**19,416**	**229,940**	**307,742**	**543,921**	**367,718**	**434,417**	**845,875**	**375,337**	**460,449**	**673,570**	**457,482**	**376,632**	**1,053,268**	**6,145,768**	**6,111,237**	**34,531**
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	11,797	80,698	74,158	133,161	101,012	87,582	89,106	89,106	89,106	89,106	89,106	89,106	-	**1,023,048**	927,193	(95,855)
1175	Teachers' Extra Duty/Stipends	-	-	-	8,559	14,780	-	-	-	-	-	-	-	-	**23,339**	-	(23,339)
1200	Pupil Support Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	100,000	100,000
1300	Administrators' Salaries	20,739	20,739	20,739	20,739	20,739	20,739	20,745	20,745	20,745	20,745	20,745	20,745	-	**248,900**	248,936	36
1900	Other Certificated Salaries	-	7,500	7,500	7,500	7,500	7,500	8,182	8,182	8,182	8,182	8,182	8,182	-	**86,591**	-	(86,591)
		32,536	108,937	102,397	169,959	144,031	115,821	118,033	118,033	118,033	118,033	118,033	118,033	-	**1,381,877**	**1,276,129**	**(105,748)**
Classified Salaries																	
2100	Instructional Salaries	5,527	22,088	29,152	34,864	32,457	27,289	26,027	26,027	26,027	26,027	26,027	26,027	-	**307,536**	286,293	(21,243)
2200	Support Salaries	-	-	-	-	-	-	2,898	2,898	2,898	2,898	2,898	2,898	-	**17,386**	-	(17,386)
2400	Clerical and Office Staff Salaries	9,522	10,257	10,416	10,822	12,311	9,218	10,315	10,315	10,315	10,315	10,315	10,315	-	**124,434**	123,774	(659)
2900	Other Classified Salaries	10,171	11,341	11,595	12,346	13,319	10,191	12,208	12,208	12,208	12,208	12,208	12,208	-	**142,211**	71,701	(70,510)
		25,219	43,685	51,163	58,033	58,086	46,698	51,447	51,447	51,447	51,447	51,447	51,447	-	**591,567**	**481,769**	**(109,798)**
Benefits																	
3101	STRS	6,214	20,807	17,429	29,838	22,018	22,122	21,520	21,520	21,520	21,520	21,520	21,520	-	**247,549**	243,741	(3,809)
3301	OASDI	1,556	2,701	3,164	3,590	3,593	2,887	3,188	3,188	3,188	3,188	3,188	3,188	-	**36,622**	34,197	(2,425)
3311	Medicare	836	2,209	2,222	3,302	2,926	2,349	2,379	2,379	2,379	2,379	2,379	2,379	-	**28,117**	26,502	(1,615)
3401	Health and Welfare	20,990	1,513	1,708	28,815	67,170	26,455	26,250	26,250	26,250	26,250	26,250	26,250	-	**304,152**	192,000	(112,152)
3501	State Unemployment	-	523	30	103	91	62	4,130	3,304	1,652	826	826	826	-	**12,373**	15,190	2,817
3601	Workers' Compensation	4,334	1,445	1,445	3,892	1,445	1,445	2,297	2,297	2,297	2,297	2,297	2,297	-	**27,786**	25,588	(2,198)
3901	Other Benefits	1,122	1,872	1,801	2,427	1,968	1,975	-	-	-	-	-	-	-	**11,165**	-	(11,165)
		35,051	31,069	27,799	71,966	99,211	57,295	59,765	58,939	57,287	56,461	56,461	56,461	-	**667,764**	**537,217**	**(130,547)**

TEACH Prep Elementary School

Monthly Cash Flow/Forecast FY25-26

Revised 01/22/2026

Actuals Through: 12/31/2025

ADA = 238.00

		Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Books and Supplies																	
4100	Textbooks and Core Curricula	76,473	10,357	5,383	-	260	-	-	-	-	-	-	-	-	**92,473**	70,600	(21,873)
4302	School Supplies	7,745	7,032	5,968	419	336	866	2,058	2,058	2,058	2,058	2,058	2,058	-	**34,716**	24,700	(10,016)
4305	Software	31,701	7,073	23,891	2,038	8,320	3,073	10,267	10,267	10,267	10,267	10,267	10,267	-	**137,696**	123,400	(14,296)
4310	Office Expense	5,892	2,718	886	3,409	1,687	1,818	6,350	6,350	6,350	6,350	6,350	6,350	-	**54,510**	76,300	21,790
4311	Business Meals	-	-	-	-	91	218	125	125	125	125	125	125	-	**1,059**	1,500	441
4400	Noncapitalized Equipment	35,757	355	-	590	5,201	1,250	-	-	-	-	-	-	-	**43,153**	23,200	(19,953)
4700	Food Services	-	4,817	29,497	37,844	40,266	-	17,028	17,028	17,028	17,028	17,028	17,028	-	**214,590**	197,666	(16,924)
		157,568	32,352	65,626	44,300	56,162	7,226	35,828	35,828	35,828	35,828	35,828	35,828	-	**578,199**	**517,366**	**(60,833)**
Subagreement Services																	
5102	Special Education	-	3,536	560	67,126	-	49,025	36,300	36,300	36,300	36,300	36,300	36,300	-	**338,046**	400,100	62,054
5103	Substitute Teacher	-	2,692	6,289	23,225	11,860	3,292	6,173	6,173	6,173	6,173	6,173	6,173	-	**84,393**	68,100	(16,293)
5104	Transportation	-	-	-	-	2,000	-	17,736	17,736	17,736	17,736	17,736	17,736	-	**108,418**	195,800	87,382
5105	Security	1,196	598	2,051	12,525	2,521	4,371	3,964	3,964	3,964	3,964	3,964	3,964	-	**47,044**	43,700	(3,344)
5106	Other Educational Consultants	-	-	-	-	19,629	23,162	45,091	45,091	45,091	45,091	45,091	45,091	-	**313,339**	451,213	137,874
		1,196	6,825	8,900	102,876	36,010	79,850	109,264	109,264	109,264	109,264	109,264	109,264	-	**891,241**	**1,158,913**	**267,672**
Operations and Housekeeping																	
5201	Auto and Travel	-	-	-	-	-	-	55	55	55	55	55	55	-	**327**	600	273
5300	Dues & Memberships	-	6,933	-	285	-	-	817	817	817	817	817	817	-	**12,118**	9,900	(2,218)
5400	Insurance	14,862	4,954	4,954	4,954	4,954	4,954	4,917	4,917	4,917	4,917	4,917	4,917	-	**69,133**	59,100	(10,033)
5502	Janitorial Services	-	14,319	2,761	13,204	2,456	5,203	7,017	7,017	7,017	7,017	7,017	7,017	-	**80,044**	84,400	4,356
5900	Communications	4,191	-	9	1,808	8,955	7	1,383	1,383	1,383	1,383	1,383	1,383	-	**23,269**	16,600	(6,669)
5901	Postage and Shipping	-	-	-	-	-	-	720	720	720	720	720	720	-	**4,320**	7,200	2,880
		19,054	26,206	7,724	20,251	16,365	10,164	14,908	14,908	14,908	14,908	14,908	14,908	-	**189,211**	**177,800**	**(11,411)**
Facilities, Repairs and Other Leases																	
5601	Rent	46,490	46,490	46,490	46,488	45,893	45,893	53,000	53,000	53,000	53,000	53,000	53,000	41,557	**637,300**	637,300	-
5603	Equipment Leases	2,055	1,149	452	2,205	308	1,483	1,567	1,567	1,567	1,567	1,567	1,567	-	**17,051**	18,800	1,749
5610	Repairs and Maintenance	-	1,203	538	538	1,203	4,498	4,625	4,625	4,625	4,625	4,625	4,625	-	**35,730**	55,600	19,870
		48,545	48,842	47,480	49,231	47,404	51,873	59,192	59,192	59,192	59,192	59,192	59,192	41,557	**690,081**	**711,700**	**21,619**
Professional/Consulting Services																	
5801	IT	-	-	-	-	-	2,433	-	-	-	-	-	-	-	**2,433**	-	(2,433)
5802	Audit & Taxes	-	5,010	51,604	-	1,400	-	-	-	-	-	-	-	-	**58,014**	15,300	(42,714)
5803	Legal	-	474	26	-	-	5,837	325	325	325	325	325	325	-	**8,287**	3,900	(4,387)
5804	Professional Development	-	-	-	-	-	800	1,510	1,510	1,510	1,510	1,510	1,510	-	**9,860**	15,100	5,240
5805	General Consulting	-	667	833	1,500	-	1,000	2,230	2,230	2,230	2,230	2,230	2,230	-	**17,380**	23,300	5,920
5806	Special Activities/Field Trips	3,099	-	-	12,799	-	3,200	3,700	-	-	-	-	-	-	**22,797**	11,100	(11,697)
5807	Bank Charges	68	68	68	68	68	68	120	120	120	120	120	120	-	**1,128**	1,300	172
5808	Printing	-	9,335	-	-	-	-	3,810	3,810	3,810	3,810	3,810	3,810	-	**32,195**	38,200	6,005
5809	Other taxes and fees	28	930	-	7	1,955	-	880	880	880	880	880	880	-	**8,200**	8,800	600
5810	Payroll Service Fee	851	851	851	851	851	851	642	642	642	642	642	642	-	**8,953**	7,700	(1,253)
5811	Management Fee	10,000	26,803	34,132	44,766	51,700	46,231	58,311	58,311	58,311	58,311	58,311	58,311	136,233	**699,729**	695,861	(3,868)
5812	District Oversight Fee	-	2,165	4,329	2,886	2,886	2,886	3,351	3,232	4,082	3,244	3,244	3,244	2,449	**37,999**	37,722	(277)
5813	County Fees	-	-	-	-	1,877	-	1,075	-	-	1,075	-	-	1,075	**5,102**	4,300	(802)
5814	SPED Encroachment	-	12,604	25,207	16,805	16,805	16,805	15,220	5,879	13,065	13,065	13,065	13,065	7,186	**168,773**	169,113	340
5815	Public Relations/Recruitment	-	-	-	-	-	-	1,170	1,170	1,170	1,170	1,170	1,170	-	**7,020**	11,800	4,780
		14,045	58,906	117,051	79,680	77,541	80,110	92,344	78,109	86,145	86,382	85,307	85,307	146,943	**1,087,870**	**1,043,496**	**(44,374)**
Depreciation																	
6900	Depreciation Expense	4,075	4,984	4,522	4,260	4,311	4,315	4,358	4,358	4,358	4,358	4,358	4,358	-	**52,618**	52,500	(118)
		4,075	4,984	4,522	4,260	4,311	4,315	4,358	4,358	4,358	4,358	4,358	4,358	-	**52,618**	**52,500**	**(118)**
Interest																	
7438	Interest Expense	-	-	-	-	-	-	1,288	1,288	1,288	1,288	1,288	1,288	-	**7,728**	15,456	7,728
		-	-	-	-	-	-	1,288	1,288	1,288	1,288	1,288	1,288	-	**7,728**	**15,456**	**7,728**
Total Expenses		**337,289**	**361,807**	**432,661**	**600,554**	**539,123**	**453,352**	**546,426**	**531,365**	**537,749**	**537,160**	**536,085**	**536,085**	**188,500**	**6,138,156**	**5,972,346**	**(165,810)**
Monthly Surplus (Deficit)		**(317,873)**	**(131,867)**	**(124,919)**	**(56,633)**	**(171,405)**	**(18,935)**	**299,449**	**(156,028)**	**(77,300)**	**136,410**	**(78,603)**	**(159,453)**	**864,768**	**7,612**	**138,891**	**(131,279)**

TEACH Prep Elementary School

Monthly Cash Flow/Forecast FY25-26

Revised 01/22/2026

Actuals Through: 12/31/2025

ADA = 238.00

	Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(317,873)	(131,867)	(124,919)	(56,633)	(171,405)	(18,935)	299,449	(156,028)	(77,300)	136,410	(78,603)	(159,453)	864,768	**7,612**		
Cash flows from operating activities																
Depreciation/Amortization	4,075	4,984	4,522	4,260	4,311	4,315	4,358	4,358	4,358	4,358	4,358	4,358	-	**52,618**		
Public Funding Receivables	196,266	171,917	-	54,862	70,036	1,201	868,265	-	-	-	-	-	(1,053,268)	**309,279**		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Accounts Receivable - Other ARO	718	-	4,819	-	-	-	-	-	-	-	-	-	-	**5,537**		
Due To/From Related Parties	47,078	19,717	99,028	155,326	163,360	66,215	-	-	-	-	-	-	-	**550,723**		
Prepaid Expenses	30,212	(1,139)	(1,137)	1,137	(4,205)	-	-	-	-	-	-	-	-	**24,868**		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Accounts Payable	16,095	(189,105)	-	8,303	(8,303)	-	-	-	-	-	-	-	188,500	**15,490**		
Accrued Expenses	29,156	(17,568)	(11,528)	1,011	(13,663)	(35,981)	-	-	-	-	-	-	-	**(48,572)**		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Deferred Revenue	57,461	31,529	31,529	(85,217)	131,961	86,552	-	-	-	-	-	-	-	**253,816**		
Cash flows from investing activities																
Purchases of Prop. And Equip.	(4,675)	(17,340)	(4,675)	(2,500)	(3,090)	(1,320)	-	-	-	-	-	-	-	**(33,600)**		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Total Change in Cash	58,513	(128,871)	(2,360)	80,549	169,003	102,046	1,172,073	(151,670)	(72,942)	140,769	(74,244)	(155,094)				
Cash, Beginning of Month	5,105,558	5,164,071	5,035,200	5,032,840	5,113,389	5,282,392	5,384,438	6,556,510	6,404,840	6,331,898	6,472,667	6,398,423				
Cash, End of Month	**5,164,071**	**5,035,200**	**5,032,840**	**5,113,389**	**5,282,392**	**5,384,438**	**6,556,510**	**6,404,840**	**6,331,898**	**6,472,667**	**6,398,423**	**6,243,328**				

TEACH Public Schools

Monthly Cash Flow/Forecast FY25-26

Revised 01/15/2026

Actuals Through: 12/31/2025

ADA = 0.00

		Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Revenues																**ADA = 0.00**	
Other Local Revenue																	
8660	Interest Revenue	1,173	2,107	5,657	5,550	5,036	3,750	1,000	1,000	1,000	1,000	1,000	1,000	-	**29,273**	12,000	17,273
8689	Other Fees and Contracts	6,265	130,893	100,338	181,323	109,926	191,917	180,223	180,223	180,223	180,223	180,223	180,223	360,675	**2,162,676**	2,236,177	(73,501)
		7,439	133,000	105,995	186,873	114,962	195,668	181,223	181,223	181,223	181,223	181,223	181,223	360,675	**2,191,949**	**2,248,177**	**(56,228)**
Total Revenue		**7,439**	**133,000**	**105,995**	**186,873**	**114,962**	**195,668**	**181,223**	**181,223**	**181,223**	**181,223**	**181,223**	**181,223**	**360,675**	**2,191,949**	**2,248,177**	**(56,228)**

TEACH Public Schools

Monthly Cash Flow/Forecast FY25-26

Revised 01/15/2026

Actuals Through: 12/31/2025

ADA = 0.00

		Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Expenses																	
Certificated Salaries																	
1175	Teachers' Extra Duty/Stipends	-	-	-	-	11,239	-	-	-	-	-	-	-	-	**11,239**	-	(11,239)
1300	Administrators' Salaries	45,371	37,663	37,663	37,663	53,506	37,663	39,711	39,711	39,711	39,711	39,711	39,711	-	**487,794**	549,002	61,208
		45,371	37,663	37,663	37,663	64,745	37,663	39,711	39,711	39,711	39,711	39,711	39,711	-	**499,033**	**549,002**	**49,969**
Classified Salaries																	
2200	Support Salaries	4,347	8,694	8,694	8,694	15,147	8,694	-	-	-	-	-	-	(47,815)	**6,453**	-	(6,453)
2300	Classified Administrators'	29,235	29,235	29,235	29,235	47,545	29,235	30,777	30,777	30,777	30,777	30,777	30,777	-	**378,380**	542,778	164,398
2400	Clerical and Office Staff Salaries	9,136	11,498	9,136	9,136	15,318	9,136	9,578	9,578	9,578	9,578	9,578	9,578	-	**120,828**	114,936	(5,892)
2900	Other Classified Salaries	-	15,417	15,417	15,417	23,006	15,417	16,342	16,342	16,342	16,342	16,342	16,342	-	**182,723**	-	(182,723)
		42,717	64,843	62,481	62,481	101,015	62,481	56,697	56,697	56,697	56,697	56,697	56,697	(47,815)	**688,383**	**657,714**	**(30,670)**
Benefits																	
3101	STRS	8,628	7,155	5,432	7,155	9,302	7,155	7,243	7,243	7,243	7,243	7,243	7,243	-	**88,284**	104,859	16,575
3301	OASDI	2,599	3,967	3,820	3,820	4,913	2,838	3,474	3,474	3,474	3,474	3,474	3,474	-	**42,802**	40,778	(2,024)
3311	Medicare	1,258	1,467	1,432	1,432	2,384	1,441	1,362	1,362	1,362	1,362	1,362	1,362	-	**17,586**	17,497	(89)
3401	Health and Welfare	8,561	1,276	1,101	5,986	16,604	7,704	12,500	12,500	12,500	12,500	12,500	12,500	-	**116,232**	135,000	18,768
3501	State Unemployment	42	176	84	83	54	41	1,216	973	487	243	243	243	-	**3,885**	4,375	490
3601	Workers' Compensation	3,510	1,170	1,170	2,631	1,170	1,170	1,315	1,315	1,315	1,315	1,315	1,315	-	**18,710**	16,894	(1,816)
3901	Other Benefits	3,323	3,432	3,432	3,432	3,432	3,432	4,696	4,696	4,696	4,696	4,696	4,696	-	**48,663**	60,336	11,673
		27,921	18,643	16,471	24,540	37,859	23,781	31,807	31,563	31,077	30,834	30,834	30,834	-	**336,162**	**379,740**	**43,578**
Books and Supplies																	
4302	School Supplies	-	-	-	-	-	-	83	83	83	83	83	83	-	**500**	1,000	500
4305	Software	-	-	940	-	-	302	333	333	333	333	333	333	-	**3,243**	4,000	757
4310	Office Expense	734	1,398	-	1,107	17	1,552	5,158	5,158	5,158	5,158	5,158	5,158	-	**35,757**	61,900	26,143
4311	Business Meals	61	180	91	1,184	137	46	725	725	725	725	725	725	-	**6,048**	8,700	2,652
4400	Noncapitalized Equipment	455	2,124	-	3,060	-	268	-	-	-	-	-	-	-	**5,908**	5,700	(208)
		1,250	3,702	1,032	5,350	154	2,168	6,300	6,300	6,300	6,300	6,300	6,300	-	**51,456**	**81,300**	**29,844**
Subagreement Services																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
Operations and Housekeeping																	
5201	Auto and Travel	508	2,519	71	5,382	-	232	4,009	4,009	4,009	4,009	4,009	4,009	-	**32,767**	44,100	11,333
5400	Insurance	-	-	-	-	-	-	8	8	8	8	8	8	-	**50**	100	50
5501	Utilities	1,134	1,247	1,241	1,397	1,249	1,670	1,083	1,083	1,083	1,083	1,083	1,083	-	**14,437**	13,000	(1,437)
5900	Communications	1,799	1,641	1,674	1,653	1,651	-	1,875	1,875	1,875	1,875	1,875	1,875	-	**19,668**	22,500	2,832
5901	Postage and Shipping	-	11	-	-	1,000	-	560	560	560	560	560	560	-	**4,371**	5,600	1,229
		3,441	5,418	2,985	8,433	3,900	1,902	7,536	7,536	7,536	7,536	7,536	7,536	-	**71,293**	**85,300**	**14,007**
Facilities, Repairs and Other Leases																	
5603	Equipment Leases	-	-	-	-	-	149	42	42	42	42	42	42	-	**399**	500	101
5610	Repairs and Maintenance	-	-	-	-	-	-	33	33	33	33	33	33	-	**200**	400	200
		-	-	-	-	-	149	75	75	75	75	75	75	-	**599**	**900**	**301**
Professional/Consulting Services																	
5803	Legal	-	-	-	-	-	-	383	383	383	383	383	383	-	**2,300**	4,600	2,300
5804	Professional Development	-	-	-	3,001	4,794	525	2,490	2,490	2,490	2,490	2,490	2,490	-	**23,260**	24,900	1,640
5805	General Consulting	-	-	-	-	-	-	460	460	460	460	460	460	-	**2,760**	4,600	1,840
5806	Special Activities/Field Trips	-	-	-	-	-	-	33	33	-	-	-	-	-	**67**	100	33
5807	Bank Charges	125	125	125	125	130	130	190	190	190	190	190	190	-	**1,900**	1,900	-
5808	Printing	-	-	-	-	-	-	330	330	330	330	330	330	-	**1,980**	3,300	1,320
5809	Other taxes and fees	1,836	-	486	-	-	-	30	30	30	30	30	30	-	**2,502**	300	(2,202)
5811	Management Fee	-	-	-	-	-	-	0	0	0	0	0	0	-	**0**	0	0
5814	SPED Encroachment	-	-	-	-	-	-	0	0	0	0	0	0	0	**0**	0	-
5815	Public Relations/Recruitment	-	-	-	-	-	-	150	150	150	150	150	150	-	**900**	1,500	600
		1,961	125	611	3,126	4,924	655	4,067	4,067	4,033	4,033	4,033	4,033	(0)	**35,668**	**41,200**	**5,532**
Depreciation																	
6900	Depreciation Expense	2,826	2,865	2,884	2,911	2,911	4,709	3,475	3,475	3,475	3,475	3,475	3,475	-	**39,955**	41,700	1,745
		2,826	2,865	2,884	2,911	2,911	4,709	3,475	3,475	3,475	3,475	3,475	3,475	-	**39,955**	**41,700**	**1,745**
Interest																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
Total Expenses		**125,487**	**133,259**	**124,126**	**144,503**	**215,508**	**133,509**	**149,667**	**149,423**	**148,903**	**148,660**	**148,660**	**148,660**	**(47,815)**	**1,722,550**	**1,836,856**	**114,306**
Monthly Surplus (Deficit)		**(118,048)**	**(259)**	**(18,131)**	**42,369**	**(100,545)**	**62,159**	**31,557**	**31,800**	**32,320**	**32,563**	**32,563**	**32,563**	**408,490**	**469,399**	**411,321**	**58,078**

TEACH Public Schools

Monthly Cash Flow/Forecast FY25-26

Revised 01/15/2026

Actuals Through: 12/31/2025

ADA = 0.00

	Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(118,048)	(259)	(18,131)	42,369	(100,545)	62,159	31,557	31,800	32,320	32,563	32,563	32,563	408,490	**469,401**		
Cash flows from operating activities																
Depreciation/Amortization	2,826	2,865	2,884	2,911	2,911	4,709	3,475	3,475	3,475	3,475	3,475	3,475	-	**39,955**		
Public Funding Receivables	-	-	-	-	-	-	279,127	-	-	-	-	-	(360,675)	**(81,548)**		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Due To/From Related Parties	116,957	110,269	(64,336)	(197,013)	(329,890)	25,003	-	-	-	-	-	-	-	**(339,009)**		
Prepaid Expenses	7,247	-	-	(228,577)	59,504	62,470	-	-	-	-	-	-	-	**(99,356)**		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Accounts Payable	62	(1,189)	-	-	-	-	-	-	-	-	-	-	(47,815)	**(48,942)**		
Accrued Expenses	(94,332)	32,254	1,174,609	73,856	234,106	(265,978)	-	-	-	-	-	-	-	**1,154,515**		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	(3,465)	-	(1,645)	-	-	-	-	-	-	-	-	-	**(5,110)**		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Total Change in Cash	(85,288)	140,475	1,095,026	(308,099)	(133,915)	(111,637)	314,159	35,275	35,795	36,038	36,038	36,038				
Cash, Beginning of Month	1,465,898	1,380,610	1,521,085	2,616,110	2,308,011	2,174,097	2,062,460	2,376,618	2,411,893	2,447,688	2,483,727	2,519,765				
Cash, End of Month	**1,380,610**	**1,521,085**	**2,616,110**	**2,308,011**	**2,174,097**	**2,062,460**	**2,376,618**	**2,411,893**	**2,447,688**	**2,483,727**	**2,519,765**	**2,555,803**				

C & M LLC

Statement of Activities

For the period ended December 31, 2025

	Current Period Actual	Current Year Actual
Revenues		
Other Local Revenue		
Lease and Rental Income	$ 71,786	$ 430,714
Interest Revenue	2,247	20,971
Net Increase (Decrease) in the Fair Value of Investments	(805)	5,344
Unrealized Gain/Loss on FMV of Investments	-	-
Total Other Local Revenue	73,228	457,029
Total Revenues	**$ 73,228**	**$ 457,029**
Expenses		
Operations & Housekeeping		
Bond Amortization Expense	$ 712	$ 4,271
Total Operations & Housekeeping	712	4,271
Professional/Consulting Services		
General Consulting	(5,359)	(3,859)
Bank Charges	-	12
Other Taxes and Fees	5,000	5,000
Total Professional/Consulting Services	(359)	1,153
Depreciation		
Depreciation Expense	27,221	163,327
Total Depreciation	27,221	163,327
Interest		
Interest Expense	56,777	341,347
Total Interest	56,777	341,347
Total Expenses	**$ 84,351**	**$ 510,098**
Change in Net Assets	**(11,122)**	**(53,069)**
Net Assets, Beginning of Period	(1,464,718)	(1,422,771)
Net Assets, End of Period	**$(1,475,840)**	**$(1,475,840)**

Wooten Avila

Statement of Activities

For the period ended December 31, 2025

	Current Period Actual	Current Year Actual
Revenues		
Other Local Revenue		
Lease and Rental Income	$ 108,243	$ 649,457
Interest Revenue	11,333	50,390
Net Increase (Decrease) in the Fair Value of Investments	799	7,550
Unrealized Gain/Loss on FMV of Investments	-	-
Total Other Local Revenue	120,375	707,398
Total Revenues	**$ 120,375**	**$ 707,398**
Expenses		
Operations & Housekeeping		
Bond Amortization Expense	$ 1,050	$ 6,302
Total Operations & Housekeeping	1,050	6,302
Professional/Consulting Services		
General Consulting	-	3,000
Bank Charges	-	12
Total Professional/Consulting Services	-	3,012
Depreciation		
Depreciation Expense	63,393	380,356
Total Depreciation	63,393	380,356
Interest		
Interest Expense	85,287	512,714
Total Interest	85,287	512,714
Total Expenses	**$ 149,730**	**$ 902,384**
Change in Net Assets	**(29,355)**	**(194,986)**
Net Assets, Beginning of Period	(2,678,603)	(2,512,972)
Net Assets, End of Period	**$ (2,707,958)**	**$ (2,707,958)**

TEACH Foundation, Inc

Statement of Activities

For the period ended December 31, 2025

	Current Period Actual	Current Year Actual
Revenues		
Total Revenues	**$ -**	**$ -**
Expenses		
Total Expenses	**$ -**	**$ -**
Net Assets, Beginning of Period	2,337	2,337
Net Assets, End of Period	**$ 2,337**	**$ 2,337**

TEACH, Inc.

