

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

## School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

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.

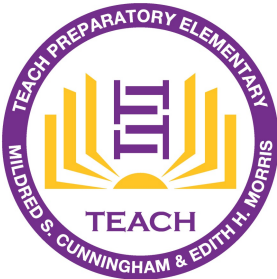
- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the 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).

### 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.



### Sharon Rhee, Principal

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

### About Our School

Dear TEACH Preparatory Families,

The teachers, staff members, and I are excited about the upcoming school year! We look forward to working with our students in making sure TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School provides a safe and nurturing, innovative teaching and learning environment where our students can flourish academically, physically, as well as social-emotionally.

Our school will continue to carry out the mission and vision of nurturing our students from the inside so students can develop to think critically, collaborate with others, and be influential leaders in our society. We look forward to working with our parents and guardians as we work together as a team to develop our students to become innovative, hard-working, influential leaders. We are grateful for all the support and love we get from our families, and it is evident that this has helped in making our school successful. We ask for your continued engagement and partnership in ensuring our students' success.

Every effort to make sure our school continues to support our student learning is being made. Some of those efforts are:

1. To motivate, challenge, and develop the students to attain academic proficiency at grade level and above.
2. To allow each student the freedom to learn by exploring through technology, small group collaboration, art, writer's workshop, and PBL.
3. To enable students to become creative, self-motivated, competent lifelong learners that live responsibly as productive members of a global society.

My doors are open to you anytime. Please feel free to contact me at any time to find out how you can best support your child and get more involved in our school as well as offer us your feedback. I appreciate your trust in us with your child and want to assure you that we are making every effort to continue to make TEACH Preparatory Elementary School thrive.

Sincerely,

Mrs. Sharon Rhee

## Principal's Comment

TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School (TEACH Prep ES) is the third school operated by TEACH Public Schools, Inc. in the Westmont/Gramercy Park community served by TEACH Academy of Technologies (grades 5-8) and TEACH Tech Charter High School (collectively, TEACH Public Schools or TEACH). TEACH Public Schools was founded by longtime Los Angeles educators Mildred Cunningham and Edith Morris, after whom our new elementary school will be named. TEACH was established with a vision of addressing the needs of the whole child, building children's character, and integrating state-of-the-art technology in instruction. Staff focus on forging deep, lasting connections with their students.

TEACH Public Schools' mission 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 student

## Contact

*TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary  
8505 South Western Ave.  
Los Angeles, CA 90047-3053*

*Phone: 323-872-0708  
Email: [prep@teachps.org](mailto:prep@teachps.org)*

Pending TEACH Board Approval

## About This School

### Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
<b>District Name</b>	Los Angeles Unified
<b>Phone Number</b>	(213) 241-1000
<b>Superintendent</b>	Austin Beutner
<b>Email Address</b>	<a href="mailto:austin.beutner@lausd.net">austin.beutner@lausd.net</a>
<b>Website</b>	<a href="http://www.lausd.net">www.lausd.net</a>

School Contact Information (School Year 2019—20)	
<b>School Name</b>	TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary
<b>Street</b>	8505 South Western Ave.
<b>City, State, Zip</b>	Los Angeles, Ca, 90047-3053
<b>Phone Number</b>	323-872-0708
<b>Principal</b>	Sharon Rhee, Principal
<b>Email Address</b>	<a href="mailto:prep@teachps.org">prep@teachps.org</a>
<b>Website</b>	<a href="http://prep.teachpublicschools.org">http://prep.teachpublicschools.org</a>
<b>County-District-School (CDS) Code</b>	19647330138305

*Last updated: 1/28/2020*

### School Description and Mission Statement (School Year 2019—20)

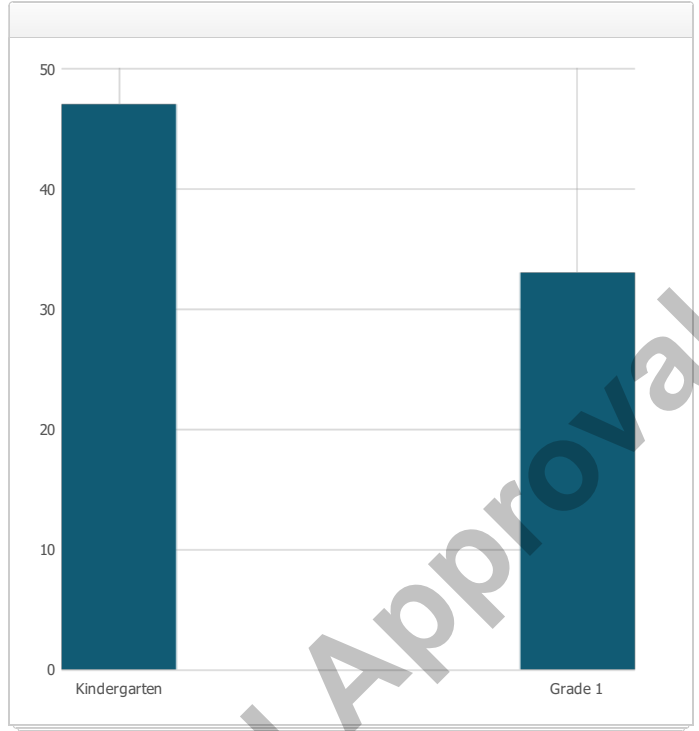
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TEACH Public Schools' mission is to create a high quality, innovative teaching and learning environment that focuses on literacy, integrating state-of-the-art technologies across the core curriculum to achieve academic proficiency for all students. Our vision to reach students of all backgrounds by teaching the entire child, which includes the social, physical, emotional, and intellectual needs of the student. Upon graduation, the knowledge and the experiences acquired at our schools will be effectively applied to their daily life. TEACH Public Schools are innovative, dynamic, creative, and educationally enriching institutions of positive-driven learning. We believe that all children can learn when taught well and given an opportunity to thrive. We adhere to the thinking of philosopher G. Givhan, "What you pay attention to grows." By looking consistently at our students and the data of our practices, our teachers and students grow in their development and to great successes in the 21st century.

*Last updated: 1/28/2020*

**Student Enrollment by Grade Level (School Year 2018—19)**

Grade Level	Number of Students
Kindergarten	47
Grade 1	33
Total Enrollment	80



Last updated: 1/28/2020

**Student Enrollment by Student Group (School Year 2018—19)**

Student Group	Percent of Total Enrollment
Black or African American	38.80 %
American Indian or Alaska Native	%
Asian	1.30 %
Filipino	%
Hispanic or Latino	60.00 %
Native Hawaiian or Pacific Islander	%
White	%
Two or More Races	%
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	93.80 %
English Learners	45.00 %
Students with Disabilities	2.50 %
Foster Youth	1.30 %
Homeless	%