Statement of Financial Position

December 31, 2025

	Teach Academy of Technology	Teach Tech High School	Teach Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School	Teach Public Schools	C & M LLC	Wooten Avila, LLC	TEACH Foundation, Inc	Eliminations	Combined
Assets									
Current Assets									
Cash & Cash Equivalents	$ 5,114,044	$ 6,659,831	$ 5,384,438	$ 2,062,460	$ 32,568	$ 43,970	$ -		$ 19,297,311
Accounts Receivable	623,487	334,730	129,832	6,429	3,323	-	2,337		1,100,138
Public Funding Receivables	107,812	130,339	91,792	-	-	-	-		329,943
Due To/From Related Parties	1,720,494	(409,664)	(755,764)	(140,229)	(830,340)	415,504	-		(0)
Prepaid Expenses	27,551	17,772	8,234	106,603	-	-	-		160,160
	7,593,388	**6,733,009**	**4,858,531**	**2,035,262**	**(794,449)**	**459,474**	**2,337**		**20,887,552**
Property & Equipment, Net	409,826	280,089	188,301	82,737	9,082,292	17,519,474	-		27,562,719
Right-Of-Use Asset, Net	17,385,281	15,103,812	11,370,035	-	-	-	-		43,859,129
Deposits	-	162,517	99,750	8,750	-	3,625	-	(141,967)	132,675
Deferred Lease Asset	-	-	-	-	173,485	(52,090)	-		121,394
Investments	-	-	-	-	426,881	436,382	-		863,262
Securities	-	-	-	-	868,256	1,782,732	-		2,650,988
Securities Premium	-	-	-	-	2,304	(1,443)	-		862
Total Long Term Assets	**17,795,107**	**15,546,418**	**11,658,086**	**91,487**	**10,553,218**	**19,688,680**	**-**	**(141,967)**	**31,331,901**
Total Assets	**$ 25,388,495**	**$ 22,279,427**	**$ 16,516,618**	**$ 2,126,749**	**$ 9,758,769**	**$ 20,148,155**	**$ 2,337**	**$ (141,967)**	**$ 96,078,582**
Liabilities									
Current Liabilities									
Accounts Payable	$ (1,098)	$ 1,150	$ -	$ -	$ -	$ -	$ -		$ 52
Accrued Liabilities	137,292	62,786	815,491	1,356,357	-	-	-		2,371,926
Interest Payable	-	-	-	-	56,079	-	-		56,079
Deferred Revenue	1,701,762	199,906	1,901,913	-	-	-	-		3,803,581
Other Short-term Liabilities	358,701	309,426	213,841	-	-	-	-		881,969
Total Current Liabilities	**2,196,658**	**573,268**	**2,931,246**	**1,356,357**	**56,079**	**-**	**-**	**-**	**7,113,607**
Long-Term Liabilities									
Notes Payable, Net of Current P	-	-	-	-	0	141,967	-	(141,967)	-
Bonds Payable	-	-	-	-	11,565,000	21,490,000	-		33,055,000
Bond Issue Cost	-	-	-	-	(213,078)	(409,601)	-		(622,679)
Discount on Bonds	-	-	-	-	(173,392)	-	-		(173,392)
Premium on Bonds	-	-	-	-	-	1,633,747	-		1,633,747
Other Long-term Liabilities	17,175,859	14,784,854	11,174,097	-	-	-	-	-	43,134,810
Total Long-Term Liabilities	**17,175,859**	**14,784,854**	**11,174,097**	**-**	**11,178,530**	**22,856,113**	**-**	**(141,967)**	**33,892,676**
Total Liabilities	**$ 19,372,516**	**$ 15,358,122**	**$ 14,105,343**	**$ 1,356,357**	**$ 11,234,609**	**$ 22,856,113**	**$ -**	**$ (141,967)**	**$ 84,141,092**
Net Asset	6,015,979	6,921,305	2,411,275	770,392	(1,475,840)	(2,707,958)	2,337	-	11,937,490
Total Liabilities and Net Assets	**$ 25,388,495**	**$ 22,279,427**	**$ 16,516,618**	**$ 2,126,749**	**$ 9,758,769**	**$ 20,148,155**	**$ 2,337**	**$ (141,967)**	**$ 96,078,582**

TEACH, Inc.

Statement of Cash Flows

For the period ended December 31, 2025

	Teach Academy of Technology	Teach Tech High School	Teach Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School	Teach Public Schools	C & M LLC	Wooten Avila, LLC	YTD Ended 12/31/25
Cash Flows from Operating Activities							
Change in Net Assets	$ 100,447	$ 138,001	$ (18,935)	$ 62,159	$ (11,122)	$ (29,355)	$ 241,196
Adjustments to reconcile change in net assets to net cash flows from operating activities:							
Depreciation	7,452	7,208	4,315	4,709	27,221	63,393	177,690
Public Funding Receivables	3,642	31,257	1,201	-	-	-	36,100
Accounts Receivable							
Accounts Receivable - Other ARO	(22,100)	-	-	-	-	81,294	140,488
Due from Related Parties	(151,387)	142,911	66,215	25,003	(286)	(82,457)	0
Prepaid Expenses	27,597	-	-	62,470	-	-	504,715
Other Assets	-	-	-	-	262,912	414,648	1,091,045
Accounts Payable	1,711	910	-	-	-	-	2,622
Accrued Expenses	(9,235)	(49,111)	(35,981)	(265,978)	-	-	(360,305)
Deferred Revenue	92,545	50,929	86,552	-	-	-	(216,632)
Other Liabilities	-	-	-	-	(279,681)	(446,658)	(1,172,998)
Total Cash Flows from Operating Activities	**50,673**	**322,106**	**103,366**	**(111,637)**	**(956)**	**865**	**443,921**
Cash Flows from Investing Activities							
Purchases of Property & Equipment	-	-	(1,320)	-	-	-	(2,119)
Purchase of Securities	-	-	-	-	805	(799)	(794)
Total Cash Flows from Investing Activities	**-**	**-**	**(1,320)**	**-**	**805**	**(799)**	**(2,913)**
Cash Flows from Financing Activities							
Proceeds from (Payments on) Long-term Debt	-	-	-	-	151	(66)	20
Total Cash Flows from Financing Activities	**-**	**-**	**-**	**-**	**151**	**(66)**	**20**
Change in Cash & Cash Equivalents	50,673	322,106	102,046	(111,637)	0	(0)	363,189
Cash & Cash Equivalents, Beginning of Period	5,063,371	6,337,725	5,282,392	2,174,097	32,568	43,970	18,934,122
Cash and Cash Equivalents, End of Period	**$ 5,114,044**	**$ 6,659,831**	**$ 5,384,438**	**$ 2,062,460**	**$ 32,568**	**$ 43,970**	**$ 19,297,311**

Teach Academy of Technology

Accounts Payable Aging

December 31, 2025

Vendor name	Invoice	Invoice date	Due date	Current	1-30 Days Past Due	31-60 Days Past Due	61-90 Days Past Due	Over 90 Days Past Due	Total
Bay Alarm Company	20672351	6/27/2023	6/27/2023	$ -	$ -	$ -	$ -	$ (159)	$ (159)
Bay Alarm Company	3384134	6/27/2023	6/27/2023	-	-	-	-	(886)	(886)
Charter Communications	0022214032224	3/22/2024	4/21/2024	-	-	-	-	(1,764)	(1,764)
Charter Communications	236562901090125	9/1/2025	10/1/2025	-	-	-	-	812	812
Charter Communications	236562901100125	10/1/2025	10/1/2025	-	-	-	-	899	899
		Total Outstanding Invoices		$ -	$ -	$ -	$ -	$ (1,098)	$ (1,098)

Teach Tech High School

Accounts Payable Aging

December 31, 2025

Vendor name	Invoice	Invoice date	Due date	Current	1-30 Days Past Due	31-60 Days Past Due	61-90 Days Past Due	Over 90 Days Past Due	Total
Charter Communications	236562801090125	9/1/2025	10/1/2025	$ -	$ -	$ -	$ -	$ (888)	$ (888)
Charter Communications	236562801100125	10/1/2025	10/31/2025	-	-	-	899	-	899
Charter Communications	236562801110125	11/1/2025	11/1/2025	-	-	899	-	-	899
Charter Communications	236563001100124	10/1/2024	10/31/2024	-	-	-	-	40	40
Charter Communications	236563001110124	11/1/2024	11/1/2024	-	-	-	-	40	40
Charter Communications	236563001090124	9/1/2024	10/1/2024	-	-	-	-	40	40
Charter Communications	236563001010125	1/1/2025	1/31/2025	-	-	-	-	40	40
Charter Communications	236563001020125	2/1/2025	2/1/2025	-	-	-	-	40	40
Charter Communications	236563001040125	4/1/2025	5/1/2025	-	-	-	-	40	40
			Total Outstanding Invoices	$ -	$ -	$ 899	$ 899	$ (648)	$ 1,150

Teach Academy of Technology

Check Register

For the period ended December 31, 2025

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
9012-101-PWB x7835				
ACH	SoCalGas	Utility Svcs - 10/09/25 -11/10/25	12/4/2025	$ 16.39
			Total Disbursements Issued in December	**$ 16.39**
9003-101-PWB x7843				
64685	After-School All-Stars, Los Angeles	Enrichment Svcs - 10/01/25 - 10/31/25	12/2/2025	$ 23,632.58
64686	FCOC Transportation	Transportation Svcs - 11/17/25 - 11/21/25	12/2/2025	9,600.00
64687	Orkin	Pest Control Svcs	12/2/2025	386.00
64688	The Education Team	Substitute Svcs - 11/03/25 - 11/04/25	12/2/2025	280.00
64689	EMCOR Services Mesa Energy Systems, Inc.	Maintenance Svcs - 11/17/25	12/12/2025	1,412.58
64690	EmergencyKits.com	Emergency Kit (34)	12/12/2025	6,242.58
64691	Orkin	Pest Control Svcs	12/12/2025	121.00
64692	Palms Tree Care	Maintenance Svcs	12/12/2025	960.00
64693	Zoom Video Communications, Inc.	Communication Svcs - 11/01/25 - 11/30/25	12/12/2025	20.22
ACH	CALPERS	TAT PERS 11/25	12/1/2025	19,428.45
ACH	CALSTRS	TAT STRS 11/25	12/1/2025	62,911.37
ACH	Maintex, Inc.	Office Supplies	12/2/2025	4,783.26
ACH	Pacific Business Technologies North	Copier Lease - 10/01/25 - 11/01/25	12/2/2025	2,972.62
ACH	Scoot Education Inc.	Substitute Svcs - 11/12/25 - 11/14/25	12/2/2025	5,370.00
ACH	Staples	Office Supplies	12/2/2025	854.04
ACH	The Lincoln National Life Insurance Company	Life Ins - 12/25	12/2/2025	6,597.06
ACH	PlanConnect	403B & 457 Pay Date: 11/30/25	12/2/2025	12,094.99
ACH	Aflac	Supplemental Ins - 12/25	12/4/2025	1,112.00
ACH	Amazon Capital Services	Office Supplies	12/12/2025	5,383.28
ACH	A B Print	School Supplies	12/12/2025	791.04
ACH	Charter Impact, LLC	Business Mgmt - 12/25	12/12/2025	27,020.25
ACH	Comprehensive Therapy Associates Inc	SpEd Svcs - 10/25	12/12/2025	59,031.43
ACH	InTCHSolutions Corporation	Access Point Installation (73)	12/12/2025	7,300.00
ACH	Irresistible Cleaning Inc LLC	Janitorial Svcs - 11/17/25 - 11/18/25	12/12/2025	22,157.09
ACH	Maintex, Inc.	Office Supplies	12/12/2025	73.02
ACH	Jennifer Olguin	Consulting Svcs - 11/03/25 - 11/28/25	12/12/2025	3,000.00
ACH	Scoot Education Inc.	Substitute Svcs - 11/17/25 - 11/21/25	12/12/2025	9,610.00
ACH	Skyline Security	Crossing Guard Svcs - 12/01/25 - 12/12/25	12/12/2025	18,867.97
ACH	CALSTRS	TAT STRS 12/25	12/31/2025	64,847.88
ACH	CALPERS	TAT PERS 12/25	12/31/2025	22,493.78
			Total Disbursements Issued in December	**$ 399,354.49**

Teach Tech High School

Check Register

For the period ended December 31, 2025

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
9004-102-PWB x7868 - TTHS				
73200	FCOC Transportation	Transportation Svcs to Expo Center - 10/20/25	12/2/2025	$ 10,225.00
73201	PRN Nursing Consultants LLC	Nursing Svcs - 11/06/25	12/2/2025	1,556.00
73202	Vortex Industries, Inc.	Repair Svcs	12/2/2025	7,113.69
73203	Bay Alarm Company	Security Svcs - 12/01/25 - 12/31/25	12/12/2025	1,505.60
73204	Charter Communications	Communication Svcs - 11/01/25 - 11/30/25	12/12/2025	154.98
73205	FCOC Transportation	Transportation Svcs to UC Riverside - 10/30/25	12/12/2025	2,800.00
73206	Metropolitan Transportation Authority	Transportation Svcs (373)	12/12/2025	2,611.00
73207	Orkin	Pest Control Svcs	12/12/2025	564.00
73208	Teachers on Reserve	Substitute Svcs - 11/03/25 - 11/07/25	12/12/2025	2,114.66
ACH	Maintex, Inc.	Office Supplies	12/2/2025	99.44
ACH	Scoot Education Inc.	Substitute Svcs - 11/12/25 - 11/14/25	12/2/2025	5,604.00
ACH	Staples	School Supplies	12/2/2025	504.91
ACH	Amazon Capital Services	School Supplies	12/12/2025	2,260.01
ACH	Comprehensive Therapy Associates Inc	SpEd Svcs - 10/25	12/12/2025	72,393.96
ACH	Fresh Start Healthy Meals, Inc.	Food Svcs	12/12/2025	78.00
ACH	Scoot Education Inc.	Substitute Svcs - 11/17/25 - 11/21/25	12/12/2025	8,072.00
ACH	CALSTRS	TTHS STRS 12/25	12/31/2025	49,489.19
			Total Disbursements Issued in December	**$ 167,146.44**

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

Check Register

For the period ended December 31, 2025

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
9007-104-PWB x1471 - TES				
11420	After-School All-Stars, Los Angeles	Enrichment Svcs - 10/01/25 - 10/31/25	12/2/2025	$ 23,162.31
11421	Amplify Education, Inc.	Subscription - 11/01/25 - 10/31/26	12/2/2025	3,072.80
11422	Build Right LA	Maintenance Svcs	12/2/2025	5,280.00
11423	Maritza Trillo	Reimb - Business Meals - Ralph's - 11/18/25 - 11/20/25	12/2/2025	174.86
11424	The Education Team	Substitute Svcs - 11/06/25	12/2/2025	247.00
11425	UCI Writing Ptoject	Professional Development (4)	12/2/2025	800.00
11426	Bay Alarm Company	Security Svcs - 01/01/26 - 01/31/26	12/12/2025	597.76
11427	Orkin	Pest Control Svcs	12/12/2025	218.00
11428	The Education Team	Substitute Svcs - 11/17/25	12/12/2025	446.50
11429	Young, Minney & Corr LLP	Legal Svcs - 11/18/25	12/12/2025	5,836.50
ACH	Pacific Business Technologies North	Copier Lease - 10/01/25 - 11/01/25	12/2/2025	1,482.67
ACH	Scoot Education Inc.	Substitute Svcs - 11/12/25 - 11/13/25	12/2/2025	1,122.00
ACH	Amazon Capital Services	MEKA Large Turf Tray (1)	12/12/2025	3,149.13
ACH	Comprehensive Therapy Associates Inc	SpEd Svcs - 10/25	12/12/2025	49,024.72
ACH	Scoot Education Inc.	Substitute Svcs - 11/17/25 - 11/21/25	12/12/2025	1,476.00
ACH	Staples	Office Supplies	12/12/2025	785.99
ACH	Wendy Zaragoza	Reimb - Business Meals - Ralphs -11/21/25	12/12/2025	42.82
ACH	CALSTRS	TES STRS 12/25	12/31/2025	36,104.93
			Total Disbursements Issued in December	**$ 133,023.99**

Area	Due Date	Description	Completed By	Board Must Approve	Signature Required	Additional Information
FINANCE	Board meeting before Jan 31	**Submission of Annual Audit Report -** Charter Schools are required to submit an independent audit report to the CDE, the State Controller's Office (SCO), the local County Superintendent of Schools, and, if applicable, the chartering entity, by December 15 of each year. The School's Board must review the report by **January 31st.**	TEACH with Charter Impact support	Yes	No	https://www.cde.ca.gov/fg/au/ag/
DATA	Board meeting before Feb 1	**School Accountability Report Card -** All public schools in California are required to prepare an annual SARC (2024/25). SARCs are intended to provide the public with important information about each public school and to communicate a school's progress in achieving its goals. EC Section 35256 requires LEA governing boards to approve SARCs for publications.	TEACH	Yes	No	https://www.cde.ca.gov/ta/ac/sa/
FINANCE	Board meeting before Feb 28	**2025-26 LCAP Midyear Update -** present a report on the annual update to the LCAP and the Budget Overview for Parents **on or before February 28** of each year at a **regularly scheduled meeting of the governing board of the LEA.** The governing board is not required to adopt the mid-year update, however it must be presented to the governing board as part of a non-consent item. The report must include both of the following: All available mid-year outcome data related to metrics identified in the current year's LCAP. All available mid-year expenditure and implementation data on all actions identified in the current year's LCAP. There is no required template for the mid-year update	TEACH with Charter Impact support	No	No	https://www.cde.ca.gov/re/lc/
DATA TEAM	Set by Authorizer (by Jan 15)	**Principal Apportionment P1** - The First Principal attendance period, designated P-1, is the attendance count for all full school months during the period from July 1 through the last school month that ends on or before December 31 of the FY, and is used by the CDE to compute the P-1 Apportionment. Attendance data collected within the P-1 reporting date range must be uploaded into the state's Principal Apportionment Data Collection portal.	TEACH with Charter Impact support	No	Yes	https://www.cde.ca.gov/fg/sf/pa/
FINANCE	Jan-09	**ASES Grant Renewal -** After School Education and Safety Program applications and renewals due to the CDE for fiscal year 2026/27. Grants are scheduled to be renewed every three years.	TEACH with Charter Impact support	No	Yes	https://www.cde.ca.gov/ls/ex/asesrenewalcycles.asp
FINANCE	Jan-15	**Consolidated Application (ConApp) reporting** - Winter - The ConApp is used by the CDE to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California. The winter release is submitted in January of each year and contains the LEA's entitlements for each funded program.	Charter Impact	No	No	https://www.cde.ca.gov/fg/aa/co/cars.asp
DATA	Jan-23	**CALPADS - Fall 1 Amendment deadline** - Final opportunity to review and correct your certified CALPADS - Fall 1 student data. Students' program eligibility information associated with lunch, special education, homeless, English language learner, school enrollment and graduation statuses will be submitted to the CDE. This data will be used to in CDE's CA Dashboard calculations and determine access to funding such as student meal reimbursements and unduplicated count factors.	TEACH with Charter Impact support	No	No	https://www.cde.ca.gov/ds/sp/cl/rptcalendar.asp
FINANCE	Jan-31	**ASES - 2nd Quarter Expenditure Report -** The ASES Program funds the establishment of local after school education and enrichment programs. These programs are created through partnerships between schools and local community resources to provide literacy, academic enrichment and safe constructive alternatives for students in kindergarten through ninth grade (K-9).	TEACH with After School Provider and Charter Impact support	No	No	https://www.cde.ca.gov/ls/ex/asesduedates.asp
FINANCE	Jan-31	**CTEIG Expenditure Report -** The California Career Technical Education Incentive Grant (CTEIG) is a state education, economic, and workforce development initiative with the goal of providing pupils in kindergarten through grades twelve, inclusive, with the knowledge and skills necessary to transition to employment and postsecondary education. **Expenditure reports are due January 31st for multi-year grant - initial reports for prior year grant (2024/25), final reports for two years prior (2023/24).**	TEACH with Charter Impact support	No	No	https://www.cde.ca.gov/ci/ct/ig/cteigtimeline.asp
FINANCE	Jan-31	**Federal Cash Management - Period 3 -** The Title I, Part A; Title I, Part D, Subpart 2; Title II, Part A; Title III EL; Title III Immigrant; and Title IV, Part A programs under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the ESSA, will utilize the Federal Cash Management program. Charter schools that are awarded a grant under any of these programs must submit the CMDC report for a particular quarter in order to receive an apportionment for that quarter; CDE will apportion funds to LEAs whose cash balance is below a certain threshold.	Charter Impact	No	No	https://www.cde.ca.gov/fg/aa/cm/
FINANCE	Jan-31	**ASES - New applicants for 2026/27 -** These programs are created through partnerships between schools and local community resources to provide literacy, academic enrichment and safe, constructive alternatives for students in kindergarten through ninth grade. Funding is designed to: (1) maintain existing before and after school program funding; and (2) provide eligibility to all elementary and middle schools that submit quality applications throughout California. The application is for new grantees as well as existing grant recipients who wish to increase funding.	TEACH with Charter Impact support	No	Yes	https://www.cde.ca.gov/fg/fo/r27/ases25rfa.asp

FINANCE	Feb-15	**2nd Interim Financial Report** - Local educational agencies (LEAs) are required to file two reports during a fiscal year (interim reports) on the status of the LEA's financial health. The first interim report is due December 15 for the period ending October 31. The second is due March 15 for the period ending January 31	Charter Impact	Yes	Yes	https://www.cde.ca.gov/fg/fi/ir/interimstatus.asp
FINANCE	Feb-15	**Board of Equalization Property Tax Exemption** - Property used exclusively for public schools, community colleges, state colleges, and state universities is exempt from property taxation (article XIII, section 3, subd. (d), Revenue and Taxation Code section 202, subd. (a)(3)). The property is exempt from taxation on the basis of its exclusive use for public school purposes. If the property is not owned by the public school, the owner of the property is required to file a claim for the Lessor's Exemption. If the owner of the property does not claim the exemption, the public school may file the Public School Exemption claim.	Charter Impact	No	Yes	https://www.boe.ca.gov/proptaxes/lessor_exemption.htm
FINANCE	Feb-20	**Certification of the First Principal Apportionment -** The Principal Apportionment includes funding for the Local Control Funding Formula, the primary source of an LEA's general purpose funding; Special Education (AB 602); and funding for several other programs. The First Principal Apportionment (P-1), certified by February 20, is based on the first period data that LEAs report to CDE in November through January. P-1 supersedes the Advance Apportionment calculations and establishes each LEA's monthly state aid payment for February through May.	FYI	No	No	https://www.cde.ca.gov/fg/aa/pa/
DATA	Feb-27	**CALPADS - Fall 2 deadline** - Please be mindful that certification within CALPADS means that these data have been reviewed and approved by your superintendent or IRC administrator. Failure to properly review and amend these data in CALPADS within the allotted amendment window will result in the improper certification of official Fall 2 data within CALPADS, which can impact a number of things, including LCFF funding, student course enrollments, staff assignments and English learner education services. Students' course enrollments, teacher course assignments, staff job assignments, FTE count and English Learner education services are reported datasets.	TEACH with Charter Impact support	No	No	https://www.cde.ca.gov/ds/sp/cl/rptcalendar.asp
FINANCE	Feb-28	**Comprehensive Support and Improvement (CSI) Expenditure Reporting - 2024 Report 3 -** Actual expenditures for each performance period within the grant period shall be reported to the California Department of Education (CDE) as part of regular grant management and administration.	Charter Impact with TEACH support	No	No	https://www.cde.ca.gov/sp/sw/t1/csileagrantrpt.asp
FINANCE	Mar-01	**School-Based Medi-Cal Administrative Activities (SMAA) -** All charter schools participating in the SMAA program are required to participate in this reporting. The SMAA program reimburse schools for the federal share (50%) of the certain costs for administering the Medi-Cal program.	TEACH with Charter Impact support	No	No	https://www.dhcs.ca.gov/provgovpart/Pages/SMAA
FINANCE	Mar-15	**Every Student Succeeds Act Per-Pupil Expenditure Application** -The Elementary and Secondary Education Act of 1965 (ESEA), as reauthorized by the Every Student Succeeds Act (ESSA), requires state educational agencies (SEAs) and their local educational agencies (LEAs) to prepare and publish annual report cards that contain specified data elements, including LEA and school-level per-pupil expenditures (PPE).	Charter Impact	No	No	https://www3.cde.ca.gov/essars
FINANCE	Mar-17	**Audit Firm Selection -** In accordance with Education Code (EC) Section 41020 (b) (3), if the governing board of a Local Educational Agency (LEA) does not have an audit contract in place by April 1, the County Superintendent of Schools, having jurisdiction over the LEA, shall provide for the audit and charge the LEA's fund for the cost incurred.	TEACH with Charter Impact support	Yes	No	https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=41020.&lawCode=EDC
FINANCE	Apr-01	**File a Form 700 - Statement of Economic Interests (SEI)**: The requirement is part of the Political Reform Act enacted in 1974, which was passed by California voters to promote integrity in state and local government by helping agency decision makers avoid conflicts between their personal interests and official duties. Depending on your local authorizer's conflict of interest policies, certain charter school officers and employees may be required to file Statements of Economic Interest with a filing officer by the April 1 deadline.	TEACH	Yes	Yes	https://www.fppc.ca.gov/Form700.html

Coversheet

Update on TEACH Prep Elementary Renewal

Section:	III. Items for Potential Action
Item:	C. Update on TEACH Prep Elementary Renewal
Purpose:	FYI
Submitted by:	
Related Material:	Executive Summary - TEACH Prep Renewal.pdf BR 281 TEACH Preparatory (1).pdf

Executive Summary

TEACH Preparatory Elementary School – Charter Renewal Update

Status

LAUSD staff have issued a recommendation to deny the charter renewal petition for TEACH Preparatory Elementary School. This recommendation is advisory only. Final action will be taken by the LAUSD Board of Education at its February 10, 2026 meeting.

LAUSD staff classify TEACH Prep as a middle performing school under Education Code section 47607.

Legal Framework

Under state law, denial of a middle performing charter requires the authorizer to make specific written findings that the school has failed to meet or make sufficient progress toward standards that provide a benefit to pupils, that closure is in the best interest of pupils, and that greater weight has been given to academic performance. This represents a higher statutory bar than applies to low performing schools.

The organization's position is that this standard has not been met on the current record.

Academic Performance Position and Key Data Arguments

TEACH's renewal advocacy is grounded in the following academic performance evidence, all drawn from publicly available Dashboard data and LAUSD's own staff report.

The most recent California School Dashboard reflects substantial year-over-year improvement. TEACH Prep improved by 54.2 points in English Language Arts and 51.1 points in Math. These gains represent significant academic acceleration for an elementary school starting well below standard. As a result, the school is now rated Yellow in both ELA and Math, has no Red or Orange subgroups, and has met the Local Indicator for implementation of academic standards.

Importantly, the LAUSD staff report includes year-over-year change data for TEACH Prep and surrounding resident district schools serving the same community. That data shows that TEACH Prep's improvement in both ELA and Math exceeds the improvement of all resident schools included in the comparison. While the staff report lists this comparative data, it does not analyze how a school demonstrating this level of relative growth nonetheless fails to make sufficient progress under the middle performing standard.

TEACH Inc.'s position is that renewal law focuses on progress and trajectory rather than absolute status alone. The magnitude of recent growth, combined with comparative improvement relative to district alternatives and the absence of extreme subgroup underperformance, supports

a finding that the school is making sufficient academic progress and that closure is not warranted at this time.

Current Strategy

The organization's immediate objective is approval of the renewal petition by the LAUSD Board of Education.

Advocacy at the February 10 Board meeting will focus on the applicable statutory standard for middle performing schools, the documented magnitude of academic growth, the comparative context reflected in LAUSD's own report, and the absence of analytical support for a denial recommendation given the full academic record.

Contingency Planning

While pursuing approval at the district level, TEACH is preparing internally for the possibility of an appeal. If the LAUSD Board votes to deny renewal, the school may appeal to the Los Angeles County Board of Education within 30 days of issuance of the district's written findings. The school remains authorized to operate during any appeal, and a county decision may occur after the June 30 charter term end date if an appeal is timely filed. TEACH will want to be prepared to schedule a special board meeting soon after the issuance of the districts written finds to approve an appeal to LACOE.

Board Action

No Board action is requested at this time. This update is provided for informational purposes to ensure shared understanding of the organization's position, data arguments, and next steps.

Los Angeles Unified School District

333 South Beaudry Ave,
Los Angeles, CA 90017

Board of Education Report

File #: Rep-281-25/26, **Version:** 1 **Agenda Date:** 2/10/2026
In Control: Charter Schools Division

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.

File #: Rep-281-25/26, **Version:** 1 **Agenda Date:** 2/10/2026
In Control: Charter Schools Division

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/1lSmK_ewy3vEP__LMzgy9KpMoHfEb_Bll?usp=sharing>

Submitted:
01/15/26

File #: Rep-281-25/26, **Version:** 1 **Agenda Date:** 2/10/2026
In Control: Charter Schools Division

RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:

CAROLYN SPAHT GONZALEZ
Chief of Staff

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

___ Approved as to form.

APPROVED & PRESENTED BY:

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

REVIEWED BY:

KURT E. JOHN
Deputy Chief Financial Officer

___ Approved as to budget impact statement.

APPROVED & PRESENTED BY:

MARLA WILLMOTT
Director
Charter Schools Division

STAFF ASSESSMENT AND RECOMMENDATION REPORT
RENEWAL PETITION

Board of Education Report 281-25/26
February 10, 2026

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

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

	TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary
Initial Authorization:	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.
Most Recent Renewal	This is the charter school's first consideration for renewal.

	TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary
Most Recent Renewal (Cont.)	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.
Approved Material Revisions of Current Charter:	The Board of Education approved a request for material revision on January 8, 2019, to add an admissions preference in accordance with SB740 requirements.
Board Benchmarks in Current Charter Term:	Not applicable
Submission of Renewal Petition Application:	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.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary participates in LAUSD Special Education Local Plan Area (SELPA) Option 2.

B. <u>Charter School Operator</u>

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. <u>Summary</u>

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	*Proficient*
2024-2025	*Proficient*
Concerns	No unresolved issues pending

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2023-2024	*Developing*
2024-2025	*Unsatisfactory*
Concerns	The rating of *Developing 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 *Unsatisfactory* 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	*Proficient*
2024-2025	*Proficient*
Concerns	No unresolved issues pending

d. Fiscal Operations

Oversight Ratings/Concerns	
2023-2024	*Accomplished*
2024-2025	*Accomplished*
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[1]	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Norm Enrollment [A]	194	259	254	272	270

[1]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.

[A] 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.

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

[1]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.

[2]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 [1] 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.

ATTACHMENT B

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																								
	Dashboard 2023								Dashboard 2024								Dashboard 2025							
Student Group	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																								
	Dashboard 2023								Dashboard 2024								Dashboard 2025							
Student Group	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

	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	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

		School				State of California			
End Year	Student Group	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

		School				State of California			
End Year	Student Group	Students Tested During Testing Window	Students Enrolled During Testing Window	Partipation Rate	Partipation Rate Greater Than 95%	Students Tested During Testing Window	Students Enrolled During Testing Window	Partipation Rate	Partipation 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																					
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	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																							
	Dashboard 2023							Dashboard 2024							Dashboard 2025								
Student Group	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						
	2023-2024			2024-2025		
Student Group	**School**	**Los Angeles Unified**	**State of California**	**School**	**Los Angeles Unified**	**State of California**
Enrollment	272	529,902	5,837,690	271	516,685	5,806,221
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

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

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	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
LTEL 6+ Years	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%
At-Risk 4-5 Years	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%
EL 0-3 Years	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%
EL 4+ Years & Not At-Risk or LTEL	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%
EL Total	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%
RFEP	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%
Total Ever EL	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**
Total SWD Enrollment	19	100.0%	7.0%	78,319	100.0%	14.8%	34	100.0%	12.5%	80,505	100.0%	15.6%
High Incidence	13	68.4%	4.8%	52,153	66.6%	9.8%	25	73.5%	9.2%	52,412	65.1%	10.1%
Low Incidence	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).

ATTACHMENT C

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 10, 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.[1]

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

[1] 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).)[2]

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.

[2] 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.[3] 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.

[3] 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/csperformcategory.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

Chronic Absenteeism - CA School Dashboard Indicator

	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	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).[4]

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.

[4] 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 2025was 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.

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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[5], 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

[5] 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[6] the program set forth in the renewal petition, the LAUSD Board assesses a variety of factors.[7] 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

[6] 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.
[7] 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

EXHIBIT 3

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

Resident Schools Data Set

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.

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.

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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.

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

Resident Schools Data Set

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
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.

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

Resident Schools Data Set

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.

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

Resident Schools Data Set

Academic Performance Medians – Chronic Absenteeism

TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary 2022-2023 Chronic Absenteeism Indicator Medians - CA School Dashboard Indicator

Student Group	Number of students enrolled who meet criteria	Charter Performance Level (color)	Charter Chronic Absenteeism Percentage	Resident Number of students enrolled who meet criteria	Resident Schools Median Color	Resident Median Chronic Absenteeism Percentage	Charter to Resident Schools Median Comparison
All Students	**277**	**Red**	**56.0%**	**2,909**	**Yellow**	**41.5%**	**Higher**
Black or African American	114	Red	64.0%	971	Orange	52.9%	Higher
Latino	155	Red	50.3%	1,801	Orange	37.4%	Higher
English Learner	93	Red	54.8%	867	Orange	34.2%	Higher
Socioeconomically Disadvantaged	265	Red	56.2%	2,821	Yellow	41.2%	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 Chronic Absenteeism Indicator Medians - CA School Dashboard Indicator

Student Group	Number of students enrolled who meet criteria	Charter Performance Level (color)	Charter Chronic Absenteeism Percentage	Resident Number of students enrolled who meet criteria	Resident Schools Median Color	Resident Median Chronic Absenteeism Percentage	Charter to Resident Schools Median Comparison
All Students	**294**	**Yellow**	**50.0%**	**2,950**	**Yellow**	**35.5%**	**Higher**
Black or African American	123	Orange	56.9%	959	Orange	43.6%	Higher
Latino	167	Yellow	44.3%	1,840	Orange	31.5%	Higher
English Learner	92	Orange	44.6%	853	Orange	26.9%	Higher
Socioeconomically Disadvantaged	288	Yellow	50.0%	2,822	Yellow	35.6%	Higher
Students with Disabilities	30	No Color	60.0%	499	Orange	45.0%	Higher

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 Chronic Absenteeism Indicator Medians - CA School Dashboard Indicator

Student Group	Number of students enrolled who meet criteria	Charter Performance Level (color)	Charter Chronic Absenteeism Percentage	Resident Number of students enrolled who meet criteria	Resident Schools Median Color	Resident Median Chronic Absenteeism Percentage	Charter to Resident Schools Median Comparison
All Students	**285**	**Red**	**55.1%**	**2,870**	**Yellow**	**31.5%**	**Higher**
Black or African American	124	Red	62.1%	902	Orange	39.8%	Higher
Latino	154	Red	49.4%	1,790	Orange	26.3%	Higher
English Learner	73	Red	49.3%	671	Orange	25.8%	Higher
Socioeconomically Disadvantaged	280	Red	55.7%	2,801	Yellow	31.4%	Higher
Students with Disabilities	34	Red	64.7%	509	Orange	36.4%	Higher

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

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

Resident Schools Data Set

Academic Performance Medians – Suspension Indicator

TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary 2022-2023 Suspension Rate Indicator Medians - CA School Dashboard Indicator

Student Group	Number of students	Charter Performance Level (color)	Charter Percentage of students suspended at least once	Resident Number of students	Resident Schools Median Color	Resident Median Percentage of students suspended at least once	Charter to Resident Schools Median Comparison
All Students	**286**	**Blue**	**0.0%**	**3,039**	**Blue**	**0.1%**	**Lower**
Black or African American	117	Blue	0.0%	1,022	Blue	0.0%	Same
Latino	161	Blue	0.0%	1,867	Blue	0.1%	Lower
English Learner	97	Blue	0.0%	891	Blue	0.0%	Same
Socioeconomically Disadvantaged	267	Blue	0.0%	2,920	Blue	0.1%	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 Suspension Rate Indicator Medians - CA School Dashboard Indicator

Student Group	Number of students	Charter Performance Level (color)	Charter Percentage of students suspended at least once	Resident Number of students	Resident Schools Median Color	Resident Median Percentage of students suspended at least once	Charter to Resident Schools Median Comparison
All Students	**303**	**Blue**	**0.0%**	**3,096**	**Blue**	**0.0%**	**Same**
Black or African American	129	Blue	0.0%	1,023	Green	0.2%	Lower
Latino	170	Blue	0.0%	1,916	Blue	0.0%	Same
English Learner	93	Blue	0.0%	888	Blue	0.0%	Same
Socioeconomically Disadvantaged	297	Blue	0.0%	2,947	Blue	0.0%	Same
Students with Disabilities	31	No Color	0.0%	518	Blue	0.0%	Same

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

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TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary 2024-2025 Suspension Rate Indicator Medians - CA School Dashboard Indicator

Student Group	Number of students	Charter Performance Level (color)	Charter Percentage of students suspended at least once	Resident Number of students	Resident Schools Median Color	Resident Median Percentage of students suspended at least once	Charter to Resident Schools Median Comparison
All Students	**292**	**Blue**	**0.0%**	**3,010**	**Blue**	**0.1%**	**Lower**
Black or African American	129	Blue	0.0%	959	Green	0.2%	Lower
Latino	156	Blue	0.0%	1,863	Blue	0.1%	Lower
English Learner	74	Blue	0.0%	700	Blue	0.0%	Same
Socioeconomically Disadvantaged	286	Blue	0.0%	2,919	Blue	0.1%	Lower
Students with Disabilities	34	Blue	0.0%	534	Blue	0.0%	Same

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

Coversheet

Approve the Behavioral Referral Policy

Section: III. Items for Potential Action
Item: D. Approve the Behavioral Referral Policy
Purpose: Vote
Submitted by:
Related Material:
Behavioral Referral Policy for Addressing Pupil Behavioral Health Concerns.pages
Behavioral_Referral_Policy_for_Addressing_Pupil_Behavioral_Health_Concerns.pdf

Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. Adobe Reader:

Behavioral Referral Policy for Addressing Pupil Behavioral Health Concerns.pages

TEACH Academy of Technologies and TEACH Tech Charter High School
Policy #. 5840
Date of Adoption:

Behavioral Referral Policy for Addressing Pupil Behavioral Health Concerns

Governing Board Policy Statement

(Education Code sections 49428.1 and 49428.2)

At a regularly scheduled meeting held on January 27, 2026, the Governing Board of TEACH, Inc. hereby adopts this Behavioral Referral Policy for Addressing Pupil Behavioral Health Concerns for pupils in grades 7–12 enrolled at TEACH Academy and TEACH Tech Charter High School.

This policy is based on, and is consistent with, the Model Policy on Referral Protocols for Addressing Pupil Behavioral Health Concerns issued by the California Department of Education (CDE) pursuant to Education Code section 49428.1. The policy has been developed in consultation with school administrators, certificated and classified staff, school-linked behavioral health professionals, and community partners, and is intended to establish clear, lawful, and school-specific referral procedures that support student well-being while maintaining appropriate professional boundaries.

Purpose and Guiding Principles

TEACH recognizes that pupil behavioral health is essential to academic success, school engagement, and long-term well-being. The purpose of this policy is to:

- Establish clear referral protocols for identifying and responding to pupil behavioral health concerns;
- Ensure timely access to appropriate school-based and community-based behavioral health supports;
- Promote equitable access to services for pupils in high-risk groups;
- Clarify staff roles, responsibilities, and limits of practice; and
- Ensure compliance with applicable federal and state laws.

This policy emphasizes prevention, early identification, and graduated supports, and prioritizes collaboration among pupils, families, school staff, and community providers.

Addressing the Needs of High-Risk Pupil Groups

(Education Code section 49428.2(b)(3))

The Governing Board affirms its commitment to ensuring equitable access to behavioral health supports for all pupils. Referral protocols under this policy are designed to address the needs of high-risk pupil groups, including but not limited to:

- Pupils with disabilities, including those with Individualized Education Programs (IEPs) or Section 504 Plans;
- Pupils with diagnosed or suspected mental health conditions or substance use disorders;
- Foster youth and pupils placed in out-of-home care;
- Homeless youth, as defined by the McKinney-Vento Homeless Assistance Act;

- Pupils experiencing bereavement, trauma, or the loss of a close family member or friend;
- Pupils for whom there is concern related to behavioral health disorders, including common psychiatric conditions and substance use disorders such as opioid or alcohol misuse;
- Lesbian, gay, bisexual, transgender, or questioning (LGBTQ+) pupils; and
- Pupils experiencing chronic absenteeism, school disengagement, or significant behavioral changes.

At TEACH, oversight of pupil behavioral and mental health supports is coordinated by the Superintendent or designee. Implementation of group-specific referral protocols occurs in collaboration with, as applicable:

- The Director of Special Education (IEP and Section 504 coordination);
- The Foster Youth Liaison;
- The Homeless Liaison;
- School site administrators at TEACH Academy and TEACH Tech Charter High School; and
- School-linked behavioral health professionals and community-based partners.

Based on local data and school site needs, TEACH, leadership may identify additional pupil groups requiring targeted outreach or supports, such as English learners or recently immigrated pupils.

Student Privacy and Confidentiality

TEACH Schools recognize and agree to comply with all applicable federal and state student data privacy laws and regulations, including but not limited to the Family Educational Rights and Privacy Act (FERPA), Education Code section 49073 et seq., the Individuals with Disabilities Education Act (IDEA), and Section 504 of the Rehabilitation Act.

All referrals, records, and communications related to pupil behavioral health concerns shall:

- Be limited to staff with a legitimate educational interest;
- Be documented and stored securely in accordance with law and TEACH record-keeping practices;
- Be shared with external providers only with appropriate consent or legal authorization; and
- Respect pupil and family dignity and confidentiality at all times.

Referral Protocols and Procedures

1. Needs Assessment

The Principal or designee shall conduct an annual behavioral health needs assessment that includes:

- Identification of behavioral health trends at TEACH Academy and TEACH Tech Charter High School;
- Review of existing school-based and community-based resources; and
- Identification of service gaps or barriers to access.

Each school site shall, on a quarterly basis:

- Review referral volume, response timelines, and general outcomes;
- Identify implementation challenges or training needs; and

TEACH Academy of Technologies and TEACH Tech Charter High School
Policy #. 5840
Date of Adoption:

- Submit a summary of findings to TEACH, Inc. leadership for continuous improvement.

2. Capacity Building

Schools shall:

- Provide ongoing professional development to certificated and classified staff regarding behavioral health awareness and referral pathways;
- Clearly define staff roles and responsibilities within the referral process;
- Maintain and periodically review partnerships with school-linked behavioral health professionals and community service providers; and
- Ensure that staff understand how to access support when concerns arise.

3. Planning

Principals shall ensure the school maintains written referral pathways that:

- Distinguish between crisis and non-crisis behavioral health concerns;
- Identify responsible staff positions at each stage of the referral process;
- Establish expectations for communication, documentation, and follow-up; and
- Include memoranda of understanding (MOUs) or other agreements with external providers, where appropriate, to support coordinated services and lawful information-sharing.

4. Implementation Procedures

At both TEACH Academy and TEACH Tech Charter High School, referral procedures shall include the following steps:

1. **Identification of Concern**
   A behavioral health concern may be identified by a teacher, counselor, administrator, classified staff member, the pupil, or a parent/guardian.
2. **Initiation of Referral**
   Concerns are referred to designated schoolsite personnel (such as a school counselor, school administrator, or wellness coordinator) using established schoolsite procedures.
3. **Documentation**
   Relevant observations and actions are documented in accordance with TEACH, Inc. protocols and privacy requirements.
4. **Parent/Guardian Notification**
   Parents or guardians are notified consistent with applicable law, unless notification is not permitted or is contraindicated due to safety or legal considerations.
5. **Triage and Determination of Level of Need**
   Designated staff assess whether the concern is:
   - A crisis requiring immediate action, or
   - A non-crisis concern appropriate for school-based or community-based supports.

6. **Referral to Services**
   Pupils are linked to appropriate supports, which may include school-based counseling, community behavioral health services, or other supportive interventions.
7. **Follow-Up and Monitoring**
   School site staff conduct follow-up check-ins to monitor engagement and support continuity, consistent with their role and scope of practice.

5. Evaluation and Continuous Improvement

Schools shall conduct an annual evaluation of its behavioral referral protocols that includes:

- Review of aggregate referral data;
- Input from staff, families, pupils (as appropriate), and community partners; and
- Identification of targeted improvements to policies, training, or partnerships.

Evaluation metrics may include, but are not limited to:

- Median time from referral to first contact;
- Percentage of follow-up actions completed within ten (10) school days;
- Referral closure rates; and
- Outcomes for high-risk pupil groups identified in this policy.

A summary of evaluation findings shall be reported to the Governing Board annually to support transparency and continuous improvement.

Training Requirements

(Education Code section 49428.2(b)(4), (c)–(e))

Schools shall ensure that teachers serving pupils in grades 7–12 receive training on pupil behavioral health. Training shall include:

- How to identify appropriate school site and community contacts for behavioral health evaluation and services; and
- When and how to refer pupils and families to those services.

Training may also include recognition of common signs and symptoms of youth behavioral health disorders, as appropriate.

Consistent with Education Code section 49428.2, schools shall certify to the California Department of Education, on or before July 1, 2029, that:

- One hundred percent (100%) of certificated employees; and
- At least forty percent (40%) of classified employees with direct contact with pupils in grades 7–12

have received youth behavioral health training at least once, or that an alternative approach has been adopted that is consistent with the statutory goals and better meets pupil needs.

Authorization and Scope of Practice

(Education Code section 49428.2(b)(5))

To ensure compliance with credentialing and licensing requirements, schools shall:

- Provide clear guidance and training to staff regarding their roles and limits of practice in the referral process;
- Require that pupils with behavioral health concerns be referred to appropriately credentialed or licensed professionals for evaluation or treatment;
- Maintain referral protocols that specify which staff positions are authorized to act at each stage of the process;
- Periodically review job descriptions and assignments for alignment with credential and license requirements; and
- Clearly inform all employees that only licensed or credentialed professionals may diagnose or treat behavioral health conditions.

Consistent with Education Code sections 49428.1(b)(8) and 49428.2(b)(5), nothing in this policy shall be construed as authorizing or encouraging school employees to diagnose or treat youth

behavioral health disorders unless they are specifically licensed and employed by TEACH, Inc. to do so.

Implementation

This policy applies to both TEACH Academy and TEACH Tech Charter High School. Each school shall maintain school-specific procedures, referral forms, and contact lists aligned with this policy and reflective of site-based staffing and partnerships.

Administrators are responsible for ensuring staff awareness, consistent implementation, and alignment with this policy.

Coversheet

Approval of the 2024-2025 School Accountability Report Cards (SARCs) for TEACH Prep Elementary, TEACH Academy of Technologies, and TEACH Tech Charter High School

Section: III. Items for Potential Action
Item: E. Approval of the 2024-2025 School Accountability Report Cards (SARCs) for TEACH Prep Elementary, TEACH Academy of Technologies, and TEACH Tech Charter High School
Purpose: Vote
Submitted by:
Related Material:
2025_School_Accountability_Report_Card_TEACH_Preparatory_Mildred_S._Cunningham_&_Edith_H._Morris_ES_20260123 (1).pdf
2025_School_Accountability_Report_Card_TEACH_Academy_of_Technologies_20260123.pdf
2025_School_Accountability_Report_Card_TEACH_Tech_Charter_High_School_20260122 (1).pdf

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

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.
Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2025-26 School Contact Information

School Name	TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School
Street	8505 S. Western Ave.
City, State, Zip	Los Angeles, CA 90047
Phone Number	323-872-0708
Principal	Sharon Rhee
Email Address	srhee@teachps.org
School Website	www.teachps.org
Grade Span	K-5
County-District-School (CDS) Code	19647330138305

2025-26 District Contact Information

District Name	TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School
Phone Number	(213) 241-1000
Superintendent	Alberto M. Carvalho
Email Address	superindentent@lausd.net
District Website	www.lausd.net

2025-26 School Description and Mission Statement

School Profile and Goals
Overview and History TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School (TEACH Prep ES) is the third campus operated by TEACH Public Schools, Inc., proudly serving the Westmont/Gramercy Park community. Founded by veteran Los Angeles educators Mildred Cunningham and Edith Morris, our school was built on a vision to address the needs of the whole child, build strong character, and integrate state-of-the-art technology into early instruction. Alongside TEACH Academy of Technologies and TEACH Tech Charter High School, we provide a continuous, high-quality educational pathway for local families.

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

Our Vision for Student Success We believe in nurturing the whole child by supporting their social, physical, emotional, and intellectual needs. Our goal is to ensure that upon graduation, the knowledge and experiences acquired at TEACH Prep ES are effectively applied to students' daily lives. We are student-centered institutions committed to fostering a culture of:

- Creativity and Critical Thinking: Encouraging young learners to explore and solve problems.
- Academic Excellence: Maintaining high standards for literacy and core subjects.
- Technological Literacy: Integrating modern tools to prepare students for a digital future.

Educational Philosophy We firmly believe that all children can learn when provided with high-quality instruction and the right opportunities. Our dedicated staff prioritizes forging deep, lasting connections with every student to ensure a supportive and enriching experience. Guided by the philosophy that “what you pay attention to grows,” we utilize data-driven practices and a steadfast focus on individual student progress. By empowering both teachers and students, we foster an environment where our youngest learners can grow, achieve, and succeed in the 21st century.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	66
Grade 1	48
Grade 2	52
Grade 3	52
Grade 4	53
Total Enrollment	271

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.8
Male	50.2
Black or African American	43.9
Hispanic or Latino	53.5
Two or More Races	1.1
White	1.5
English Learners	25.1
Foster Youth	1.1
Socioeconomically Disadvantaged	99.3
Students with Disabilities	12.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	3.6	36.04	23128.2	84.33	234405.2	84
Intern Credential Holders Properly Assigned	0.5	5.01	804.5	2.93	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5.9	59.06	1474.9	5.38	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	1009.6	3.68	11953.1	4.28
Unknown/Incomplete/NA	0	0	1009.3	3.68	15831.9	5.67
Total Teaching Positions	9.9	100	27426.8	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6	66.67	22355.1	82.56	231142.4	83.24
Intern Credential Holders Properly Assigned	2	22.22	1101.4	4.07	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	11.11	1596	5.89	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	1053.6	3.89	11746.9	4.23
Unknown/Incomplete/NA	0	0	971.5	3.59	14303.8	5.15
Total Teaching Positions	9	100	27077.8	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6	66.67	22261.7	82.36	230039.4	100
Intern Credential Holders Properly Assigned	3	33.33	1309.3	4.84	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	1899.5	7.03	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	946.9	3.5	12112.8	4.34
Unknown/Incomplete/NA	0	0	613.6	2.27	13705.8	4.91
Total Teaching Positions	9	100	27031.1	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	5.90	1	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	5.90	1	0

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	84.4	20	18.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	20.6	20	18.1

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	2023

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Reading Wonders	0
Mathematics	McGraw Hill Reveal Math	0
Science	McGraw Hill California Inspire Science	0
History-Social Science	McGraw Hill IMPACT: CALIFORNIA	0
Foreign Language	N/A	
Health	N/A	
Visual and Performing Arts	N/A	

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School is committed to providing a safe, clean, and functional environment for its students, staff, and community. Based on the most recent internal inspection conducted in October 2025 using the state-standard Facility Inspection Tool (FIT), the school received an overall facility rating of "Good." The inspection verified that the campus is well-maintained and that essential systems—including gas leaks, mechanical systems, and hazardous materials management—are in good working order and pose no threat to student safety.

While the facility is in good standing, the school proactively manages minor maintenance items to ensure the campus remains in top condition. To further enhance the learning environment, we have prioritized several key infrastructure projects for the current cycle. These include upgrading campus lighting for improved visibility and energy efficiency, as well as the installation of an enhanced security camera system to bolster site-wide safety. Additionally, we are currently optimizing indoor setups and classroom configurations to facilitate better access and instructional flow, ensuring that our physical spaces support a modern, flexible learning experience.

School Facility Conditions and Planned Improvements

Looking ahead, a major component of our facilities master plan is the expansion to our new site at 1750 W. Century Blvd, which is scheduled to take place for the 2026-27 school year. This expansion will significantly increase our instructional capacity and provide upgraded facilities to better serve our growing student population. Through these proactive upgrades and strategic growth, TEACH Preparatory ensures that its physical infrastructure continues to reflect our high academic standards and our commitment to the South Los Angeles community.

Year and month of the most recent FIT report	October 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	12	29	43	46	47	48
Mathematics (grades 3-8 and 11)	9	32	32	35	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	102	102	100.00	0.00	29.41
Female	50	50	100.00	0.00	22.00
Male	52	52	100.00	0.00	36.54
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	42	42	100.00	0.00	26.19
Filipino	0	0	0	0	0
Hispanic or Latino	58	58	100.00	0.00	31.03
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	25	25	100.00	0.00	16.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	100	100	100.00	0.00	29.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	14	100.00	0.00	21.43

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	102	102	100.00	0.00	32.35
Female	50	50	100.00	0.00	24.00
Male	52	52	100.00	0.00	40.38
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	42	42	100.00	0.00	26.19
Filipino	0	0	0	0	0
Hispanic or Latino	58	58	100.00	0.00	36.21
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	25	25	100.00	0.00	32.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	100	100	100.00	0.00	31.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	14	100.00	0.00	21.43

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)			21.89	25.47	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School (TEACH Prep ES) operates under the core belief that family engagement is the cornerstone of academic excellence. The school has established a multi-tiered infrastructure to ensure families are valued partners in the educational process, anchored by centralized resources that serve our entire school community.

I. Leadership, Governance, and Decision-Making
Decision-making at TEACH Prep ES is a collaborative effort led by Luis Ramirez, Director of Enrollment and Family Engagement. Mr. Ramirez facilitates the primary governance bodies that allow parents to steer the school's direction:

- School Site Council (SSC): Parents work alongside school leaders and staff to develop, review, and monitor the School Plan for Student Achievement (SPSA).
- English Learner Advisory Committee (ELAC): A dedicated forum where parents of English Learners provide direct input on programs and language acquisition services.
- Administrative Feedback: The school implements annual climate surveys to assess parent satisfaction and gather actionable feedback regarding staff responsiveness.

II. The TEACH Parent Center: A Centralized Resource
A unique strength of our network is the TEACH Parent Center, located at the TEACH Academy of Technologies 1750 campus (adjacent to the 10000 campus). This center serves as the centralized hub for all TEACH schools, including TEACH Prep ES. Under the direction of Mr. Ramirez, the center offers:

- Network-Wide Workshops: Sessions designed to help families create home environments that foster learning and develop a long-term vision for student success.
- Family Support Services: The center provides a physical space for parents to access community resources, technology assistance, and educational materials.
- Capacity Building: Staff across all campuses receive training on best practices for engaging and supporting a diverse parent body.

III. Digital Engagement and Unified Communication
To keep families connected in real-time, TEACH Prep ES utilizes a high-tech, high-touch communication model:

- ParentSquare: Our primary communication headquarters, providing real-time, two-way translation in all home languages to ensure every family can communicate directly with teachers and receive school-wide alerts.
- Social Media Highlights: We leverage Instagram and Facebook to share student milestones and school events, fostering community pride across our digital platforms.

IV. Early Commitment and Foundation-Building
The partnership begins at the point of enrollment. Before admission, all parents/guardians at TEACH Prep ES are encouraged to:

1. Attend a Comprehensive Orientation: Introducing families to the school's philosophy and academic programs.
2. Sign the Home-School Partnership Agreement: A non-binding document formalizing the mutual commitment between the school and the family to build a strong foundation for lifelong learning.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	292	285	157	55.1
Female	142	140	83	59.3
Male	150	145	74	51.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	129	124	77	62.1
Filipino	--	--	--	--
Hispanic or Latino	156	154	76	49.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	74	73	36	49.3
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	286	280	156	55.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	34	34	22	64.7

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.55	0.6	0.51	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.02	0.02	0.02	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

TEACH Public Schools is committed to maintaining safe and secure campuses for all students and staff. The Comprehensive School Safety Plan (CSSP) is reviewed and updated annually to align with the latest safety protocols and best practices. For the current academic year, the CSSP was last reviewed, updated, and approved by the TEACH Board of Directors on July 29, 2025.

The CSSP is treated as a "living document." It is formally introduced to faculty during the Summer Institute in August and reinforced throughout the school year during professional development days and staff meetings. To ensure the plan reflects the needs of the entire school community, a student representative is included in relevant discussions, ensuring student perspectives are integrated into our safety culture.

Key Elements of the CSSP
The plan outlines essential policies and procedures to ensure a protective learning environment:

- Physical Campus Security: Maintaining controlled access points, utilizing surveillance systems, and conducting routine safety inspections.
- Emergency Preparedness: Detailed protocols for fire drills, lockdowns, earthquake procedures, and comprehensive crisis management plans.
- Proactive Safety Initiatives: Implementation of anti-bullying programs, conflict resolution training, and accessible mental health support services.
- Visitor Management: Strict procedures requiring all guests to sign in and undergo identification checks before accessing the campus.
- Coordinated Response: Active collaboration with local law enforcement and emergency responders to ensure seamless communication during an incident.

Training & Drills
Employee preparedness is a cornerstone of our safety strategy. All school employees complete annual CSSP training as part of their onboarding and ongoing professional development. Furthermore, safety drills are conducted monthly, ensuring that students and staff are familiar with emergency procedures and can respond effectively in any situation.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	27	0	2	0
1	22	1	1	0
2	27	0	2	0
3	25	0	2	0
4	27	0	2	0
5	0	0	0	0
6	0	0	0	0
Other	0	0	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	26	0	2	0
1	22	0	2	0
2	27	0	2	0
3	26	0	2	0
4	26	0	2	0
5	0	0	0	0
6	0	0	0	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		2	
1	24		2	
2	26		2	
3	26		2	
4	27		2	

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$20,449	$3,052	$17,396	$77,972
District	N/A	N/A	$11,484	$90,557
Percent Difference - School Site and District	N/A	N/A	40.9	-14.9
State	N/A	N/A	$11,146	$100,333
Percent Difference - School Site and State	N/A	N/A	43.8	-25.1

Fiscal Year 2024-25 Types of Services Funded

For the 2024-25 school year, TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School provides a comprehensive suite of student supports through a strategic blend of state and federal funding. A cornerstone of our extended-

Fiscal Year 2024-25 Types of Services Funded

day programming is the After School Education and Safety (ASES) grant, which ensures students have access to a safe, structured environment offering daily homework assistance, academic tutoring, and physical fitness activities. This is significantly bolstered by our partnership with After-School All-Stars Los Angeles, the direct recipient of the 21st Century Community Learning Centers (21st CCLC) grant. Through this collaboration, our students benefit from high-quality enrichment in STEM, the arts, and leadership development, while their families are supported through literacy and educational services that bridge the gap between home and school.

To ensure foundational academic success, the school utilizes the California Literacy Coaches and Reading Specialists (LCRS) Grant to provide intensive, evidence-based reading support. These funds are dedicated to a specialized literacy coach who works directly with students in grades TK–3, utilizing data-driven assessments to provide targeted interventions. This grant also facilitates ongoing professional development for our teaching staff, ensuring the implementation of the most effective ELA/ELD instructional strategies. By integrating these specialized literacy resources with our robust after-school programs, TEACH Preparatory delivers a Multi-Tiered System of Supports (MTSS) that addresses the academic, social, and emotional needs of the whole child, ensuring every student has the tools necessary for long-term achievement.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$56,130	$60,863
Mid-Range Teacher Salary	$89,655	$93,575
Highest Teacher Salary	$111,314	$125,548
Average Principal Salary (Elementary)	$130,917	$157,645
Average Principal Salary (Middle)	$143,032	$165,341
Average Principal Salary (High)	$145,310	$182,580
Superintendent Salary	$440,000	$357,064
Percent of Budget for Teacher Salaries	24.53%	30.36%
Percent of Budget for Administrative Salaries	4.94%	4.88%

Professional Development

TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School is committed to a professional learning model that ensures our youngest learners are active participants in their own education. Research suggests that students learn best when they are fully engaged in the curriculum and learning objectives at all times. To facilitate this, the school provides an extensive training program designed to equip educators with a diverse repertoire of instructional strategies, curriculum resources, and materials.

Research-Based Instructional Strategy
Evidence-based instructional strategies are the cornerstone of the daily classroom culture at TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School. Professional development is anchored in the high-impact teaching practices identified in Classroom Instruction That Works (Marzano, Pickering, and Pollock). Elementary educators are trained to refine their practices across three key pillars:

- Instructional Strategies: Implementing research-backed methods to maximize student engagement and foundational skill acquisition.
- Management Techniques: Establishing structured, nurturing environments that promote positive behavior.
- Curriculum Design: Developing standards-aligned lessons that foster curiosity and critical thinking.

Professional Development

Delivery and Methods of Support
TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School employs a multi-tiered professional growth model to ensure these strategies are successfully translated into classroom practice. The school designates 13 full days annually for comprehensive staff development and utilizes over 30 minimum days for ongoing continuous improvement.

Professional development sessions specifically train staff to incorporate our foundational coursework strategies into daily instruction, including:

- Direct Instruction & Collaborative Growth: Training on balancing direct instruction with cooperative group work and collaborative projects to build both foundational skills and peer communication.
- Targeted Learning Goals: Workshops on presenting clearly defined "Learning Targets" to students and utilizing rubric-based self-assessments to encourage student reflection and ownership of growth.
- Interdisciplinary & Project-Based Learning: Support for designing interdisciplinary approaches to curriculum and research-based projects that involve community members and educational partners in instructional activities.
- Computer-Assisted Blended Learning: Specialized training to help teachers act as facilitators. In this model, students receive targeted instruction at their individual levels while teachers monitor progress and address learning challenges in real time, allowing other students to engage in independent practice.

Alignment to Student Success
By prioritizing frequent, data-driven professional development, TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School ensures that teaching remains responsive to the developmental needs of our students. Identifying learning gaps quickly during weekly sessions allows teachers to immediately adjust instruction, providing the "just-in-time" support students need to reach grade-level mastery.

Through these ongoing resources and dedicated time for growth, the school ensures that its educators are prepared to challenge and support every student, building the essential skills needed for success in middle school, high school, and beyond.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	15	15	13

TEACH Academy of Technologies

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2025-26 School Contact Information

School Name	TEACH Academy of Technologies
Street	10000 S. Western Avenue
City, State, Zip	Los Angeles, CA 90047
Phone Number	323-872-0809
Principal	Christian Gomez
Email Address	cgomez@teachps.org
School Website	www.teachps.org
Grade Span	5-8
County-District-School (CDS) Code	19647330122242

2025-26 District Contact Information

District Name	TEACH Academy of Technologies
Phone Number	213-241-1000
Superintendent	Alberto M. Carvalho
Email Address	superindentent@lausd.net
District Website	www.lausd.net

2025-26 School Description and Mission Statement

School Profile and Goals
Mission Statement: The mission of TEACH Academy of Technologies is to cultivate a high-quality, innovative teaching and learning environment that emphasizes literacy while integrating state-of-the-art technologies across the core curriculum to ensure academic proficiency for all students.

School Program: At TEACH Academy of Technologies, we believe that education should extend beyond the four walls of a classroom. Our program is built on the foundation that high literacy standards and technological fluency are the primary drivers of long-term achievement. We provide a specialized learning environment that fosters success both in the classroom and the

2025-26 School Description and Mission Statement

community, ensuring our students are prepared to navigate the complexities of a digital-first world.

Program Goals: To fulfill this vision and ensure every student reaches their full potential, TEACH Academy works relentlessly toward the following core objectives:

- Academic Preparation: To equip students with the rigorous foundational skills necessary for success in high school and post-secondary education.
- Civic Responsibility: To develop students into ethical, responsible, and active participants who contribute meaningfully to their communities.
- Lifelong Empowerment: To foster a mindset of continuous curiosity and the critical thinking skills required to become lifelong learners.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 5	61
Grade 6	134
Grade 7	143
Grade 8	133
Total Enrollment	471

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	56.9
Male	43.1
Black or African American	41.4
Hispanic or Latino	57.3
Two or More Races	0.2
White	0.8
English Learners	27.2
Foster Youth	3
Homeless	7.2
Socioeconomically Disadvantaged	98.9
Students with Disabilities	11.9

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	3.5	27.48	23128.2	84.33	234405.2	84
Intern Credential Holders Properly Assigned	0.8	6.16	804.5	2.93	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	8.6	66.36	1474.9	5.38	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	1009.6	3.68	11953.1	4.28
Unknown/Incomplete/NA	0	0	1009.3	3.68	15831.9	5.67
Total Teaching Positions	12.9	100	27426.8	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	3.2	25.99	22355.1	82.56	231142.4	83.24
Intern Credential Holders Properly Assigned	1	7.92	1101.4	4.07	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	8.3	66.01	1596	5.89	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	1053.6	3.89	11746.9	4.23
Unknown/Incomplete/NA	0	0	971.5	3.59	14303.8	5.15
Total Teaching Positions	12.6	100	27077.8	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6.3	37.64	22261.7	82.36	230039.4	100
Intern Credential Holders Properly Assigned	0	0	1309.3	4.84	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	10.5	62.3	1899.5	7.03	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	946.9	3.5	12112.8	4.34
Unknown/Incomplete/NA	0	0	613.6	2.27	13705.8	4.91
Total Teaching Positions	16.8	100	27031.1	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	8.60	8.3	10.5
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	8.60	8.3	10.5

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	71.3	76	66.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	28.6	29.9	22.9

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	07/2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Reading Wonders (Grade 5) & McGraw Hill StudySync (Grades 6-8)	0
Mathematics	McGraw Hill Reveal Math (Grade 5), McGraw Hill National Reveal Math (Grade 6) & CPM (Grades 7 & 8)	0
Science	McGraw Hill California Inspire Science	0
History-Social Science	McGraw Hill IMPACT: CALIFORNIA (Grades 5-8)	0
Foreign Language		0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

The school site has been thoroughly assessed and is determined to be in good repair, ensuring a safe and well-maintained environment for students and staff. Routine inspections have confirmed that all facilities, including classrooms, restrooms, common areas, and outdoor spaces, meet safety and operational standards. At this time, no major repairs, upgrades, or maintenance needs have been identified. The school remains committed to ongoing facility monitoring and preventative maintenance to uphold a high standard of safety, cleanliness, and functionality.

Year and month of the most recent FIT report	October 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			NONE
Interior: Interior Surfaces	X			NONE
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			NONE

School Facility Conditions and Planned Improvements

Electrical	X			NONE
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			NONE
Safety: Fire Safety, Hazardous Materials	X			NONE
Structural: Structural Damage, Roofs	X			NONE
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			NONE

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	10	12	43	46	47	48
Mathematics (grades 3-8 and 11)	3	4	32	35	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	471	467	99.15	0.85	12.42
Female	271	271	100.00	0.00	13.28
Male	200	196	98.00	2.00	11.22
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	197	194	98.48	1.52	11.34
Filipino	0	0	0	0	0
Hispanic or Latino	268	267	99.63	0.37	13.48
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--

White	--	--	--	--	--
English Learners	134	134	100.00	0.00	2.24
Foster Youth	--	--	--	--	--
Homeless	31	31	100.00	0.00	9.68
Military	0	0	0	0	0
Socioeconomically Disadvantaged	461	457	99.13	0.87	12.25
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	53	51	96.23	3.77	1.96

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	472	469	99.36	0.64	3.85
Female	272	272	100.00	0.00	2.58
Male	200	197	98.50	1.50	5.58
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	198	196	98.99	1.01	2.56
Filipino	0	0	0	0	0
Hispanic or Latino	268	267	99.63	0.37	4.87
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	134	134	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	31	31	100.00	0.00	3.23
Military	0	0	0	0	0

Socioeconomically Disadvantaged	462	459	99.35	0.65	3.93
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	54	52	96.30	3.70	1.96

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	4.64	3.74	21.89	25.47	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	196	191	97.45	2.55	3.74
Female	102	101	99.02	0.98	2.04
Male	94	90	95.74	4.26	5.62
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	84	83	98.81	1.19	0.00
Filipino	0	0	0	0	0
Hispanic or Latino	110	106	96.36	3.64	6.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	60	58	96.67	3.33	0.00
Foster Youth	--	--	--	--	--
Homeless	11	10	90.91	9.09	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	193	188	97.41	2.59	3.80
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	23	95.83	4.17	0.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	96	98	97	98	96
Grade 7	98	97	96	96	98

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

TEACH Academy of Technologies operates under the core belief that family engagement is the cornerstone of academic excellence. Recognizing that research identifies parental involvement as the single most accurate predictor of student success, the Academy has established a multi-tiered infrastructure to ensure families are not merely spectators but active partners in the educational process.

I. Leadership, Governance, and Decision-Making
Central to our engagement strategy is the leadership of Luis Ramirez, Director of Enrollment and Family Engagement. Mr. Ramirez serves as the primary liaison between the community and the administration, ensuring that parent voices directly influence school policy. Formal opportunities for decision-making include:

- School Site Council (SSC): A collaborative body where parents, teachers, and staff work together to develop, review, and monitor the School Plan for Student Achievement (SPSA) and oversee the categorical budget.
- English Learner Advisory Committee (ELAC): A dedicated forum for parents of English Learners to advise the school on programs, services, and the English Learner Master Plan.
- Administrative Feedback Loops: The school utilizes systematic administrative procedures and annual climate surveys to formally assess parent satisfaction and gather actionable data on staff responsiveness and school culture.

II. The TEACH Parent Center: A Hub for Growth
Located at the 1750 campus (adjacent to the 10000 campus), the TEACH Parent Center provides a dedicated physical space for family empowerment. Under the direction of Mr. Ramirez, the center offers:

- Parent Education Series: Workshops designed to equip families with the tools to create a rigorous home learning environment, set high academic expectations, and help students develop a long-term vision for their future.
- Resource Navigation: The center provides families with access to community resources, technology training, and social-emotional support tools.

2025-26 Opportunities for Parental Involvement

- Professional Capacity Building: In tandem with parent education, TEACH staff receive ongoing professional development on cultural competency and best practices for inclusive family engagement.

III. Digital Engagement and Communication Excellence
To meet the needs of our diverse community, TEACH Academy utilizes a high-tech, high-touch communication model:

- ParentSquare: This serves as our unified digital headquarters for school-to-home communication. By providing real-time, two-way translation in all home languages, ParentSquare ensures that every family—regardless of linguistic background—can engage in instant dialogue with teachers, receive attendance alerts, and manage school forms.
- Social Media Advocacy: Our active presence on Instagram and Facebook serves as a digital "open door," where we celebrate student highlights, share instructional breakthroughs, and provide real-time updates on school activities, fostering a transparent and celebratory school culture.

IV. Early Commitment and Philosophy
The partnership begins at the point of enrollment. Before admission, all parents and guardians are encouraged to:

1. Attend an In-Depth Orientation: These sessions outline the Academy's philosophy, rigorous academic standards, and technological focus.
2. Sign the Home-School Partnership Agreement: While non-binding, this document serves as a formal acknowledgment of the mutual responsibilities shared by the school and the family in supporting the student's holistic growth.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	534	516	249	48.3
Female	309	299	152	50.8
Male	225	217	97	44.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	235	222	123	55.4
Filipino	--	--	--	--
Hispanic or Latino	294	289	123	42.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	142	141	64	45.4
Foster Youth	20	18	6	33.3
Homeless	36	36	20	55.6
Socioeconomically Disadvantaged	525	508	248	48.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	64	62	34	54.8

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	6.94	4.49	0.55	0.6	0.51	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.02	0.02	0.02	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.49	0.00
Female	3.88	0.00
Male	5.33	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	8.09	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.70	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.70	0.00
Foster Youth	35.00	0.00
Homeless	8.33	0.00
Socioeconomically Disadvantaged	4.19	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	10.94	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

TEACH Public Schools is committed to maintaining safe and secure campuses for all students and staff. The Comprehensive School Safety Plan (CSSP) is reviewed and updated annually to align with the latest safety protocols and best practices. For the current academic year, the CSSP was last reviewed, updated, and approved by the TEACH Board of Directors on July 29, 2025.

The CSSP is a "living document" discussed with faculty during the Summer Institute in August and reinforced through professional development days and staff meetings. To ensure a holistic perspective, a student representative is included in relevant safety discussions.

Key Elements of the CSSP:

- Campus Security: Use of surveillance, controlled access points, and routine safety inspections.
- Emergency Preparedness: Clear protocols for fire, earthquake, and lockdown scenarios, including crisis management and communication plans.
- Prevention & Support: Integrated anti-bullying programs, conflict resolution training, and access to mental health support services.
- Visitor Management: Mandatory sign-in procedures and identification checks for all guests.
- Community Partnership: Ongoing collaboration with local law enforcement and emergency responders.

Training & Drills: All school employees complete annual CSSP training as part of their onboarding. To ensure a state of readiness, safety drills (fire, earthquake, or lockdown) are conducted monthly. This rigorous schedule ensures that both students and staff can respond calmly and effectively in an emergency, contributing to a campus-wide sense of security and order.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	4	6	0
Mathematics	24	4	6	0
Science	24	4	6	0
Social Science	24	4	6	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26		10	
Mathematics	26		10	
Science	26		10	
Social Science	26		10	

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27		5	
Mathematics	28		10	
Science	28		10	
Social Science	28		10	

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	234.5

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$19,381	$2,251	$17,130	$73,477
District	N/A	N/A	$11,484	$90,557
Percent Difference - School Site and District	N/A	N/A	39.5	-20.8
State	N/A	N/A	$11,146	$100,333
Percent Difference - School Site and State	N/A	N/A	42.3	-30.9

Fiscal Year 2024-25 Types of Services Funded

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$56,130	$60,863
Mid-Range Teacher Salary	$89,655	$93,575
Highest Teacher Salary	$111,314	$125,548
Average Principal Salary (Elementary)	$130,917	$157,645
Average Principal Salary (Middle)	$143,032	$165,341
Average Principal Salary (High)	$145,310	$182,580
Superintendent Salary	$440,000	$357,064
Percent of Budget for Teacher Salaries	24.53%	30.36%
Percent of Budget for Administrative Salaries	4.94%	4.88%

Professional Development

TEACH Academy of Technologies is committed to a professional learning model that ensures students are actively engaged in the learning process. Research suggests that students learn best when they participate in conversations about learning objectives, instruction, and assessment. To facilitate this, the school provides an extensive professional development program focused on equipping teachers with the tools to deliver a culturally relevant, student-centered curriculum.

Research-Based Instructional Strategy

As part of the curriculum design process, evidence-based instructional strategies are embedded into the daily classroom culture at TEACH Academy of Technologies. Professional development is anchored in the high-impact teaching practices identified in Classroom Instruction That Works by Marzano, Pickering, and Pollock. Educators are trained to continuously refine their practices across three key elements:

1. Instructional Strategies: Implementing research-backed methods to maximize student engagement and learning outcomes.
2. Management Techniques: Establishing a structured yet flexible classroom environment that promotes positive behavior.
3. Curriculum Design: Developing rigorous, standards-aligned lessons that foster critical thinking and real-world application.

Delivery and Methods of Support

TEACH Academy of Technologies employs a multi-tiered professional growth model to ensure these strategies are translated into effective classroom practice. By prioritizing continuous educator growth, the school ensures that teaching methods remain responsive to student needs, directly impacting academic proficiency.

- Intensive Staff Development (The Foundation of Mastery): The school designates 13 full days annually for comprehensive professional learning. These sessions allow educators to dive deeply into curriculum design and interdisciplinary alignment. By mastering these frameworks, teachers provide students with a cohesive academic experience, ensuring "Learning Targets" result in high levels of student understanding and mastery.
- Targeted Weekly Sessions (Responsiveness to Student Data): To maintain momentum and agility, the school utilizes over 30 minimum days for ongoing professional improvement. These frequent sessions are critical for student success as they allow teachers to conduct rapid-cycle data analysis. By identifying learning gaps quickly, teachers can immediately adjust instruction to provide the "just-in-time" support students need to meet state standards.
- Blended Learning Facilitation (Personalized Student Pathways): Specialized training is provided to help educators master the school's Computer-Assisted Blended Learning model. As teachers become more proficient in managing personalized learning data, students gain autonomy through independent inquiry while receiving high-touch, targeted interventions from the teacher to bridge individual learning gaps.

Professional Development

- Collaborative Coaching and Mentorship (Cultural and Social Relevance): Staff development is further reinforced through a culture of peer collaboration. Teachers work together to develop inquiry-based projects that are culturally relevant to the TEACH Academy of Technologies student body. When teachers connect curriculum to real-world experiences, it increases student engagement and persistence, ensuring students see the value and reflection of themselves in their studies.

By providing these ongoing resources and dedicated time for growth, TEACH Academy of Technologies ensures that its educators are prepared to challenge and support every student on their journey toward high school, college, and beyond.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	15	15	13

TEACH Tech Charter High School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2025-26 School Contact Information

School Name	TEACH Tech Charter High School
Street	10616 S. Western Avenue
City, State, Zip	Los Angeles, CA 90047
Phone Number	323-872-0708
Principal	James Cordero
Email Address	jcordero@teachps.org
School Website	www.teachps.org
Grade Span	9-12
County-District-School (CDS) Code	19647330129627

2025-26 District Contact Information

District Name	TEACH Tech Charter High School
Phone Number	213-241-1000
Superintendent	Alberto M. Carvalho
Email Address	superindentent@lausd.net
District Website	www.lausd.net

2025-26 School Description and Mission Statement

Overview and History: TEACH Tech Charter High School (TTCHS) is a cornerstone of the TEACH Public Schools network, serving the Westmont/Gramercy Park community. Founded by veteran Los Angeles educators Mildred Cunningham and Edith Morris, our high school was built on a vision to address the needs of the whole child, build strong character, and integrate state-of-the-art technology into instruction. As the final stage in our students' K-12 journey, TTCHS provides a rigorous, Common Core-based college preparatory program designed to equip students with the skills, knowledge, and confidence needed to thrive in higher education and beyond.

Mission Statement: The mission of TEACH Public Schools is to create a high-quality, innovative teaching and learning

2025-26 School Description and Mission Statement

environment that prioritizes literacy while integrating state-of-the-art technology across the core curriculum to ensure academic proficiency for all students.

Our Vision for Student Success We believe in nurturing the whole student by supporting their social, physical, emotional, and intellectual needs. Our "real-world" instructional model—which features project-based learning and professional internships—ensures that upon graduation, the knowledge and experiences acquired at TTCHS are effectively applied to students' daily lives and career paths. We are committed to fostering:

- College and Career Readiness: Providing dedicated counseling, financial aid guidance, and individualized learning plans to meet college benchmarks.
- Social-Emotional Resilience: Embedding SEL, faculty mentorship, and mental health resources into the daily experience to build self-awareness and responsible decision-making.
- Technological Mastery: Ensuring equitable access through a 1:1 device ratio, blended learning models, and data-driven instruction to prepare students for a digital-first economy.

Educational Philosophy We firmly believe that all students can achieve excellence when provided with high-quality instruction and a comprehensive support system. Our dedicated staff prioritizes forging deep, lasting connections with every student, ensuring a supportive and enriching experience during these pivotal years. Guided by the philosophy that "what you pay attention to grows," we use real-time data and personalized mentorship to empower both teachers and students. By maintaining this steadfast focus, we ensure our graduates are empowered, career-prepared, and equipped to succeed in the 21st century.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	105
Grade 10	81
Grade 11	81
Grade 12	96
Total Enrollment	363

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.1
Male	52.9
Black or African American	31.1
Hispanic or Latino	67.2
Two or More Races	0.3
White	1.1
English Learners	25.3
Foster Youth	1.1
Homeless	0.8
Socioeconomically Disadvantaged	93.4
Students with Disabilities	14.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.5	84.32	23128.2	84.33	234405.2	84
Intern Credential Holders Properly Assigned	0	0	804.5	2.93	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.1	14.87	1474.9	5.38	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	1009.6	3.68	11953.1	4.28
Unknown/Incomplete/NA	0.1	0.77	1009.3	3.68	15831.9	5.67
Total Teaching Positions	20.8	100	27426.8	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9.6	70.08	22355.1	82.56	231142.4	83.24
Intern Credential Holders Properly Assigned	0.8	6.03	1101.4	4.07	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.2	23.89	1596	5.89	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	1053.6	3.89	11746.9	4.23
Unknown/Incomplete/NA	0	0	971.5	3.59	14303.8	5.15
Total Teaching Positions	13.7	100	27077.8	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.6	67.71	22261.7	82.36	230039.4	100
Intern Credential Holders Properly Assigned	1.3	5.77	1309.3	4.84	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	5.7	25.04	1899.5	7.03	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	946.9	3.5	12112.8	4.34
Unknown/Incomplete/NA	0.3	1.43	613.6	2.27	13705.8	4.91
Total Teaching Positions	23	100	27031.1	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0.7
Misassignments	3.10	3.2	5
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	3.10	3.2	5.7

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	18	48.6	30.4
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	37.5	4.8

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	2023

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill StudySync	
Mathematics	CPM	
Science	McGraw Hill California Inspire Science Series	
History-Social Science	McGraw-Hill Education IMPACT: CALIFORNIA	
Foreign Language	Vista Higher Learning Encuentros	

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

TEACH Tech Charter High School provides an innovative and secure learning environment designed to prepare students for the demands of higher education and 21st-century careers. Based on the most recent internal facility inspection conducted in October 2025 using the state-standard Facility Inspection Tool (FIT), the school received an overall rating of "Good." The report indicates that the campus is well-maintained, with all critical systems—including HVAC, electrical, and fire safety—fully operational and compliant with state health and safety standards.

In alignment with our mission to integrate state-of-the-art technology, our current facility improvements focus on both safety and infrastructure modernization. We are currently upgrading campus-wide lighting to improve energy efficiency and learning conditions, alongside the installation of a new, high-definition security camera system to ensure a safe and monitored environment for all students. These upgrades are part of a broader effort to ensure our physical security infrastructure remains as advanced as our academic technology.

To better support our collaborative, project-based learning model, we are also reconfiguring indoor setups to optimize student access and instructional flow. By creating a more professional and efficient atmosphere for our high school scholars, these changes allow for smoother transitions and a more flexible use of space for group work and specialized instruction. Through these ongoing improvements, TEACH Tech Charter High School continues to ensure that our physical facilities match the high academic and technological standards we set for our students.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report	October 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	49	48	43	46	47	48
Mathematics (grades 3-8 and 11)	11	8	32	35	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	86	86	100.00	0.00	47.67
Female	35	35	100.00	0.00	54.29
Male	51	51	100.00	0.00	43.14
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	27	27	100.00	0.00	44.44
Filipino	0	0	0	0	0
Hispanic or Latino	58	58	100.00	0.00	50.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	19	19	100.00	0.00	15.79
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	77	77	100.00	0.00	48.05
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	18	100.00	0.00	33.33

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	86	86	100.00	0.00	8.14
Female	35	35	100.00	0.00	5.71
Male	51	51	100.00	0.00	9.80
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	27	27	100.00	0.00	0.00
Filipino	0	0	0	0	0
Hispanic or Latino	58	58	100.00	0.00	12.07
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	19	19	100.00	0.00	5.26
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	77	77	100.00	0.00	7.79
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	18	100.00	0.00	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	2.63	6.59	21.89	25.47	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	92	91	98.91	1.09	6.59
Female	44	44	100.00	0.00	6.82
Male	48	47	97.92	2.08	6.38
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	29	28	96.55	3.45	3.57
Filipino	0	0	0	0	0
Hispanic or Latino	63	63	100.00	0.00	7.94
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	20	20	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	87	86	98.85	1.15	6.98
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 Career Technical Education Programs

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	100
Graduates Who Completed All Courses Required for UC/CSU Admission	100

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	97	98	97	96	97

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

TEACH Tech Charter High School operates under the core belief that family engagement is the cornerstone of academic excellence and post-secondary success. Recognizing that parental involvement is a premier predictor of student achievement, the school has established a robust infrastructure to ensure families are active partners in preparing students for the demands of college and 21st-century careers.

I. Leadership, Governance, and Decision-Making
Decision-making at TEACH Tech Charter High School is a collaborative process led by Luis Ramirez, Director of Enrollment and Family Engagement. Mr. Ramirez ensures that high school families have a direct seat at the table through:

- School Site Council (SSC): Parents, students, and staff work together to oversee the School Plan for Student Achievement (SPSA) and align the school budget with student needs.
- English Learner Advisory Committee (ELAC): A dedicated forum where parents of English Learners provide input on specialized programs and language support services.
- Feedback and Accountability: The school utilizes systematic administrative procedures and annual surveys to evaluate parent satisfaction and ensure the administration remains responsive to the community's needs.

2025-26 Opportunities for Parental Involvement

II. The TEACH Parent Center: A Centralized Resource Hub
As part of the TEACH network, our families have full access to the TEACH Parent Center, located at the TEACH Academy of Technologies 1750 campus. This centralized hub, directed by Mr. Ramirez, provides critical resources tailored for the high school journey, including:

- College and Career Workshops: Sessions focused on FAFSA/Dream Act completion, college application processes, and understanding graduation requirements (A-G).
- Visioning for the Future: Workshops that help parents support their children in developing a long-term vision for their professional and personal lives.
- Network-Wide Support: The center offers a physical space for technology training, community resource navigation, and workshops on fostering a home environment that supports high-level academic rigor.

III. Digital Engagement and Unified Communication
Effective communication is vital at the high school level to keep families informed of deadlines and milestones. TEACH Tech Charter High School utilizes:

- ParentSquare: Our primary communication platform, providing real-time, two-way translation in all home languages. This ensures all parents can message teachers, track attendance alerts, and receive academic updates instantly.
- Social Media Highlights: We leverage Instagram and Facebook to showcase student projects, athletic achievements, and college acceptance highlights, fostering a celebratory culture of "college-bound" success.

IV. Early Commitment and Strategic Orientation
The partnership begins during the recruitment and enrollment phase. Before admission, all parents/guardians at TEACH Tech Charter High School are encouraged to:

1. Attend an In-Depth Orientation: These sessions outline the school’s technology-driven curriculum, graduation requirements, and the school’s high expectations for student conduct and performance.
2. Sign the Home-School Partnership Agreement: A non-binding document that formalizes the commitment of both the school and the family to support the student’s

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	8.8	7.2	7.1	8.5	6.5	7.3	8.2	8.9	8
Graduation Rate	90.1	89.7	92.9	86.1	88.5	88.5	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	98	91	92.9
Female	50	45	90.0
Male	48	46	95.8
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	33	29	87.9
Filipino	0	0	0.00
Hispanic or Latino	65	62	95.4
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	0	0	0.00
English Learners	30	28	93.3
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	97	91	93.8
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	12	10	83.3

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	442	397	173	43.6
Female	209	184	77	41.8
Male	233	213	96	45.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	153	131	70	53.4
Filipino	--	--	--	--
Hispanic or Latino	282	261	100	38.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	110	103	44	42.7
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	406	373	167	44.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	63	59	26	44.1

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	9.57	0.9	0.55	0.6	0.51	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.02	0.02	0.02	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.90	0.00
Female	0.96	0.00
Male	0.86	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	1.96	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.35	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.99	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.17	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

TEACH Public Schools is committed to maintaining safe and secure campuses for all students and staff. The Comprehensive School Safety Plan (CSSP) is reviewed and updated annually to align with the latest safety protocols and best practices. For the current academic year, the CSSP was last reviewed, updated, and approved by the TEACH Board of Directors on July 29, 2025.

The CSSP is treated as a "living document." It is formally introduced to faculty during the Summer Institute in August and reinforced throughout the school year during professional development days and staff meetings. To ensure the plan reflects the needs of the entire school community, a student representative is included in relevant discussions, ensuring student perspectives are integrated into our safety culture.

Key Elements of the CSSP
The plan outlines essential policies and procedures to ensure a protective learning environment:

- Physical Campus Security: Maintaining controlled access points, utilizing surveillance systems, and conducting routine safety inspections.
- Emergency Preparedness: Detailed protocols for fire drills, lockdowns, earthquake procedures, and comprehensive crisis management plans.
- Proactive Safety Initiatives: Implementation of anti-bullying programs, conflict resolution training, and accessible mental health support services.
- Visitor Management: Strict procedures requiring all guests to sign in and undergo identification checks before accessing the campus.
- Coordinated Response: Active collaboration with local law enforcement and emergency responders to ensure seamless communication during an incident.

Training & Drills
Employee preparedness is a cornerstone of our safety strategy. All school employees complete annual CSSP training as part of their onboarding and ongoing professional development. Furthermore, safety drills are conducted monthly, ensuring that students and staff are familiar with emergency procedures and can respond effectively in any situation.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	4	14	0
Mathematics	23	11	15	0
Science	24	4	10	0
Social Science	23	6	9	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	13	9	1
Mathematics	20	14	7	
Science	22	10	5	
Social Science	22	12	7	

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	19	4	
Mathematics	19	17	3	
Science	19	13	2	
Social Science	19	17	2	

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	203

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$22,417	$1,909	$20,508	$71,691
District	N/A	N/A	$11,484	$90,557
Percent Difference - School Site and District	N/A	N/A	56.4	-23.3
State	N/A	N/A	$11,146	$100,333
Percent Difference - School Site and State	N/A	N/A	59.2	-33.3

Fiscal Year 2024-25 Types of Services Funded

For the 2024-25 school year, TEACH Tech Charter High School utilizes a strategic blend of state and federal funds to ensure students are equipped for post-secondary success. A vital component of our support structure is our partnership with After-School All-Stars Los Angeles, the direct recipient of the 21st Century Community Learning Centers (21st CCLC) grant. This collaboration provides students with "wrap-around" services including academic tutoring, credit recovery assistance, and enrichment in STEM and leadership. Additionally, the school utilizes the A-G Completion Improvement Grant to increase the number of students graduating eligible for UC/CSU admission. These funds support curriculum alignment, professional development for teachers to improve A-G pass rates, and expanded opportunities for students to retake required courses through in-person summer sessions and online credit recovery platforms.

The school further supports student well-being and academic achievement through the Learning Recovery Emergency Block Grant (LREBG). These funds are dedicated to intensive interventions that address learning loss and support the social-emotional health of the student body. This includes increased access to mental health counseling, trauma-informed staff training, and additional academic monitoring to ensure students remain on track for graduation. By combining these resources with 1:1 instructional technology and personalized college counseling, TEACH Tech provides a comprehensive Multi-Tiered

Fiscal Year 2024-25 Types of Services Funded

System of Supports (MTSS) that addresses both the academic and developmental needs of our high school learners.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$56,130	$60,863
Mid-Range Teacher Salary	$89,655	$93,575
Highest Teacher Salary	$111,314	$125,548
Average Principal Salary (Elementary)	$130,917	$157,645
Average Principal Salary (Middle)	$143,032	$165,341
Average Principal Salary (High)	$145,310	$182,580
Superintendent Salary	$440,000	$357,064
Percent of Budget for Teacher Salaries	24.53%	30.36%
Percent of Budget for Administrative Salaries	4.94%	4.88%

2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	20.9

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	2
Fine and Performing Arts	0
Foreign Language	2
Mathematics	1
Science	0
Social Science	2
Total AP Courses Offered Where there are student course enrollments of at least one student.	7

Professional Development

TEACH Tech Charter High School is committed to a professional learning model that ensures students are active, self-directed participants in their own education. Research suggests that at the high school level, students learn best when they are fully engaged in the curriculum and take ownership of their learning objectives. Our professional development is strategically

Professional Development

designed to equip secondary educators with a diverse repertoire of instructional strategies and curriculum resources that prepare students for the rigors of higher education and the modern workforce.

Research-Based Instructional Strategy
Professional development at TEACH Tech Charter High School is anchored in the high-impact teaching practices identified in Classroom Instruction That Works (Marzano, Pickering, and Pollock). High school educators are trained to refine their practices across three key pillars to ensure academic excellence:

- Instructional Strategies: Implementing advanced, research-backed methods to maximize student engagement and critical thinking.
- Management Techniques: Establishing a professional and collaborative classroom culture that promotes academic focus and mutual respect.
- Curriculum Design: Developing rigorous, standards-aligned lessons that foster real-world application and college readiness.

Delivery and Methods of Support
TEACH Tech Charter High School employs a multi-tiered professional growth model to ensure these strategies are successfully translated into secondary classroom practice. The school designates 13 full days annually for comprehensive staff development and utilizes over 30 minimum days for ongoing continuous improvement.

Professional development sessions specifically train staff to incorporate our foundational coursework strategies into daily instruction, including:

- Direct Instruction & Collaborative Leadership: Training on balancing direct instruction with cooperative group work and collaborative projects, preparing students for the teamwork required in collegiate and professional environments.
- Academic Ownership: Workshops on presenting clearly defined “Learning Targets” and utilizing rubric-based self-assessment to encourage student reflection, self-advocacy, and growth.
- Interdisciplinary Inquiry: Support for designing interdisciplinary approaches to curriculum and research-based projects that involve community members and educational partners, bringing real-world relevance to high school academics.
- Computer-Assisted Blended Learning: Specialized training to help teachers act as facilitators of personalized learning. In this model, students receive targeted instruction at their individual level within a larger class setting, allowing for independent mastery while teachers address specific learning challenges in real time.

Alignment to Student Success
By prioritizing frequent, data-driven professional development, TEACH Tech Charter High School ensures that teaching remains responsive to the evolving needs of our students. Weekly sessions allow for rapid-cycle data analysis, enabling teachers to identify learning gaps and adjust instruction immediately. This "just-in-time" support is critical for ensuring students reach the mastery required for graduation and post-secondary success.

Through these ongoing resources and dedicated time for growth, the school ensures that its educators are prepared to challenge and support every student, ensuring they graduate from TEACH Tech Charter High School ready for college, career, and beyond.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	15	15	13

Coversheet

Authorization and Approval to Initiate the Request for Proposals (RFP) Process for the School Nutrition Program for the 2026–2027 School Year

Section: III. Items for Potential Action
Item: F. Authorization and Approval to Initiate the Request for Proposals (RFP) Process for the School Nutrition Program for the 2026–2027 School Year
Purpose: Vote
Submitted by:
Related Material: TEACH_Board_Memo_SARC_Approval_2026-01.pdf
26-27 TEACH RFP for FSMC Final Draft CDE_01212026.pdf

Governing Board Meeting: Tuesday, January 27, 2026
Agenda Item: Approval of 2024–2025 School Accountability Report Cards (SARCs)

BOARD MEMO

To: TEACH Governing Board

From: Enrique Robles, Director of Operations, Data & Technology

Date: January 27, 2026

Subject: Approval of 2024–2025 School Accountability Report Cards (SARCs) – TEACH Prep ES, TEACH Academy of Technologies, and TEACH Tech Charter HS

Recommendation

Approve the 2024–2025 School Accountability Report Cards (SARCs) for the following TEACH Public Schools sites:

1) TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School
2) TEACH Academy of Technologies
3) TEACH Tech Charter High School

Background

California Education Code requires all public schools to publish an annual School Accountability Report Card (SARC). SARCs provide families and stakeholders with key information on:

- student enrollment and demographics
- staffing and credentialing
- instructional materials and facility conditions
- student outcomes and performance indicators

The SARCs presented reflect school performance and reporting requirements for the 2024–2025 school year and were published in the 2025–2026 school year.

Brief Summary by School (Academic Gains + 2025–26 Initiatives)

1) TEACH Preparatory Mildred S. Cunningham & Edith H. Morris ES (K–5)

Academic Gains (2024–25)

- ELA: Increased to 29% meeting/exceeding standards (from 12% in 2023–24).
- Math: Increased to 32% meeting/exceeding standards (from 9% in 2023–24).

Key Initiatives / Priorities for the Current School Year

- Ongoing maintenance and upgrades following a “Good” FIT facility rating (Oct 2025).
- Planned site improvements such as lighting upgrades and expanded security camera installation.
- School growth and facilities planning, including expansion tied to 1750 W. Century Blvd for 2026–27.

2) TEACH Academy of Technologies (TAT) (Grades 5–8)

Academic Gains (2024–25)

- ELA: 12% meeting/exceeding standards (up from 10% in 2023–24).
- Math: 4% meeting/exceeding standards (up from 3% in 2023–24).
- Science (CAST): 3.74% meeting/exceeding standards (2024–25).

Key Initiatives / Priorities for the Current School Year

- Facility conditions rated "Exemplary" with the most recent FIT report completed in October 2025.
- Full access to standards-aligned instructional materials across core subjects (0% lacking materials).
- Continued focus on improving student engagement and school climate, including a decrease in suspension rate to 4.49% (down from 6.94% in 2023–24).

3) TEACH Tech Charter High School (Grades 9–12)

Academic Gains (2024–25)

- ELA: 48% meeting/exceeding standards (consistent with 49% in 2023–24).
- Math: 8% meeting/exceeding standards.
- Graduation Rate: 92.9%.
- UC/CSU Access and Completion: 100% enrolled in UC/CSU required courses; 100% of graduates completed UC/CSU required courses.

Key Initiatives / Priorities for the Current School Year

- Facility conditions rated "Good" (FIT inspection conducted October 2025).
- Facility upgrades include lighting improvements, installation of a high-definition security camera system, and reconfiguration of indoor learning spaces to support student learning.

Fiscal Impact

There is no direct fiscal impact associated with approval of the SARCs. Approval fulfills annual reporting requirements and supports transparency and compliance.

Attachments

- 2024–2025 SARC: TEACH Preparatory Mildred S. Cunningham & Edith H. Morris ES
- 2024–2025 SARC: TEACH Academy of Technologies
- 2024–2025 SARC: TEACH Tech Charter High School


REQUEST FOR PROPOSAL
FOOD SERVICE MANAGEMENT COMPANY
TEACH
PUBLIC SCHOOLS

Notice of Request for Proposals
Food Service Management Company
RFP # 2627-001

Notice is hereby given that the Governing Board of the TEACH Public Schools (hereinafter referred to as **SFA**) is requesting proposals for a food service management company (hereinafter referred to as **Respondent[s]**) to assist with the SFA's food service program.

Respondents should not construe from this legal notice that the SFA intends to enter into a fixed-price contract with the Respondent unless, in the opinion of the SFA, it is in the best interest of the SFA to do so. The SFA reserves the right to negotiate final contractual terms with the successful Respondent.

The Request for Proposal (RFP) documents are available at
TEACH Public Schools website at www.teachps.org

To request the RFP documents by email, postal mail, or fax, please contact
Enrique Robles, Program Officer
email SchoolNutritionProgram@teachps.org
Postal Mail: 10600 S. Western Ave. Los Angeles, CA 90047

The SFA will record and provide answers to any questions or requests for clarifying information about the RFP during the question and answer period.

Respondents must submit written proposals in a sealed package labeled
"Proposal - Food Service Management Company 2627-001"
Addressed to the SFA at TEACH Public Schools 10600 S. Western Ave. Los Angeles, CA 90047
ATTN: Enrique Robles

The SFA will accept all proposals received on or before **April 9, 2026 1pm**. The SFA will not accept proposals that are received after the deadline. The SFA will open proposals on **April 10, 2026**.

The SFA reserves the right to reject all proposals and waive any errors or corrections in a proposal or in the proposal process. The SFA will award the contract based on a review and analysis of the proposals that determine which proposal best meets the needs of the SFA. Following the review and analysis of all responsive proposals, the SFA will make a recommendation to its governing board, as applicable, at its regularly scheduled meeting.



TEACH
PUBLIC SCHOOLS

REQUEST FOR PROPOSAL
FOOD SERVICE MANAGEMENT COMPANY
Cover Page

CONTACT INFORMATION

RFP #2627-001

by

TEACH Public Schools
FOOD SERVICE PROGRAM

ADDRESS ALL PROPOSALS TO:

TEACH Public Schools

Attn: Enrique Robles

10600 S. Western Ave. Los Angeles, CA 90047

e-mail SchoolNutritionProgram@teachps.org

TEACH
PUBLIC SCHOOLS

Request for Proposal
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Introduction/Purpose of Solicitation

The purpose of this Request for Proposal (RFP) is to enter into a fixed-price contract with a qualified Food Service Management Company (FSMC) to support TEACH Public Schools (hereinafter referred to as the School Food Authority [SFA]) in operating a compliant, efficient, and student-centered school nutrition program. As TEACH continues to grow and serve a diverse student population across multiple school sites, the SFA seeks an FSMC partner with the capacity and expertise to ensure consistent meal quality, operational reliability, and full alignment with federal and state Child Nutrition Program requirements. The FSMC will provide all services described in the Scope of Work within the Model Fixed-Price Contract.

The SFA's objectives are to deliver nutritious, high-quality meals to students participating in the National School Lunch Program (NSLP), School Breakfast Program (SBP), Seamless Summer Option (SSO), and the NSLP Afterschool Snack Program. The SFA is committed to accommodating medically necessary special diets, improving the nutritional quality and appeal of school meals, and maintaining full compliance with applicable USDA meal pattern regulations (7 CFR 210.10 and 220.8). Additionally, the SFA aims to ensure that the program operates in a fiscally responsible and sustainable manner, supporting both student well-being and the long-term financial health of the nonprofit school food service account.

General food service goals are to:

- Provide students with an appealing, nutritious, and high-quality food service program that operates as efficiently and economically as possible.
- Promote strong student, staff, and community engagement by emphasizing the connection between good nutrition, student well-being, and academic success.
- Increase participation at all levels by improving meal quality, soliciting feedback from students and parents, offering culturally relevant and diverse menu options, and strengthening program planning.
- Maintain reasonable and consistent meal prices for both students and adults, ensuring affordability and equitable access.
- Foster a positive, supportive environment that maintains high morale among students, food service staff, and school personnel.

All procurement transactions shall be conducted in a manner that ensures **full and open competition**, in accordance with **2 CFR 200.319(a)**. The SFA will share with every Respondent the information necessary to submit a competitive and informed proposal. The release of this RFP, evaluation of proposals, and the award of the contract will follow all applicable California state laws and federal procurement regulations.

Fundamental principles of competitive procurement include:

- The purpose of competitive solicitation is to secure the best value for the SFA in a manner that prevents fraud, collusion, favoritism, and other conflicts of interest.
- The RFP is issued solely for the benefit of the SFA and not the Respondents.
- Awards will be based on **full and fair competition**, with the contract awarded to the most responsive and responsible Respondent as determined by the SFA based on evaluation criteria contained within this RFP.
- The RFP must ensure a level playing field by providing Respondents with a common standard and avoiding any restrictive language or requirements that could stifle competition.

These points illustrate the underlying principles of fair competition but do not represent the full scope of all federal and California state procurement requirements.

To respond to this RFP, interested FSMCs must demonstrate the **experience, capacity, and financial stability** required to fulfill the services described. The SFA will evaluate proposals using a scoring rubric that ranks Respondents from highest to lowest in order to determine which proposals merit further consideration.

To be competitive in this solicitation, the Respondent must:

- Thoroughly review the RFP, all attachments, exhibits, addenda, and responses to questions prior to preparing a proposal.
- Submit all questions or requests for clarification before the deadline specified in the RFP.
- Provide all required documentation and responses by the stated deadlines.
- Follow all instructions and requirements of the RFP completely and accurately.

If a Respondent identifies any **ambiguity, conflict, discrepancy, omission, or error** in the RFP, the Respondent must notify the SFA **in writing immediately** and request clarification or modification. Failure to do so prior to submitting a proposal waives the Respondent's ability to claim additional compensation or time due to such error if awarded the contract.

Schedule of Events
for
RFP # 2627-001

ACTION ITEM	DATE	
Release of RFP	Wednesday	Feb 25, 2026
First Public Notice	Wednesday	Feb 25, 2026
Second Public Notice	Wednesday	Mar 4, 2026
Respondent Question Submission Deadline	Wednesday	Mar 18, 2026
SFA Provides Answers	Friday	Mar 20, 2026
Deadline for Submission of Sealed Proposal	Thursday	Apr 9, 2026
Proposals Opened & Evaluated	Friday	Apr 10, 2026
Initial Evaluations Released	Tuesday	Apr 14, 2026
Food Tasting	Wednesday	Apr 15, 2026
Intent to Award Notification	Friday	Apr 17, 2026
Board Meeting – Proposal Approval	Wednesday	Apr 22, 2026
Anticipated Contract Award Date	Wednesday	Jul 1, 2026

The SFA will make every effort to adhere to the schedule. However, the SFA reserves the right to amend the schedule, as necessary, and will post a notice of said amendment at www.teachps.org

General Instructions for Respondents

1. Prepare proposals simply and economically. Provide a straightforward concise description of the Respondent's capability to satisfy the SFA's requirements. Emphasis should be placed on completeness and clarity of content.
2. Submit proposals for the performance of all the services described within this RFP. The SFA will not consider any deviation from these specifications and will reject such proposals.
3. The SFA may reject a proposal if the proposal is conditional or incomplete, deemed nonresponsive, or if it contains any alterations of form or other irregularities of any kind. The SFA may reject any or all proposals or waive any immaterial deviation in a proposal. The SFA's waiver of an immaterial deviation shall in no way modify the RFP document or excuse the Respondent from full compliance with all other requirements if awarded the contract. The SFA may reject a proposal if it is deemed overly responsive or contains language that provides any added value not requested in the RFP.
4. Respondents are responsible for the costs of developing proposals, and shall not charge the SFA for any preparation costs.
5. The SFA asks Respondents that do not intend to submit a proposal to notify the SFA in writing.
6. Respondents may modify their proposal after submission by withdrawing the original proposal and resubmitting a new proposal prior to the submission deadline. The SFA will not consider proposal modifications offered in any other manner, either oral or written.
7. The Respondent shall include a 21–Day Cycle Menu for each meal service category proposed under this solicitation. The 21–Day Cycle Menu shall be used as a standard for the purpose of basing bids and estimating average costs per meal and must meet all applicable USDA meal pattern requirements, including but not limited to:
    - National School Lunch Program (NSLP) meal pattern requirements (7 CFR 210.10)
    - School Breakfast Program (SBP) meal pattern requirements (7 CFR 220.8)
    - NSLP Afterschool Snack Program meal pattern requirements (7 CFR 210.10)
    - Seamless Summer Option (SSO) meal pattern requirements, as applicable

    Menus shall comply with 7 CFR 210.16(b)(1) and 7 CFR 220.7(d)(2)(i), if applicable.
8. Respondents may withdraw their proposal by submitting a written withdrawal request to the SFA, signed by the Respondent or their authorized agent, through the contact person named in the "Contact Information" provided on page iv of this RFP. Thereafter, a Respondent may submit a new proposal prior to the proposal submission deadline. Respondents may not withdraw their proposal without cause after the proposal submission deadline.
9. The SFA may modify the RFP prior to the date given for submission of proposals by posting an addendum on our website, www.teachps.org. The SFA will notify Respondents so they can obtain any addenda from the SFA's web site, or request it by email, postal mail, or fax.
10. The SFA reserves the right to reject all proposals for reasonable cause. If the costs of all proposals are excessive, the SFA is not required to award a contract.
11. The SFA will not consider more than one proposal from an individual, firm, partnership, corporation, or association under the same or different names. Reasonable grounds for believing that any Respondent has submitted more than one proposal for work contemplated herein will cause the SFA to reject all proposals submitted by the Respondent. If there is reason to believe that collusion exists among the Respondents, the SFA will not consider any of the participants of such collusion in this or future solicitations.
12. The SFA will not consider a joint proposal submitted by two or more entities.
13. Additional charges for regular or express delivery, drayage, parcel post, packing, cartage, insurance, license fees, permits, or for any other purpose shall be included (and separately identified) in the proposal.

14. All proposals shall include the forms provided as attachments to this RFP. Respondents may copy these forms. A proposal is considered responsive if it follows the required format, includes all attachments, and meets all deadlines and other requirements outlined in this RFP.
15. The SFA shall not accept proposals after the submission deadline specified in the RFP and shall return the unopened proposals to the respective Respondents. The SFA will not consider late proposals under any circumstances.
16. Respondents are responsible for examining the entire RFP package, seeking clarification for any item or requirement that may not be clear to them, and checking all responses in their proposal for accuracy before submitting it.
17. Respondents may submit their questions regarding the information presented in this RFP to Enrique Robles in writing by e-mail at SchoolNutritionProgram@teachps.org no later than Mar 18, 2026 by 4pm. The SFA will answer all questions received by the deadline in writing without exposing the query source. This will be the sole process for asking and answering questions regarding this RFP. Respondents may not contact SFA employees directly to ask questions.
18. SFA representatives reserve the right to inspect a Respondent's other food service operations prior to any award of a contract.
19. The SFA reserves the right to negotiate the final terms and conditions of the contract, which may differ from those contained in the proposal, provided the SFA considers such negotiation to be in its best interest. Any change in the terms and conditions must not create a material change, which is any alteration or modification to the original terms stated in the RFP that would have resulted in different proposals from all respondents. A material change will require the SFA to rebid the contract.
20. Interested Respondents are required to inspect the SFA's premises prior to submitting a proposal in order to determine all requirements associated with the proposed contract. The inspection of premises will occur during the Mandatory Tour (if applicable).
21. Respondents shall submit **one (1) paper copy** and **one (1) digital copy** of the proposal
    a. The digital copy may be provided on a **USB flash drive** *or* as a **secure cloud link** (Google Drive, Box, Dropbox, etc.).
        i. If submitting a cloud link, the Respondent must ensure the link is **accessible without password issues** and remains active for the duration of the evaluation period.
    b. The paper copy must contain the **original wet signature** of the individual authorized to bind the Respondent contractually and must be clearly labeled **"Master Copy."**
    c. The digital copy must be **complete and identical** to the paper Master Copy, including all required forms, attachments, and signatures
        i. If there is any inconsistency between the paper Master Copy and the digital copy, the **paper copy shall take precedence.**
    d. The sealed proposal envelopes must be marked legibly with the SFA's RFP number and title, and the SFA name and address, as shown in the following example:

RFP # 2627-001

Proposal—Food Service Management Company

TEACH Public Schools

Attention: Mr. Enrique Robles

10600 S. Western Ave. Los Angeles, CA 90047

Proposal Requirements

To be eligible for evaluation, a proposal must adhere strictly to the format set forth below; failure to do so may result in disqualification. Respondents must complete, label, and separate each section, and number all pages. The content and sequence of the proposal will be as follows:

Section 1 - Administrative Requirements

A. Cover Letter

Only the individual(s) authorized to bind the Respondent contractually may sign the cover letter, which shall be a part of the proposal package. If the cover letter is unsigned, the SFA will reject the proposal. The SFA may reject the proposal if the Respondent fails to include the following required information:

- Name and address of responding company
- Organizational structure of the responding company (e.g., corporation, partnership, etc.)
- Respondent's Federal Employee Identification Number and Corporate Identification Number, if applicable
- Name, title, phone number, fax number, and email address of the representative who will be designated as the primary liaison to the SFA
- Name, title, phone number, and email address of the representative(s) authorized to bind the Respondent in a contract if different from the primary liaison
- A statement expressing the Respondent's willingness to perform the services described in this RFP
- A statement expressing the Respondent's ability to perform the services required in the Scope of Work, including availability of staff and other required resources to meet all deliverables as described in this RFP
- A statement regarding the Respondent's proprietary information; if applicable, the Respondent must clearly mark in the upper right hand corner those pages to be considered proprietary (**Note**: the Respondent cannot consider the entire proposal to be proprietary)
- The following certification:

  > By signing this cover letter, I (we) certify that the information contained in this proposal is accurate and that all attachments required to be submitted as part of the proposal are certified to be true and binding upon our company.

B. Table of Contents

Immediately following the cover letter, include a comprehensive Table of Contents that lists all submitted proposal sections, subsections, attachments, and materials.

Section 2 – Required Attachments

A. Attachment Checklist

The Respondent shall include a checklist containing all documents identified in the Attachments Checklist (as listed on Attachment A). The SFA may reject proposals that do not include the proper required attachments.

B. Minimum Qualifications

The SFA will only consider Respondents that **meet all minimum qualifications** (as listed on Attachment C).

C. FSMC Professional Standards

Establishes minimum professional standards for school nutrition personnel who manage and operate the National School Lunch and School Breakfast Programs (as listed on Attachment D).

D. Proposal Questionnaire

The Proposal Questionnaire (as listed on Attachment E) is intended to provide the SFA with specific information concerning the Respondent's capability to provide services as described in this RFP. Respondents should limit their responses to the number of pages noted in the questionnaire and answer each question in the same order.

E. Respondent References

Respondents must provide three references on the Respondent References form (Attachment F). The SFA reserves the right to contact any of the references listed, and retains the right to conduct reference checks with individuals and entities beyond those listed.

F. Authorization Agreement

The Respondent or their authorized representative must sign the Authorization Agreement (Attachment G) and return it with the proposal package.

G. Fee Proposal

The Respondent must complete the Fee Proposal (Attachment H) and return it with the proposal package.

H. Certifications

The Respondent must complete the certifications (Attachment I) and return them with the proposal package.

I. Certificate of Independent Price Determination

The Respondent must complete the certifications (Attachment J) and return them with the proposal package.

J. 21–Day Cycle Menu

The Respondent must submit a 21 Day Cycle menu (Attachment K) for all programs to be served (*7 CFR*, sections 210.16[b][1] and 220.7[d][2][i], if applicable) for the proposal package.

Evaluation of Proposals

Proposals will be opened on or after the date and time specified in the Schedule of Events. During the evaluation process, the SFA may ask Respondents to clarify information in the proposals, but Respondents may not change their proposals.

An error in the proposal may cause the SFA to reject that proposal; however, the SFA may, at its sole discretion, retain the proposal and make certain corrections. When determining if a correction will be made, the SFA will consider the conformance of the proposal to the format and content required by the RFP and that the Respondent's intent is clearly established based on review of the whole proposal. Based on that established intent, the SFA may choose to correct errors such as obvious grammatical or punctuation errors and arithmetic errors. The Master Copy of the proposal shall have priority over additional proposal copies.

The SFA will open proposals to determine if they contain all the required information in accordance with this RFP. The SFA will evaluate qualifying proposals using the following criteria:

CRITERIA	MAXIMUM POINTS
Cost	**10**
Administrative Requirements: Did the Respondent include all required information in accordance with the General Instructions and Proposal Requirements?	**5**
Experience with School Breakfast and National School Lunch Programs.	**5**
Based on the Proposal Questionnaire responses and the Cover Letter, the Respondent demonstrates a complete understanding of the SFA's food service program and its service requirements, as described in the RFP and the Scope of Work, and can perform those services to the SFA's satisfaction.	**5**
The financial stability of the Respondent.	**5**
Corporate capability and experience as measured by performance record, years in the industry, relevant experience, number of SFAs served, client retention and satisfaction, and references.	**5**
TOTAL POINTS	**35**

The SFA will score and rank selected proposals by assigning a score between zero and the maximum score to each proposal criterion. The SFA will recommend awarding the contract to the most responsive and responsible Respondent with the highest total proposal score.

Attachment A: Attachments Checklist

_____

Respondent Company Name

Please complete this checklist to confirm that the items listed below have been included in your proposal. Place a checkmark or "x" next to each item submitted to the SFA. For your proposal to be considered, all required attachments must be returned, including this checklist. Submit one copy of your proposal in a sealed package.

Attachment	Attachment Name
_____ A	Attachments Checklist
_____ B	Minimum Qualifications
_____ C	FSMC Professional Standards
_____ D	Proposal Questionnaire
_____ E	Respondent References
_____ F	Authorization Agreement
_____ G	Fee Proposal
_____ H	Certifications Regarding Lobbying Activities, Debarment, Suspension and Other Responsibility Matters
_____ I	Certificate of Independent Price Determination
_____J	21–Day Cycle Menu (Include)

Attachment B: Minimum Qualifications

A Respondent must meet all of the following minimum qualifications to the SFA's satisfaction to be given further consideration. Failure to satisfy any of the minimum qualifications may result in the immediate rejection of the proposal.

As of **February 1, 2026,** both the Respondent's company and its key personnel meet all of the following minimum qualifications:

1. The Respondent has at least between one and five years of experience with food service programs.
   Yes _____ No _____

2. The Respondent has the resources and ability to provide 200,000 of meals per fiscal year.
   Yes _____ No _____

3. The Respondent has knowledge and experience with the National School Lunch and School Breakfast Programs, CACFP Supper Program and Seamless Summer Option Program.
   Yes _____ No _____

4. The Respondent has professional references that demonstrate and evidence the ability to perform the required services.
   Yes _____ No _____

5. The Respondent is licensed to do business in the state of California.
   Yes _____ No _____

6. The Respondent agrees to adhere to Department of Justice (DOJ) fingerprint and criminal background investigation and Tuberculosis (TB) requirements of Education Code Section 45125.1 et seq., and 49406 and provide an affidavit that certifies that all of the Respondent's employees that work at TEACH Public Schools campuses and come in contact with students have appropriate DOJ and TB clearances. Clearances must not be obtained at the expense of the SFA and the SFA shall not reimburse for these expenses. The affidavit must list the following:
   a. Employee name and SFA location(s) he or she services
   b. Date of criminal background check clearance
   c. TB expiration date
   d. Name of DOJ custodian of records

The Respondent's affidavit must be submitted with high authority per the Respondents Organizational Chart (i.e. Management Team, C-level executive, etc.). The affidavit must be provided to the SFA prior to the first day of meal service. Failure to provide this documentation shall be considered a material breach and can be used as grounds to terminate the contract immediately. SFA may request updated documentation as needed. Respondent must take appropriate action to remove any employee whose arrest notification poses a threat to the school population in order to ensure the safety of all students.

Yes _____ No _____

7. The Respondent will ensure that any and all employees handling food in any way keep current and appropriate ServSafe certification.

   Yes _____ No _____

8. The Respondent agrees to comply with all current federal, state, and local health and safety requirements applicable to school food service operations. Respondent shall ensure that all employees assigned to TEACH Public Schools meet all legally required health clearances.

   Yes _____ No _____

9. Respondent will submit a proposed contingency plan to account for supply-chain issues or staffing shortages due to force majeure. Provide examples of items provided when the primary supply item has not been available.

   Yes _____ No _____

10. Respondent will provide a description of the FSMC supports offered to the SFA in the event of a CDE Administrative Review or other compliance audit. Include notification timeline and estimated turnaround time for documentation requests.

    Yes _____ No _____

Attachment C: FSMC Professional Standards

FSMC Employees Professional Standards

Federal Register Vol. 80, No. 40, dated March 2, 2015, referred to as the "Final Rule," establishes minimum professional standards for school nutrition personnel who manage and operate the National School Lunch and School Breakfast Programs. In the Final Rule, the following definitions are established:

1. **School Nutrition Program Director**. The school nutrition program director is any individual directly responsible for the management of the day-to-day operation of school food service for all participating schools under the jurisdiction of the school food authority.

2. **School Nutrition Program Manager**. The school nutrition manager is any individual directly responsible for the management of the day-to-day operation of school food service for a participating school(s).

3. **School Nutrition Program Staff**. School nutrition program staff are those individuals, without managerial responsibilities, involved in day-to-day operations of school food service for a participating school(s).

The Final Rule establishes that these definitions apply to the function/role rather than the specific title within the school food service structure, and that the definitions apply whether or not the school food service is operated by an FSMC. Therefore, as of the effective date of this contract, the minimum professional standards established by the Final Rule, and described therein, shall apply to FSMC staff performing any of the duties described above.

The FSMC shall only place staff for work in the school district that meet the minimum professional standards outlined in *7 CFR,* Section 210.30, which can be viewed at the following web page: http://www.fns.usda.gov/sites/default/files/cn/profstandards_flyer.pdf.

- The SFA shall ensure that all staff the FSMC proposes for placement meet the minimum professional standards.

- The FSMC shall ensure their employees take the required annual training as outlined in the professional standards and provide certification of such training to the SFA. The FSMC shall remove from the SFA premises any staff who fail to take the required annual training.

- The FSMC shall provide the SFA with a list of proposed employees and evidence that they meet the professional standards.

Attachment D: Proposal Questionnaire

This proposal questionnaire is intended to provide the SFA with specific information concerning the Respondent's capability to provide services as described in the RFP. Please be as concise as possible and limit your responses **to no more than two pages per question, unless instructed otherwise. Type each question in the same order as listed in the questionnaire.**

1. Provide a general description of your company's qualifications and experience relevant to the minimum qualifications in Attachment C, along with any necessary substantiating information. Limit your responses to information about your company's capabilities.

2. Provide a statement indicating the year your company was founded; what the primary business(es) of the company is(are); the length of time the company has been providing food service management services (consulting, food purchase, etc.), and related services as described in this RFP. In addition, provide the duration and extent of experience the company has with similar SFA food management services.

3. Provide a general description of how your company will be able to provide the experience, ability, and financial standing necessary to meet the requirements set forth in this RFP.

4. Provide a complete list of SFAs that have discontinued or terminated your company's services in the last five years and the reason(s) why.

5. Provide an organization chart for your company, a description of the lines of communication, and the responsibilities at each corporate level.

6. Provide a complete balance sheet or annual report (verified by a certified public accountant) for the last three years of operation. In addition, describe how the FSMC managed fiscal challenges impacted by the COVID-19, if any; if so, please provide details.

7. Provide a description of promotional and marketing materials you will use to attract students to the program.

8. Provide a recommended transition plan that describes the steps the Respondent will take to begin providing the services described in this RFP.

Attachment E: Respondent References

List three references to which the Respondent has provided food service management services within the past 5 year(s).

Failure to complete and return this Attachment will cause your proposal to be rejected.

Reference 1		
Name of Reference		
Street Address		
City	State	Zip Code
Contact Person	Contact Title	Contact Phone Number
Brief Description of Services Provided		
Dates of Service		

Reference 2		
Name of Reference		
Street Address		
City	State	Zip Code
Contact Person	Contact Title	Contact Phone Number
Brief Description of Services Provided		
Dates of Service		

Reference 3		
Name of Reference		
Street Address		
City	State	Zip Code
Contact Person	Contact Title	Contact Phone Number
Brief Description of Services Provided		
Dates of Service		

Attachment F: Authorization Agreement

Request for Proposal for Food Service Management Company
RFP Number: 2627-001

We, [*Enter* FSMC Name], by our signature on this document certify the following:

1. That we will operate in accordance with all applicable California state and federal laws, regulations, and statutes.

2. That the terms, conditions, warranties, and representations made within this RFP and our proposal shall be binding upon us and shall be considered a part of the contract as if incorporated therein.

3. That the proposal submitted is a firm and irrevocable offer good for one year.

4. That we have carefully examined all terms and conditions set forth in the Model Fixed-price Contract issued by TEACH Public Schools.

5. That we have made examinations and verifications, and are fully conversant with all conditions under which services are to be performed for TEACH Public Schools.

6. That negligence in the preparation or presentation of, errors in, or omissions from proposals shall not relieve us from fulfillment of any and all obligations and requirements in the resulting contract.

FSMC Name: _____

Address: _____

City: _____ State: _____ Zip: _____

Email Address: _____

Web Site Address: _____

Name of Authorized Representative: _____

Title of Authorized Representative: _____

_____
Signature of Authorized Representative

Date Signed: _____

Attachment G: Fee Proposal

All costs are based on average daily participation of **1000** number of meals served on **180** number of school days.

COST BREAKDOWN			
Respondent Instructions ⇨ **Provide a breakdown of all costs included in the fixed price, including personnel costs.** ⇨ **Provide the cost per meal; base all food costs** on the attached 21–day cycle menu. ⇨ Clearly identify all costs			
Item #	**Description** *(Include All Goods and Services included in the Fixed Price)*		Annual Cost
1.			**$**
2.			**$**
3.			**$**
4.			**$**
		Sub Total	**$**
	Personnel Costs		Annual Cost
5.	Management Fee Per Meal	$	
6.	Server cost per hour	$	
		Sub Total $	
		GRAND TOTAL	**$**

COST PER MEAL			
Respondent Instructions: ⇨ **Provide the cost per meal; base all food costs** on the attached 21–day cycle menu. ⇨ **Prices must not include values for donated foods and must include all meal programs applicable.**			
1. LINE ITEM	2. UNITS	3. RATE	4. TOTAL
Breakfast	750	$	$
Lunch	1000	$	$
Snacks	450	$	$
Nonreimbursable Meals	0	$	$
TOTAL	1900	$	$

Attachment H: Certification Regarding Lobbying

The undersigned certifies, to the best of their knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents of all sub-awards at all tiers (including subcontracts, sub-grants, and contracts under grants, loans, and cooperative agreements) and that all sub- recipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, United States Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

_____
Organization:

_____
Street address:

_____
City, State, Zip:

_____
Certified by: (type or print)

_____
Title

_____
Signature

_____
Date

Approved by OMB 0348-004

Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352
(See reverse for public burden disclosure)

1. Type of Federal Action: ☐ contract ☐ grant ☐ cooperative agreement loan ☐ loan guarantee ☐ loan insurance	2. Status of Federal Action: ☐ bid/offer/application ☐ initial award ☐ post-award	3. Report Type: ☐ initial filing ☐ material change For material change only: **Year_____quarterDate of last report_____**

4. Name and Address of Reporting Entity: **_____Prime _____Subawardee** **Tier_____, if Known:** Congressional District, if known:	5. If Reporting Entity in No. 4 is Subawardee, **Enter Name and Address of Prime:** Congressional District, if known:
6. Federal Department/Agency:	7. Federal Program Name/Description: **CFDA Number, *if applicable*:** _____
8. Federal Action Number, ***if known:***	9. Award Amount, ***if known:*** **$**
10a. Name and Address of Lobbying Registrant ***(if individual, last name, first name, MI):***	10b. Individuals Performing Services ***(including address if different from No. 10a)*** ***(last name, first name, MI):***
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for	Signature: Print Name: Title: Telephone No.: _____Date: _____

each such failure.	
Federal Use Only	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

INSTRUCTIONS FOR COMPLETION OF SF-LLL, DISCLOSURE OF LOBBYING ACTIVITIES

This disclosure form shall be completed by the reporting entity, whether subawardee or prime Federal recipient, at the initiation or receipt of a covered Federal action, or a material change to a previous filing, pursuant to Title 31, U.S.C. section 1352. The filing of a form is required for each payment or agreement to make payment to any lobbying entity for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with a covered Federal action. Complete all items that apply for both the initial filing and material change report. Refer to the implementing guidance published by the Office of Management and Budget for additional information.

1. Identify the type of covered Federal action for which lobbying activity is and/or has been secured to influence the outcome of a covered Federal action.

2. Identify the status of the covered Federal action.

3. Identify the appropriate classification of this report. If this is a followup report caused by a material change to the information previously reported, enter the year and quarter in which the change occurred. Enter the date of the last previously submitted report by this reporting entity for this covered Federal action.

4. Enter the full name, address, city, State and zip code of the reporting entity. Include Congressional District, if known. Check the appropriate classification of the reporting entity that designates if it is, or expects to be, a prime or subaward recipient. Identify the tier of the subawardee, e.g., the first subawardee of the prime is the 1st tier. Subawards include but are not limited to subcontracts, subgrants and contract awards under grants.

5. If the organization filing the report in item 4 checks “Subawardee,” then enter the full name, address, city, State and zip code of the prime Federal recipient. Include Congressional District, if known.

6. Enter the name of the federal agency making the award or loan commitment. Include at least one organizational level below agency name, if known. For example, Department of Transportation, United States Coast Guard.

7. Enter the Federal program name or description for the covered Federal action (item 1). If known, enter the full Catalog of Federal Domestic Assistance (CFDA) number for grants, cooperative agreements, loans, and loan commitments.

8. Enter the most appropriate Federal identifying number available for the Federal action identified in item 1 (e.g., Request for Proposal (RFP) number; Invitations for Bid (IFB) number; grant announcement number; the contract, grant, or loan award number; the application/proposal control number assigned by the Federal agency). Included prefixes, e.g., “RFP-DE-90-001.”

9. For a covered Federal action where there has been an award or loan commitment by the Federal agency, enter the Federal amount of the award/loan commitment for the prime entity identified in item 4 or 5.

10. (a) Enter the full name, address, city, State and zip code of the lobbying registrant under the Lobbying Disclosure Act of 1995 engaged by the reporting entity identified in item 4 to influence the covered Federal action.

(b) Enter the full names of the individual(s) performing services, and include full address if different from 10(a). Enter Last Name, First Name, and Middle Initial (MI).

11. The certifying official shall sign and date the form, print his/her name, title, and telephone number.

According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB control Number. The valid OMB control number for this information collection is OMB No. 0348-0046. Public reporting burden for this collection of information is estimated to average 10 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0046), Washington, DC 20503

Debarment, Suspension, and Other Responsibility Matters

As required by Executive Order 12549, Debarment and Suspension, for prospective participants/Respondents in primary covered transactions:

A. The Respondent certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction; violation of federal or state antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (federal, state, or local) with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transactions (federal, state, or local) terminated for cause or default.

B. Where the Respondent is unable to certify to any of the statements in this certification, they shall attach an explanation to this application.

_____

Contractor/Company Name

_____

Award Number, Contract Number, or Project Name

_____

Name(s) and Title(s) of Authorized Representatives

_____

Signature(s)

_____

Date

Attachment I: Certificate of Independent Price Determination

The Respondent(s) shall execute this Certificate of Independent Price Determination.

Name of Respondent		

A. By submission of this offer, the offeror (Respondent/FSMC) certifies and, in the case of a joint offer, each party thereto certifies as to its own organization that in connection with this procurement:

1. The prices in this offer have been arrived at independently without, for the purposes of restricting competition, any consultation, communication, with any other offeror or competitor relating to (i) those prices, (ii) the intention to submit an offer, or (iii) the methods or factors used to calculate the prices offered;
2. The prices in this offer have not been and will not be knowingly disclosed by the offeror, directly or indirectly, to any other offeror or competitor, before a bid opening (in the case of a sealed bid solicitation) or contract award (in the case of a negotiated solicitation) unless otherwise required by law; and
3. No attempt has been made or will be made by the offeror to induce any person or firm to submit, or not to submit, an offer for the purpose of restricting competition.

B. Each signature on the offer is considered to be a certification by the signatory that the signatory:

1. Is the person in the offeror's organization responsible for determining the prices being offered in this bid or proposal, and that they have not participated, and will not participate, in any action contrary to paragraphs (A)(1) through (A)(3) above; or

2. (i) Has been authorized, in writing, to act as agent for the following principals in offering that those principals have not participated in, and will not participate in any action contrary to paragraphs (A)(1) through (A)(3) above.

    - Insert full names of person(s) in the offeror's organization responsible for determining the prices offered in this bid or proposal, and the title of their position in the offeror's organization.

(ii) As an authorized agent, does certify that the principals named in subdivision (B)(2)(i) above have not participated, and will not participate, in any action contrary to paragraphs (A)(1) through (A)(3) above; and
(iii) As an agent, has not personally participated, and will not participate, in any action contrary to paragraphs (A)(1) through (A)(3) above, and

C. If the offeror deletes or modifies subparagraph (A)(2) above, the offeror must furnish with its offer a signed statement setting forth in detail the circumstances of the disclosure.

Signature of FSMC's Authorized Representative		Title		Date	

In accepting this offer, the SFA certifies that no representative of the SFA has taken any action that may have jeopardized the independence of the offer referred to above.

Attachment J: 21–Day Cycle Menu

Please attach to your Proposal

TEACH
PUBLIC SCHOOLS

Exhibit 1: Model Fixed-Price Contract
FOOD SERVICE MANAGEMENT COMPANY



TEACH Public Schools
FOOD SERVICE PROGRAM

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



Model Fixed-Price Contract

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Contract Summary

FOOD SERVICES CONTRACT	CONTRACT NUMBER
	2627-001
	REGISTRATION NUMBER

1	This contract is entered into between the school food authority and the food service management company named below:		
	SCHOOL FOOD AUTHORITY NAME		
	TEACH Public Schools		
	FOOD SERVICE MANAGEMENT COMPANY NAME AND FEDERAL TAX IDENTIFICATION NUMBER		
2	**The term of this Contract is for one year, commencing on**	**07/01/2026 and ending on 06/30/2027**	
3	The maximum dollar amount of this Contract is equal to the fixed price per meal multiplied by the number of meals served	**$**	
4	The parties herein agree to comply with the terms and conditions of the following exhibits, which are by this reference made a part of the Contract.		
	Request for Proposal Released	*Enter* page(s)	
	Contractor Proposal Received	*Enter* page(s)	
	Attached Terms and Conditions	*Enter* page(s)	
	Exhibit A: Scope of Work	*Enter* page(s)	
	Exhibit B: Schedule of Fees	*Enter* page(s)	

IN WITNESS WHEREOF, the parties hereto have executed this Contract.

FOOD SERVICE MANAGEMENT COMPANY		*California Department of Education Use Only*
NAME of FSMC *(if other than an individual, state whether a corporation, partnership, etc.)*		
BY *(Authorized Signature)* ✍	**DATE SIGNED** *(do not type)*	
PRINTED NAME AND TITLE OF PERSON SIGNING		
ADDRESS		
SCHOOL FOOD AUTHORITY		
NAME of SFA		
TEACH Public Schools		
BY *(Authorized Signature)* ✍	**DATE SIGNED** *(do not type)*	
PRINTED NAME AND TITLE OF PERSON SIGNING		☐ Exempt per:
Matt Brown, Chief Executive Officer		

Model Fixed-Price Contract

I. Introduction

TEACH Public Schools, hereinafter referred to as the school food authority (SFA), enters into this Contract with [food service management company name], hereinafter referred to as the FSMC to provide food service management assistance for the SFA's food service program, hereinafter referred to as "Services." **During the term of this Contract, the FSMC will provide services to the SFA as described in the Scope of Work (Exhibit A) of this Contract.**

II. General Terms and Conditions

A. Term

The term of this contract is one year. The FSMC shall commence providing Services under the Contract on **July 1, 2026**, and continue through **June 30, 2027**. After careful consideration, the SFA may annually renew this Contract for four additional one-year periods upon agreement between both parties. Execution of all contracts and amendments is contingent on approval by the California Department of Education (CDE). The SFA may cancel this Contract upon notification from the CDE that it or any part of the bidding process has been determined noncompliant with state and federal laws and regulations (Title 7. Code of Federal Regulations (*7 CFR*), Section 210.16[d]).

B. Designated Contract Liaisons

SFA Liaison for Services		FSMC Liaison for Services	
Name: **Enrique Robles**		**Name:**	
Title: Director of Operations/Program Officer		**Title:**	
Phone: 323-872-0808	**Cell Phone: 323-500-3536**	**Phone:**	**Cell Phone:**
Fax:	**E-mail:** **erobles@teachps.org**	**Fax:**	**E-mail:**

Respondents shall serve or deliver by postal mail all legal notices to:

SFA	FSMC
Name: Matt Brown	**Name:**
Title: CEO	**Title:**
Address: 10600 S. Western Ave. Los Angeles, CA 90047	**Address:**

C. Fees

1. Fixed-price Contracts

The SFA will compensate the FSMC using a fixed price per meal, as listed in the Schedule of Fees (Exhibit B). The fixed price shall include all costs, fees, and charges associated with producing and delivering meals under this contract.

The SFA is responsible for determining the full value of USDA Foods received, and the FSMC shall credit the SFA for the total USDA Foods entitlement value, including bonus and processed items. The FSMC's invoices must fully comply with procurement requirements for the National School Lunch Program, School Breakfast Program, and Special Milk Program, as set forth in 7 CFR Parts 210, 215, and 220, and the USDA Food and Nutrition Service (FNS) Final Rule dated Wednesday, October 31, 2007. The FSMC has already taken discounts, rebates, and other applicable credits into account when formulating prices for this fixed-price contract, and all such cost reductions shall be credited to the SFA in accordance with applicable federal regulations, including 2 CFR 200.406(a).

The FSMC must incorporate all applicable discounts, rebates, credits, and other cost reductions into its fixed-price meal rate, in accordance with 2 CFR 200.406(a). All such benefits must be returned to the SFA and may not be retained by the FSMC.

2. Payment Terms

The FSMC shall submit all invoices **by the 5th day of the following month** to **AccountsPayable@teachps.org**, reflecting all activity for the preceding calendar month. **No invoice may be issued or dated earlier than the first calendar day of the new month**, and the **invoice date must match the date the invoice is submitted via email** to ensure accuracy and integrity in the SFA's validation and audit process.

Each invoice must be accompanied by **detailed monthly cost documentation** supporting all charges billed to the SFA. All costs, charges, and expenses must align with the Schedule of Fees (Exhibit B), be mutually agreed upon by the SFA and the FSMC, and qualify as **allowable costs** consistent with the cost principles in **2 CFR Part 200 or Part 400**, as applicable, and in accordance with ***7* CFR sections 210.19(a)(1)** and **210.14(a)**.

Invoice documentation must clearly reflect charges in the following three formats:

1. **By individual school location**, itemizing all applicable costs and meal counts for each site;
2. **By total school aggregation**, specifically providing a consolidated total for **TEACH Academy of Technology (TAT)**; and
3. **As a consolidated SFA-wide summary**, reflecting total program costs and activity across all SFA sites.

The SFA will pay properly submitted and approved invoices **within 30 calendar days** of the invoice date. Invoices received by the SFA's accounting department on or before the **last business day of the month** will be processed for payment during that same month, provided they pass the SFA's internal audit. The SFA will notify the

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FSMC of any invoice that does not pass internal audit review; such invoices will not be paid until corrected and resubmitted, **with no penalty or interest accruing to the SFA**.

If the FSMC requests **expedited or rush payment**, the SFA will assess a **$200 rush-processing fee**, in accordance with TEACH Public Schools' Fiscal Policy, to cover the cost of expedited administrative and processing services.

3. Interest, Fines, Penalties, Finance Charges, Income, and Expenses

   Interest, fines, penalties, finance charges, income, and expenses that may accrue under this contract are not allowable expenses to the nonprofit school food service (cafeteria fund) (2 *CFR*, Section 200.441). The SFA is prohibited from paying unallowable expenses from the SFA's cafeteria fund.

4. Spoiled or Unwholesome Food, Food Not Meeting Detailed Food Component Specifications or Contract Requirements.

   The SFA shall make no payment to the FSMC for any food items or complete meals that, in the SFA's determination, are spoiled or unwholesome at the time of delivery, do not meet detailed food component specifications as developed by the SFA for the meal pattern, or do not otherwise meet the requirements of this Contract (7 CFR 210.16(c)(3)).

D. Contract Cost Adjustment

The contract price (which may include General and Administrative (G&A) expenses and/or management fees, if applicable) may be adjusted once annually based on the Yearly Percentage Change in the Consumer Price Index for All Urban Consumers (CPI-U), as published by the U.S. Department of Labor, Bureau of Labor Statistics, using the Food Away From Home CPI regional index for Los Angeles. The CPI adjustment shall be calculated using the most recently published CPI for the month of June, compared to the June CPI from the prior year. Any approved CPI adjustment shall be applied prospectively only, effective on the contract anniversary date.

All CPI-based adjustments are subject to prior written approval by the SFA and are not automatic. The FSMC must submit a written request for the upcoming contract year's CPI adjustment, including CPI source data and calculations, no later than thirty (30) calendar days prior to the applicable contract anniversary date. CPI adjustments will only be considered during an approved renewal period and do not apply retroactively.

The renegotiation of price terms under this Contract is permitted only upon the occurrence of unpredictable, unexpected conditions beyond the control of both parties. If those conditions create a significant and material change in the financial assumptions upon which the price terms of this contract were based, then those price terms so affected may be renegotiated by both parties. Renegotiation of price terms under such conditions must be mutual and both parties must agree on any changes in price terms. Any adjustments so negotiated and agreed upon must accurately reflect the change in conditions. The occurrence of contingencies that are foreseeable and predictable, but not certain, should be calculated into the defined price terms, to the extent possible, with the goal of minimizing the need for

renegotiation of price terms during the term of the Contract. Substantive changes of the Contract will require the SFA to rebid the Contract.

E. Availability of Funds

Every payment obligation of the SFA under this Contract is conditioned upon the availability of funds appropriated or allocated for the payment of such obligation. The SFA may terminate this Contract at the end of the period for which funds are available if funds are not allocated and available for the continuance of this Contract. In the event the SFA exercises this provision, no liability shall accrue to the SFA and the SFA shall not be obligated or liable for any future payments or for any damages resulting from termination under this provision.

F. Timeliness

Time is of the essence in this Contract.

G. Approval

This Contract has no force or effect until it is signed by both parties and is approved by the CDE (*7 CFR*, Section 210.19[a][5]).

H. Amendment

No amendment or variation of the terms of this Contract shall be valid unless made in writing, signed by both parties, and approved by the CDE. Any oral understanding or agreement not incorporated into the Contract in writing and approved by the CDE is not binding on either party (*7 CFR*, Section 210.19[a][5]).

I. Substantive Changes to Contract

Any change to this Contract that results in a material change or any proposed renewals of this Contract may, at the determination of the CDE, either void this Contract or require the SFA to rebid the Contract. Following are examples of substantive changes that could require the SFA to rebid the Contract:

- The addition of a program
- A major shift in responsibilities for FSMC or SFA staff

J. Subcontract/Assignment

No provision of this Contract shall be assigned or subcontracted without prior written approval of the SFA. If subcontracts are let, the FSMC should have taken steps to contract with small and minority businesses, women's business enterprises, and labor surplus area firms when possible.

K. Written Commitments

Any written commitment by the FSMC relative to the services herein shall be binding upon the FSMC. Failure of the FSMC to fulfill any such commitment shall render the FSMC liable for damages due to the SFA. Such written commitments include, but are not limited to:

- Any warranty or representation made by the FSMC in any publication, drawing, or specifications accompanying or referred to in the proposal pertaining to the responsiveness of the proposal

- Any written notifications, affirmations, or representations made by the FSMC in, or during the course of, negotiations that are incorporated into a formal amendment to the proposal

L. Trade Secrets/Copyrights

The FSMC and SFA shall designate any information they consider confidential or proprietary—including recipes, surveys and studies, management guidelines, operational manuals, and similar documents—that the SFA and FSMC regularly use in the operation of their business or that they develop independently during the course of this Contract. Information so designated and identified shall be treated as confidential by the FSMC and the SFA, and the FSMC and the SFA shall exercise the same level of care in maintaining the confidences of the other party as they would employ in maintaining their own confidences, unless disclosure is otherwise required under the law. All such materials shall remain the exclusive property of the party that developed them and shall be returned to that party immediately upon termination of this Contract. Notwithstanding, the federal awarding agency reserves a royalty-free, nonexclusive, and irrevocable license to reproduce, publish, or otherwise use, and authorize others to use the work for federal purposes (*7 CFR*, Section 200.315[b]).

M. Severability

Should any provision(s) of this Contract be declared or found to be illegal, unenforceable, ineffective, and/or void, then each party shall be relieved of any obligations arising from such provision(s). The balance of this Contract, if capable of performance, shall remain and continue in full force and effect.

N. Counterparts

This Contract may be executed in counterparts, each of which shall be deemed an original, but all of which together will constitute one and the same instrument.

O. Silence/Absence/Omission

Any silence, absence, or omission from the Contract specifications concerning any point shall mean that only the best commercial practices are to prevail. Only those materials (e.g., food, supplies, etc.) and workmanship of a quality that would normally be specified by the SFA are to be used.

P. Indemnification

The FSMC shall indemnify and hold harmless the SFA, or any employee, director, agent, or Board Member of the SFA, from and against all claims, damages, losses, and expenses (including attorney's fees and court costs incurred to defend litigation), and decrees or judgments whatsoever arising from any and all injuries, including death or damages to or destruction of property resulting from the FSMC's acts or omissions, willful misconduct, negligence, or breach of the FSMC's obligations under this Contract by the FSMC, its agents, employees, or other persons under its supervision and direction.

The FSMC shall not be required to indemnify or hold harmless the SFA from any liability or damages arising from the SFA's sole acts or omissions.

Q. Sanctions

If the FSMC fails to perform in accordance with the terms of this contract, the SFA may impose one or more of the following penalties:

- The FSMC shall submit a written corrective action plan detailing the steps it will take to immediately correct the deficiency and prevent future noncompliance.
- If nonperformance or contract violations continue, the SFA may terminate the contract for cause in accordance with federal, state, and local procurement regulations.
- The FSMC may be barred or deemed non-responsive for future contract solicitations issued by the SFA.
- If the FSMC is responsible for the breach, the FSMC shall be fully liable for all damages incurred by the SFA, including but not limited to excess costs associated with securing comparable services, as well as any administrative, contractual, or legal remedies available to the SFA.

R. Breach of Contract

For the breach of the Contract and associated benefits:

If the FSMC causes the breach, the FSMC assumes liability for any and all damages, including excess cost to the SFA in procuring similar services, and is liable for administrative, contractual, and legal remedies, as applicable.

S. Penalties

Cost resulting from the SFA's violations, alleged violations of, or failure to comply with federal, state, tribal, local, or foreign laws and regulations are unallowable, except when incurred as a result of compliance with specific provisions of the federal award, or with prior written approval of the federal awarding agency (2 *CFR*, Section 200.441).

T. Force Majeure

1. Neither party shall be liable to the other for delay in, or failure of, performance nor shall any such delay in, or failure of, performance constitute default if such delay or failure is caused by force majeure. Force majeure means an occurrence that is beyond the control of the party affected and occurs without its fault or negligence. Force majeure may include, but is not restricted to, acts of God, the public enemy, acts of the state in its sovereign capacity, fires, floods, power

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failure, disabling strikes, epidemics, quarantine restrictions, and freight embargoes.

2. Force majeure does not include any of the following occurrences:
   - Late delivery of equipment or materials caused by congestion at a manufacturer's plant or elsewhere, or an oversold condition of the market
   - Late performance by a subcontractor, unless the delay arises out of a force majeure occurrence
   - Inability of either the FSMC or any of its subcontractors to acquire or maintain any required insurance, bonds, licenses, or permits
3. If either party is delayed at any time in the progress of work by force majeure, the delayed party shall notify the other party in writing of such delay, as soon as practicable and no later than the following work day or the commencement thereof, and shall specify the causes of such delay. Such notice shall be delivered by hand or sent by postal mail with a certified return receipt requested and shall make a specific reference to this article, thereby invoking its provisions. The delayed party shall cause such delay to cease as soon as practicable and shall notify the other party in writing when it has done so. The time for completion shall be extended by contract amendment, as long as the amended period does not violate *7 CFR*, Section 210.16(d).

4. Any delay or failure in performance by either party caused by force majeure shall not constitute default, nor give rise to any claim for damages or loss of anticipated profits.

U. Nondiscrimination

Both the SFA and FSMC agree that no child who participates in the National School Lunch Program (NSLP), School Breakfast Program (SBP) will be discriminated against on the basis of race, color, national origin, age, sex, or disability. State agencies and SFAs shall comply with the requirements of Title VI of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; the Age Discrimination Act of 1975; Department of Agriculture regulations on nondiscrimination (*7 CFR*, parts 15, 15a, and 15b); and FNS Instruction 113-1 (*7 CFR,* Section 210.23[b]).

V. Compliance with the Law

The FSMC shall comply with all laws, ordinances, rules, and regulations of all applicable federal, state, county, and city governments, bureaus, and agencies regarding purchasing, sanitation, health, and safety for the food service operations and shall procure and maintain all necessary licenses and permits. The SFA shall cooperate, as necessary, in the FSMC's compliance efforts.

The FSMC shall comply with all applicable federal regulations in 2 *CFR,* parts 200 and 400 and *7 CFR,* parts 210 (NSLP), 220 (SBP), 245 (Determining Eligibility for Free and Reduced Price Meals and Free Milk in Schools) as applicable, 250 (Donation of Foods for Use in the United States, its Territories and Possessions and Areas Under its Jurisdiction), USDA FNS Instructions and policy, federal laws and regulations, California *Education Code* (*EC*), and California laws and regulations, where applicable.

W. Choice of Law

This Contract shall be construed under the laws of the state of California, where applicable, without giving effect to the principles of conflict of laws. Any action or proceeding arising out of this Contract shall be heard in the appropriate courts in California.

X. Advice of Counsel

Each party acknowledges that, in executing this Contract, such party has had the opportunity to seek the advice of independent legal counsel and has read and understood all of the terms and provisions of this Contract.

Y. Relationship of the Parties

A. The FSMC's relationship with the SFA will be that of an independent contractor and not that of an employee of or supervisor for the SFA. The FSMC will not be eligible for any employee benefits, nor will the SFA make deductions from payments made to the FSMC for taxes, all of which will be the FSMC's responsibility. The FSMC agrees to indemnify and hold the SFA harmless from any liability for, or assessment of, any such taxes imposed on the SFA by relevant taxing authorities. The FSMC will have no authority to enter into contracts that bind the SFA or create obligations on the part of the SFA.

B. When the SFA is a public school district or program operated by the county Office of Education, the FSMC, as an independent contractor, shall have no authority to supervise food service classified personnel operating the NSLP, SBP, or Afterschool Meal Supplements (AMS) under the NSLP (*EC* Section 45103.5).

C. All services to be performed by the FSMC will be as agreed between the FSMC and the SFA. The FSMC will be required to report to the SFA concerning the services performed under this Contract. The SFA shall determine the nature and frequency of these reports.

D. The SFA is the responsible authority, without recourse to USDA or CDE, for the settlement and satisfaction of all contractual and administrative issues arising in any way from this Contract. Such authority includes, but is not limited to, source evaluation, protests, disputes, claims, or other matters of a contractual nature.

IV. Food Service Program

A. Food Service Management Company Responsibilities

1. The FSMC will not directly or indirectly restrict the sale or marketing of fluid milk at any time or in any place on school premises or at any school-sponsored event (*7 CFR*, Section 210.21[e]).

2. The FSMC shall have state or local health certification for any facility outside the school in which it proposes to prepare meals and the FSMC shall maintain this health certification for the duration of the contract (*7 CFR*, Section 210.16[c][2]).

B. School Food Authority Responsibilities

1. The SFA shall ensure that the food service operation is in conformance with the SFA's Permanent Single Agreement with the CDE and will monitor the food service operation through periodic on-site visits (*7 CFR*, sections 210.16[a][2] and 210.16[a][3]).

2. The SFA retains control of the quality, extent, and the general nature of its food service; the prices children are charged for meals (*7 CFR*, Section 210.16[a][4]), and a la carte prices. The SFA may not contract with the FSMC to provide only nonprogram food (e.g., a la carte and adult meals) unless the FSMC offers free, reduced-price, and paid reimbursable lunches to all eligible children (*7 CFR*, Section 210.16[a]).

3. SFAs with more than one school shall perform no less than one on-site review of the lunch counting and claiming system employed by each school under its jurisdiction. The on-site review shall take place prior to February 1 of each school year. Further, if the review discloses problems with a school's meal counting or claiming procedures, the SFA shall ensure that the school implements corrective action and, within 45 days of the review, conduct a follow-up on-site review to determine that the corrective action resolved the problem. Each on-site review shall ensure that the school's claim is based on the counting system authorized by the CDE under *7 CFR,* Section 210.7(c) and that the counting system, as implemented, yields the actual number of reimbursable free, reduced-price, and paid lunches respectively, served for each day of operation (*7 CFR,* Section 210.8[a][1]).

4. The SFA shall retain responsibility for developing the meal pattern for students with disabilities, when their disability restricts their diet, and for those students without disabilities who are unable to consume the regular lunch because of medical or other special dietary needs (*7 CFR*, Section 210.10[m]).

5. The SFA shall retain signature authority for the food services application, agreements, Free and Reduced-Price Policy Statement, monthly Claim for Reimbursement, reports, program renewal, the verification of applications, letters to households, and all correspondence to the CDE relating to the food service program (*7 CFR,* Section 210.16[a][5]).

6. The SFA shall retain signature authority and be responsible for all contractual agreements entered into in connection with the food service program (*7 CFR*, Section 210.21).

7. The SFA shall be responsible for the establishment and maintenance of the free and reduced-price meals eligibility roster (*EC* Section 49558).

8. The SFA shall be responsible for the development, distribution, and collection of the letter to households and Application for Free and Reduced-Price Meals and/or Free Milk (*7 CFR,* Section 245.6).

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9. If the SFA uses Direct Certification to determine student meal eligibility, the SFA shall be responsible for obtaining and processing the Direct Certification eligibility list at least three (3) times annually to ensure timely and accurate certification of eligible students, in accordance with applicable USDA and CDE requirements and California Education Code Section 49558.

10. The SFA shall be responsible for the determination of eligibility for free and reduced-price meals and shall disclose the eligibility status of individual students or confidential information provided on the application for free or reduced-price meals to the FSMC, to the extent that such information is necessary for the FSMC to fulfill its obligations under this Contract. The FSMC will not disclose the eligibility status of individual students or confidential information provided (*EC* Section 49558).

11. The SFA shall be responsible for conducting any hearings related to determinations regarding free and reduced-price meal eligibility (*7 CFR*, Section 245.7).

12. The SFA shall be responsible for verifying applications for free and reduced-price meals as required by federal regulations (*7 CFR*, sections 245.6 and 245.6[a]).

13. The SFA shall establish and maintain an advisory board composed of parents, teachers, and students to assist with menu planning (*7 CFR*, Section 210.16[a][8]).

14. The SFA shall maintain applicable health certification and ensure that all state and local regulations are being met by the FSMC preparing and serving meals on-site at an SFA facility (*7* CFR 210.16(a)(*7*)).

15. The SFA does not use meal equivalents in this Contract. Reimbursement and payments will be based solely on the number of USDA-reimbursable meals served.

V. Buy American Requirements (*7* CFR 210.21(d) and 220.16[d]))

1. **Requirement:** The FSMC shall comply with the Buy American Provision as provided in *7* CFR 210.21(d) and *7* CFR 220.16(d), and in accordance with USDA Policy Memo SP 38-2017. The FSMC shall purchase, to the maximum extent practicable, domestic commodities and products for use in meals served under this contract.
    - **Domestic commodity or product** is defined as an agricultural commodity that is produced in the United States, and a food product that is processed in the United States substantially using agricultural commodities that are produced in the United States.
    - **Substantially** means that more than 51 percent of the final processed product, by weight or volume (excluding packaging), consists of agricultural commodities that were grown domestically.
2. FSMC Certification Requirements (Processed Products): The FSMC must submit statements for all processed agricultural products to the SFA at the time of delivery, certifying that the food product was processed 100 percent domestically and that the percentage of domestic content in the food component of the processed food product is over 51 percent, by weight or volume.

- The Respondent must also provide certification of domestic origin for products that do not contain required country of origin labeling.

3. **Exceptions:** The SFA may allow an exception to the Buy American Provision only when one of the allowable exceptions applies. The FSMC must notify the SFA in writing at least ten (10) days prior to delivering a nondomestic agricultural commodity or product and request prior written approval for delivery.
    - This written notification must include a list of alternative domestic substitutes for the SFA to consider and provide an explanation. Allowable exceptions include, but are not limited to:
        - The product is listed on the Federal Acquisition Regulations Nonavailable Articles List found at 48 CFR 25.104, and/or
        - The product is not produced or manufactured in the United States in sufficient and reasonably available quantities of a satisfactory quality, consistent with Final Rule (FR) 31962.
4. **Procedure for Exceptions:** The FSMC must submit a written request for an exception to the SFA for approval prior to the proposed purchase. This request must include:
    - The specific product(s) for which an exception is requested.
    - A detailed justification, including:
        - The price of the domestic food alternative and the non-domestic food alternative;
        - The availability of the domestic alternative in sufficient and reasonable quantities and satisfactory quality;
        - A comparison of the domestic and non-domestic food items; and
        - Documentation demonstrating the efforts made to find a domestic product.
5. **Cap on Nondomestic Food Purchases:** The FSMC must adhere to the cap on nondomestic food purchases, as applicable:
    - Beginning in **SY 2025–26**, the nondomestic food purchase cap will be **10 percent**
    - Beginning in **SY 2028–29**, the nondomestic food purchase cap will be **8 percent**
    - Beginning in **SY 2031–32**, the nondomestic food purchase cap will be **5 percent**
6. California-Grown Preference (FAC Section 58595(c)): In accordance with **FAC Section 58595(c)**, the FSMC will accept agricultural food products grown in **California** before accepting domestic agricultural food products grown outside the state when both of the following conditions are met:
    - The bid or price of the California-grown agricultural food product does not exceed the lowest bid or price for a domestic agricultural food product produced outside the state; and
    - The quality of the California-grown agricultural food product is comparable to the domestic agricultural food product produced outside the state.

VI. U.S. Department of Agriculture Foods

C. Food Service Management Company Responsibilities

1. The FSMC shall fully use, to the maximum extent possible, donated foods made available by the SFA solely for the purpose of providing benefits for the SFA's nonprofit school food program (*7 CFR,* Section 210.16[a][6]).

2. In accordance with 7 CFR, Section 250.53, the FSMC shall comply with the following provisions relating to the use of donated foods, as applicable:

a) The FSMC must credit the SFA for the value of all donated foods (including entitlement and bonus foods) received for use in the SFA's meal service in the school or fiscal year. The credit must include the value of donated foods contained in processed end products if the FSMC procures processed end products on behalf of the SFA, or acts as an intermediary in passing on the donated foods value of processed end products to the SFA (*7 CFR,* Section 250.51[a]).

b) The FSMC shall account for the full value of donated foods (*7 CFR,* Section 250.51) by:

i) Subtracting the value of all donated foods received for use in the SFA's food service from the SFA's (monthly/quarterly) invoice, and

ii) Using the Average Price File for the school year in which the donated foods are received by the SFA. This listing is available from the USDA Food Distribution web page at http://www.fns.usda.gov/fdd/processor-pricing-reports.

3. The FSMC shall be responsible for all activities related to **USDA Foods (Donated Foods)** in accordance with **7 CFR 250.50(d)(2), (3), and (4)**, as applicable, and shall ensure that all such activities are performed in full compliance with the applicable requirements of **7 CFR Part 250**.

4. The FSMC shall accept liability for any negligence on its part that results in any loss of, improper use of, or damage to donated foods.

5. The FSMC must use all donated beef, pork, and all processed end products, in the recipient agency's food service, and must use all other donated foods, or commercially purchased foods of the same generic identity, of U.S. origin, and of equal or better quality than the donated foods, in the recipient agency's food service (unless the contract specifically stipulates that the donated food, and not such commercial substitutes, be used) (*7 CFR*, Section 250.51[d]).

6. The FSMC shall ensure that the processing agreement's value will be used in crediting the SFA for the value of donated foods contained in end products (*7 CFR*, Section 250.53[a][7]).

7. The method and frequency of crediting donated foods will be in accordance with *7 CFR*, Section 250.51(b). The FSMC must ensure that it follows the negotiated method and frequency of crediting agreed upon by the parties.

8. The FSMC will provide assurance that it will not itself enter into the processing agreement with the processor required in subpart C of *7 CFR*, Part 250 (*7 CFR*, Section 250.53[a][8]).

9. The FSMC will provide assurance that it will comply with the storage and inventory requirements for donated foods (*7 CFR*, Section 250.53[a][9]).

10. The FSMC will maintain records to document its compliance with requirements relating to donated foods, in accordance with *7 CFR,* Section 250.54(b).

D. School Food Authority Responsibilities

1. The SFA shall retain title to all donated foods and ensure that all donated foods received by the SFA and made available to the FSMC accrue only for the benefit of the SFA's nonprofit school food service and are fully used therein (*7 CFR*, Section 210.16[a][6]).

2. The SFA shall accept and use, in as large quantities as may be efficiently used in its nonprofit food service program, such foods as may be offered as a donation by USDA (*7 CFR*, Section 210.9[b][15]).

3. The SFA will maintain records to document its compliance with requirements relating to donated foods and conduct reconciliation (at least annually and upon termination of the Contract) to ensure that the FSMC has credited the value of all donated foods in accordance with *7 CFR*, sections 250.54(a) and (c).

4. The SFA will not extend or renew any Contract if the FSMC did not fulfill all Contract provisions relating to donated foods (*7 CFR*, Section 250.53[a][12]). Meal Responsibilities

VII. Meal Responsibilities

A. The FSMC shall:

1. Serve meals on such days and at such times as requested by the SFA.

2. Offer free, reduced-price, and paid reimbursable meals to all eligible children through the SFA's food service program.

3. Provide meals through the SFA's food service program that meet the requirements as established in *7 CFR*, parts 210 and 220, as applicable.

VIII. Food Service Management Company Employees

A. The FSMC shall only place employees for work at the SFA that meet the minimum professional standards outlined in *7 CFR*, Section 210.30, which can be viewed on the following web page: School Nutrition Program Professional Standards.

The SFA shall ensure that all employees the FSMC proposes for placement meet the minimum professional standards. The FSMC shall ensure their employees take the required annual training as outlined in the professional standards. The FSMC shall track the training completed by each employee and maintain documentation to validate that training was completed. The FSMC shall remove from the SFA premises any employee who fails to take the required training.

The FSMC shall provide the SFA with a list of employees and evidence that they meet the professional standards.

B. The SFA reserves the right to interview and approve the on-site food service consultant(s)/employee(s).

C. The FSMC shall provide the SFA with a schedule of employees, positions, assigned locations, salaries, and work hours. The FSMC will provide specific locations and assignments to the SFA 2 calendar weeks prior to the commencement of operation.

D. The FSMC shall comply with all wage and hours of employment requirements of federal and state laws. The FSMC will be responsible for supervising and training their personnel.

E. The FSMC agrees to assume full responsibility for the payment of all contributions and assessments, both state and federal, for all of its employees engaged in the performance of this Contract.

F. The FSMC agrees to furnish the SFA, upon request, a certificate or other evidence of compliance with state and federal laws regarding contributions, taxes, and assessments on payroll.

G. The FSMC will be solely responsible for all personnel actions regarding employees on its respective payroll. The FSMC shall withhold and/or pay all applicable federal, state, and local employment taxes and payroll insurance with respect to its employees, insurance premiums, contributions to benefit and deferred compensation plans, licensing fees, and workers' compensation costs, and shall file all required documents and forms. The FSMC shall indemnify, defend, and hold the SFA harmless from and against any and all claims, liabilities, and expenses related to, or arising out of, the indemnifying party's responsibilities set forth herein.

IX. Books and Records

A. The SFA and the FSMC must provide all documents as necessary for an independent auditor to conduct the SFA's single audit. The FSMC shall maintain such records as the SFA will need to support its Claims for Reimbursement. Such records shall be made available to the SFA upon request and shall be retained in accordance with *7 CFR,* Section 210.16(c)(1).

B. The SFA and the FSMC shall, upon request, make all accounts and records pertaining to the nonprofit food service program available to the CDE, USDA FNS and Office of Inspector General of the United States for audit or review at a reasonable time and place. Each party to this Contract shall retain such records for a period of three (3) years after the date of the final Claim for Reimbursement for the fiscal year in which this Contract is terminated, unless any audit findings have not been resolved. If audit findings have not been resolved, then records shall be retained beyond the three-year period as

long as required for resolution of issues raised by the audit (*7 CFR*, Section 210.9[b][17]).

C. The FSMC shall not remove state or federally required records from the SFA premises upon contract termination.

D. The USDA, Inspector General, the Comptroller of the United States, and the CDE, or any of their duly authorized representatives must have the right of access to any documents, papers, or other records of the FSMC and the SFA which are pertinent to the federal award, in order to make audits, examinations, excerpts, and transcripts. The right also includes timely and reasonable access to the FSMC and SFA's personnel for the purpose of interview and discussion related to such documents (2 *CFR*, Section 200.336[a]).

E. The distributing agency/CDE, recipient agency/SFA, the Comptroller General, the USDA, or their duly authorized representatives, may perform on-site reviews of the FSMC's food service operation, including the review of records, to ensure compliance with requirements for management and use of donated foods (*7 CFR*, Section 250.53[a][10]).

X. Monitoring and Compliance

A. The FSMC shall monitor the food service operation of the SFA through periodic on-site visits in order to develop recommendations for improvement of the food service program.

B. The FSMC warrants and certifies that in the performance of this Contract it will comply with all applicable statutes, rules, regulations, and orders of the United States and the state of California.

C. The SFA shall establish internal controls that ensure the accuracy of lunch counts prior to the submission of the monthly Claim for Reimbursement in accordance with *7 CFR,* Section 210.8(a). At a minimum, these internal controls shall include all of the following:

- An on-site review of the lunch counting and claiming system employed by each school within the jurisdiction of the SFA (*7 CFR,* Section 210.8[a][1])
- Comparisons of daily free, reduced-price, and paid lunch counts against data that will assist with the identification of lunch counts in excess of the number of free, reduced-price, and paid lunches served each day to children eligible for such lunches
- A system for following up on lunch counts that suggest the likelihood of lunch counting problems

XI. Equipment, Facilities, Inventory, and Storage

A. The SFA will make available to the FSMC, without any cost or charge, area(s) of the premises agreeable to both parties in which the FSMC shall render its services. The SFA shall provide the FSMC with local telephone service. The SFA shall not be responsible for loss or damage to equipment owned by the FSMC and located on the SFA's premises.

B. The FSMC shall notify the SFA of any equipment belonging to the FSMC on the SFA's premises within 10 days of its placement on the SFA's premises.

C. The SFA shall have access, with or without notice, to all of the SFA's facilities used by the FSMC for purposes of inspection and audit.

D. Ownership of the beginning inventory of food and supplies shall remain with the SFA.

E. Ownership of all nonexpendable supplies and capital equipment shall remain with the SFA. However, the FSMC must take such measures as may be reasonably required by the SFA for protection against loss, pilferage, and/or destruction.

XII. Certifications

A. The FSMC warrants and certifies that in the performance of this Contract, it will comply with the rules and regulations of the CDE and the USDA, and any additions or amendments thereto, including but not limited to 2 *CFR,* parts 200 and 400, and *7 CFR*, parts 210, 215, 220, 245, 250, and USDA FNS Instruction and policy, as applicable. The FSMC agrees to indemnify the SFA and the CDE against any loss, cost, damage, or liability by reason of the FSMC's violation of this provision.

B. The FSMC shall comply with Title VI of the Civil Rights Act of 1964, as amended; USDA regulations implementing Title IX of the Education Amendments; Section 504 of the Rehabilitation Act of 1973; and any additions or amendments to any of these regulations, and statutes.

C. The SFA and FSMC shall comply with all applicable standards, orders, or regulations issued.

For contracts in excess of $150,000, the SFA and FSMC shall comply with the Clean Air Act (42 U.S.C. sections 7401 et seq.) and the Federal Water Pollution Control Act (33 U.S.C. Section 1251) as amended (Appendix II to 2 *CFR*, Part 200).

D. Debarment and Suspension

The parties shall not enter into contracts with parties listed on the General Services Administration's List of Parties Excluded from Federal Procurement or

Nonprocurement programs (Executive Orders 12549 and 12689 and 2 *CFR*, Part 200, Appendix II).

E. Lobbying

The Certification Regarding Lobbying and a Disclosure of Lobbying Activities form (2 *CFR*, Section 418) must accompany each subsequent four (4) additional one-year renewals. Contract renewals that do not include this certification will not be accepted for consideration (Appendix II to 2 *CFR* Part 200 Section [I]: Byrd Anti-Lobbying [31 U.S.C 1352]).

XIII. Insurance

The parties shall maintain the following insurances:

A. Workers' Compensation Insurance

Each party shall maintain Workers' Compensation Insurance coverage as required by state law, and Employers' Liability in the amount of one million dollars ($1,000,000.00) for each accident covering all employees employed in connection with child nutrition program operations.

B. Comprehensive or Commercial Insurance

The FSMC shall maintain during the term of this Contract, for protection of the SFA and the FSMC, Commercial General Liability Insurance, including both bodily injury and property damage, with limits as follows:

- $1,000,000 per occurrence
- $ 100,000 fire damage
- $ 5,000 med expenses
- $1,000,000 personal & advertising injury
- $3,000,000 general aggregate
- $3,000,000 products/completed operations aggregate

TEACH Public Schools must be named as Additional Insured.

The vendor will also need to confirm that coverage is primary/noncontributory and provide a waiver of subrogation.

The insurance policies shall contain covenants by the issuing company that the policies shall not be canceled without 30 days prior written notice of cancellation to the SFA. With the exception of Workers' Compensation Insurance, the SFA shall be named as an additional insured under the FSMC's policies of insurance to the extent the SFA is indemnified pursuant to this Contract.

C. Property Insurance

The SFA shall maintain, or cause to be maintained, a system of coverage either through purchased insurance, self-insurance, or a combination thereof to keep the buildings, including the premises, and all property contained therein insured against loss or damage by fire, explosion, or other cause normally covered by standard broad form property insurance.

XIV. Termination

Either party may cancel for cause with a 60-day notification of either party breaches a provision of this Contract (*7 CFR*, sections 210.16[d] and 250.12[f][9]). The nonbreaching party shall give the other party notice of such cause. If the cause is not remedied within 10 days, the nonbreaching party shall give a 60-day notice to the breaching party of their intent to terminate this Contract upon expiration of the 60-day period. This Contract may be terminated, in whole or in part, for convenience by the SFA with the consent of the FSMC, in which case the two parties shall agree upon the termination conditions, including the effective date and, in the case of partial termination, the portion to be terminated (2 *CFR*, Section 200.339[a][3]). The Contract may also be terminated, in whole or in part, by the FSMC upon written notification to the SFA, setting forth the reasons for such termination, the effective date, and, in the case of partial termination, the portion to be terminated. However, in the case of a partial termination, if the SFA determines that the remaining portion of the Contract will not accomplish the purposes for which the Contract was made, the SFA may terminate the Contract in its entirety (2 *CFR*, Section 200.339[a][4]). The rights of termination referred to in this Contract are not intended to be exclusive and are in addition to any other rights or remedies available to either party at law or in equity.

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Exhibit A

Scope of Work

1. Overview of TEACH Public Schools Food Service Program

A. Scale.

The School Food Authority (SFA) employs four (4) food service staff members who support meal service operations across four (4) feeding sites, including three (3) schools. The SFA contracts with a Food Service Management Company (FSMC) to deliver meals to our school community, serving approximately 1,000 students per day.

B. Financial Goals.

The SFA is committed to maintaining a financially sustainable nonprofit food service program with zero to minimal fiscal encroachment on the SFA's general fund. To support this, the FSMC must price meals at a level at or below the federal reimbursement rate, with no more than $0.10 above the reimbursement rate when necessary, and must use USDA Foods effectively to reduce overall program costs.

The FSMC shall provide regular financial reporting, including participation trends, ordering patterns, cost fluctuations, delivery issues, and any other factors that may affect the financial health of the program. The FSMC must promptly notify the SFA of any anticipated cost increases, supply chain challenges, or operational changes that could impact program sustainability, and must return all rebates, discounts, and credits to the SFA in accordance with federal regulations.

To ensure long-term financial viability, the FSMC is expected to operate efficiently, minimize waste, use entitlement dollars fully, and maintain transparent billing and documentation practices. The FSMC must support accurate budgeting and forecasting, propose operational efficiencies when possible, and collaborate with the SFA to ensure the food service program remains fiscally stable and compliant with USDA and CDE requirements.

C. Management Goals.

a. Operational Expectations

TEACH Public Schools expects the Food Service Management Company (FSMC) to operate with strong fiscal accountability and maintain full compliance with all applicable local, state, and federal public health requirements. The FSMC must maintain a transparent business and management structure that enables TEACH's leadership to easily identify key decision makers, ensure timely communication, provide timely delivery of all required services, and minimize disruptions to student learning.

b. Program Quality and Compliance

The SFA aims to provide nutritious, high-quality meals to all students participating in the School Breakfast Program, National School Lunch Program, Seamless Summer Option (SSO), and NSLP Afterschool Snack Program. The SFA further commits to accommodating medically-necessary special diets, improving the

nutritional quality of meals, and maintaining a financially stable, nonprofit school food service operation.

D. Food Service Office and Staff. The food service office is located at 10600 S. Western Ave. Los Angeles, CA 90047. The number of food service staff is 1.

E. National School Lunch Program and School Breakfast Program.

TEACH Public Schools Dir...

Column 1	TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School	TEACH Academy of Technologies (10000 Campus - 5th/6th Grade)	TEACH Academy of Technologies (10045 Campus - 7th/8th Grade)	TEACH Tech Charter High
Address	8505 S. Western Ave. Los Angeles, CA 90047	10000 S. Western Ave. Los Angeles, CA 90047	10045 S. Western Ave. Los Angeles, CA 90047	10616 S. Western Ave. Los Angeles, CA 90047
Phone Number	323-872-0708	323-872-0809	323-872-0809	323-872-0707
Fax Number	(323) 486-4080	(323) 486-0127	(323) 486-0127	(323) 486-0811
Principal	**Sharon Rhee**	**Christian Gomez**	**Christian Gomez**	**James Cordero**
Principal's Email	**srhee@teachps.org**	**CGomez@teachps.org**	**CGomez@teachps.org**	**JCordero@teachps.org**
School Operations Manager "SOM"	Wendy Zaragoza	Graciela Alvarez	Graciela Alvarez	Asmin Quintero
SOM's Email	wzaragoza@teachps.org	galvarez@teachps.org	galvarez@teachps.org	AQuintero@teachps.org
Enrollment (as of Census Day 2025)	275	172	267	360
Projected Enrollment 2026-2027	275	175	275	400
Servers Needed	2	2	2	2
Equipment Needed	Yes	Yes	No	Yes

2. Description of FSMC Responsibilities

General Description of Goals and Objectives:

The SFA's primary goal is to operate a high-quality school nutrition program that provides students with nutritious, appealing meals in a safe, efficient, and student-centered environment. The FSMC is expected to support the SFA in meeting all federal and state Child Nutrition Program requirements, ensuring that meals meet USDA nutritional standards, are served in a manner that supports student participation, and enhance the overall dining experience.

The FSMC must collaborate with the SFA to promote nutrition education, support compliance with food safety and sanitation requirements, and implement best practices that improve meal quality, reduce waste, and encourage greater student engagement with the school meal programs. The FSMC should support the SFA in maintaining strong program integrity, ensuring accurate meal counts, documentation, and reporting in accordance with USDA regulations.

In addition, the FSMC is expected to maintain open communication with the SFA, respond promptly to operational challenges, and work in partnership with the SFA to continuously evaluate and improve program performance. The overarching objective is to provide students with nutritious meals while supporting a positive school culture and ensuring full compliance with the National School Lunch Program (NSLP), School Breakfast Program (SBP), Seamless Summer Option (SSO), and the NSLP Afterschool Snack Program.

Responsibilities of the FSMC shall include:

A. Purchasing of Supplies for the Food Service Program

Recommend (or be responsible for) purchasing standards and specifications that will result in the best quality of products and services at the lowest price for the food service program.

All transactions shall be conducted in a manner so as to provide maximum open and free competition as provided by statute and regulation.

The grade, purchase unit, style, weight, ingredients, formulation, etc., shall be in compliance with applicable statutes and regulations.

Purchase food and/or supplies (if applicable); if authorized by the SFA, the FSMC shall purchase food used by the food service operation and the purchasing of food shall not displace SFA staff or delegate responsibilities of the SFA to the FSMC.

Recommend new or improved procedures for the requisition, receipt, and verification of all supplies used by the food service operation

B. Contracting With Small, and Minority Businesses, Women's Business Enterprises, and Labor Surplus Area Firms

The FSMC shall comply with 2 CFR 200.321, ensuring inclusion of small, minority-owned, women-owned, and labor surplus-area firms in procurement activities when applicable.

C. Buy American

The SFA participates in meal programs that require the use of nonprofit school food service funds, to the maximum extent practicable, to buy domestic commodities or products for Program meals. A 'domestic commodity or product' is defined as one that is either produced in the U.S. or is processed in the U. S. substantially (51 percent or more by weight or volume) using agricultural commodities that are produced in the U. S. as provided in *7 CFR*, sections 210.21(d) and 220.16(d). The FSMC must:

1. **Submit certification statements for all processed agricultural products.** The FSMC must provide written documentation to the SFA at the time of delivery for each processed agricultural product certifying that the food product was processed 100 percent domestically and that the percentage of domestic content in the food component of the processed food product is over 51 percent, by weight or volume.

   OR:

2. **Request SFA approval prior to delivering a nondomestic agricultural commodity or product.** If the FSMC cannot comply with #1 above, the FSMC must notify the SFA in writing 10 days prior to delivering a nondomestic agricultural commodity or product. This written notification must include the following:

   a) Whether the request to deliver a nondomestic food is because the product is not produced or manufactured domestically in sufficient and reasonably available quantities of a satisfactory quality, or competitive bids reveal

the costs of a domestic product are significantly higher than the nondomestic product

b) The pricing of both domestic and nondomestic products and/or availability data to justify the use of one of the two allowable exceptions

c) A list of alternative domestic substitutes for the SFA to consider for delivery instead of the nondomestic agricultural product

D. Facility or Site Operations

The FSMC shall recommend:

- Safety programs for employees
- Sanitation standards for housekeeping, preparation, storage, and equipment
- Adjustments to practices and operation of equipment as required
- A Food Safety Plan and participate in the development, implementation, and maintenance of said plan
- Methods to increase participation at all levels of the SFA's food service programs, improve food quality, and upgrade equipment and facilities
- Hours and number of positions at each site to meet food service operational needs

E. Menus

Adhere to the 21-day cycle menu for the first 21 days of meal service; thereafter, the FSMC may only make changes with the SFA's approval (*7 CFR*, sections 210.10, 210.16[b][1] and 220.8, if applicable).

Provide recommendations for menu development that will result in the best quality of products and services at the lowest price for the food service program.

Seek student and parent input on successful menu variation and planning.

Provide, upon request by the SFA, recommended menus to assure compliance with all applicable statutes and regulations; include menu recommendations to meet the needs of students with special dietary needs or disabilities.

The Respondent may include whole milk as an available milk option within the proposed 21-Day Cycle Menu, as permitted under USDA program requirements, including the **Whole Milk for Healthy Kids Act of 2025** and related USDA guidance. Any milk options offered must remain compliant with all applicable USDA and CDE fluid milk requirements.

The FSMC shall comply with all applicable California and federal school nutrition requirements, including **Assembly Bill (AB) 1264** and any related implementation guidance issued by the California Department of Education (CDE). The FSMC must be prepared to support the SFA in meeting AB 1264 requirements as they are phased in,

including adjustments to product selection, menu development, and documentation as required.

F. Quality Control

Recommend or establish a formal structure to routinely and continuously gather input from students, staff, and parents about food services.

Recommend or establish a structure or process to routinely and continuously gather input from food service employees to ensure the most effective and efficient operation possible.

G. Staff

Recommend management staff and structure that will enhance the SFA's food service programs and ensure that the SFA's food service programs are of consistent top quality and held in positive regard by students, staff, and the public.

Recommend or establish and conduct management and staff training programs that will ensure staff development, proper supervision, professional and health certifications, and consistent quality control both in production and service.

H. Records

Maintain full and complete financial and inventory records sufficient to meet federal and state requirements and that are in accordance with generally accepted accounting procedures.

Maintain employment records that show FSMC staff have all professional and health certifications as required by federal or state law and the SFA.

I. Education

Recommend actions or events to promote the nutrition education aspects of the food service program, and recommend or cooperate with efforts to merge these actions or events with classroom instruction; the FSMC will work in partnership with the SFA to educate students, parents, teachers, and the community about efforts to promote better nutrition and health.

Coordinate meeting times with the Food Service Director, other SFA staff, and parents or students to discuss ideas to improve the food service program; arrange meetings between an acceptable management representative of the FSMC and the Food Service Director, other SFA staff, and the school board, upon request.

J. Reports

Collect and provide, in the required format, information necessary for school food service claims for reimbursement from state and federal agencies and maintain records of past information; at the end of each month the number of meals to be claimed will be

submitted to the SFA contact by the FSMC consultant/representative on or before the **5**th of each month (*7 CFR*, 210.16[c][1]).

Provide the SFA with monthly operating statements and other information determined by the SFA regarding the food service programs.

K. Point of Service

Provide and/or implement an accurate point of service meal and milk count; such meal and milk counting system must eliminate the potential for the overt identification of free and reduced-price eligible students under *7 CFR*, Section 245.8.

Exhibit B

Schedule of Fees

The costs included in the Cost per Meal table comprise the fixed price per meal. The fees are agreed upon by both parties and represent allowable food service costs in accordance with 2 *CFR*, Part 200.

All costs are based on an anticipated average daily participation of approximately 1,000 students and an estimated 180 days of meal service. Actual billing will be based on the number of reimbursable meals served.

Cost per Meal

Note: Prices must **not** include values for donated foods, and must include all meal programs.

LINE ITEM	UNITS*	RATE	TOTAL
Breakfast	1000	$	$
Lunch	1000	$	$
Snacks	450	$	$
Seamless Summer Feeding Option	450	$	$
Nonreimbursable Meals	0	$	$
TOTAL	2,800	$	$

*Units to be provided by SFA