## A. Conditions of Learning

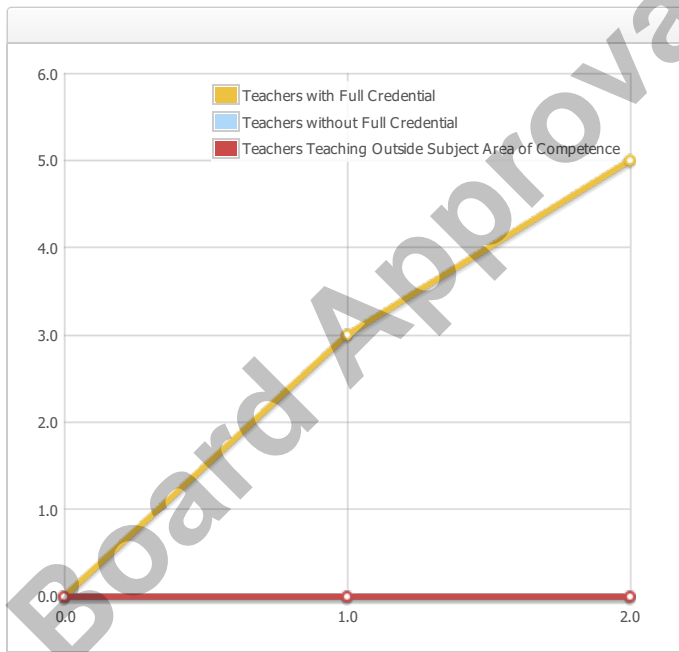
### State Priority: Basic

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

#### Teacher Credentials

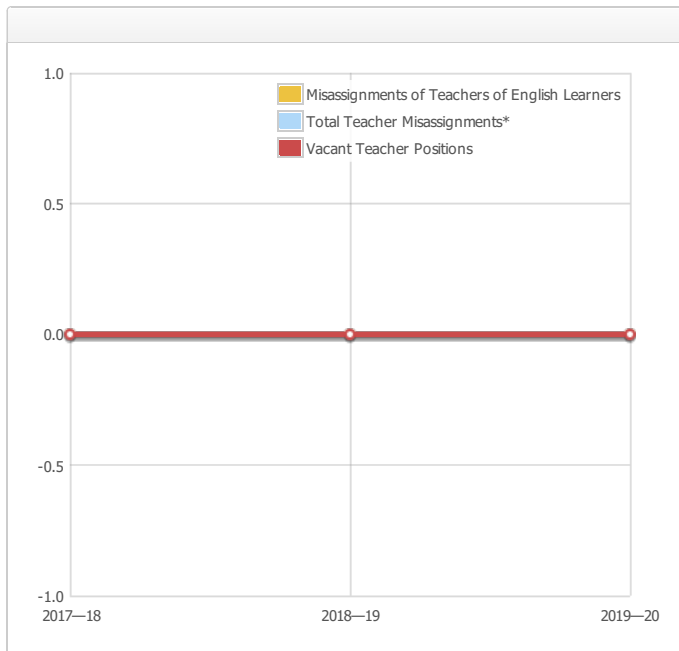
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	0	3	5	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/28/2020

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.  
 \* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/28/2020

**Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019–20)**

Year and month in which the data were collected: December 2019

<b>Subject</b>	<b>Textbooks and Other Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts		Yes	0.00 %
Mathematics		Yes	0.00 %
Science			0.00 %
History-Social Science			0.00 %
Foreign Language			0.00 %
Health			0.00 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/28/2020

Pending TEACH Board Approval

### School Facility Conditions and Planned Improvements

TEACH Preparatory Elementary School was located at 1750 W. Century Blvd. Los Angeles, CA 90047 during its first year of operation. At this location, TPES had 4 bungalow classrooms that were utilized for the 3 classrooms and 1 administrative office. During this school year, TPES didn't encounter any major issues with the facility as it was brand new. In addition, during this new school year (2019-2020), TPES was moved to their permanent site located at 8505 S. Western Ave. Los Angeles, CA 90047.

*Last updated: 1/28/2020*

### School Facility Good Repair Status

Year and month of the most recent FIT report: December 2019

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

### Overall Facility Rate

Year and month of the most recent FIT report: December 2019

Overall Rating	Good
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*Last updated: 1/28/2020*

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## 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, which 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); and
- 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.

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**CAASPP Test Results in Science for All Students  
 Grades Five, Eight and High School  
 Percentage of Students Meeting or Exceeding the State Standard**

<b>Subject</b>	<b>School 2017—18</b>	<b>School 2018—19</b>	<b>District 2017—18</b>	<b>District 2018—19</b>	<b>State 2017—18</b>	<b>State 2018—19</b>
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

*Last updated: 1/28/2020*

Pending TEACH Board Approval

## 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

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## 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 for the school district and each school site

#### Opportunities for Parental Involvement (School Year 2019—20)

Parental support and involvement are vital components in students' academic success, and we believe that it is essential for parents to be knowledgeable about preparing their students to enter and complete college. Parents are considered partners in our mission and are encouraged to take an active and meaningful role to ensure the success of the school. Research shows that parent involvement in children's learning positively impacts student achievement. We believe that parent participation is really making a difference and is positively impacting student academic progress and future college success.

TEACH Public Schools encourages all parents, legal guardians, and adult family members to become actively involved in the school's educational program. Their time, talent, and enthusiasm are an integral part of the day-to-day functioning of the school and the overall academic development of their scholar.

There are several ways parents and guardians may get involved and demonstrate their commitment to school and home. School support activities include office support, campus, and field trip supervision, including taking on leadership roles on school committees and creating parent support groups. Parents also provide regular feedback and take part in decision-making through their participation in school governance and LCAP stakeholder engagement meetings. Academic support activities include weekly and monthly Saturday parent workshop and parent-teacher conference participation, along with classroom and tutoring support.

### State Priority: Pupil Engagement

*Last updated: 1/28/2020*

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

- High school dropout rates; and
- High school graduation rates

# 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

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	--	--	0.00%	0.80%	0.80%	0.70%	3.60%	3.50%	3.50%
Expulsions	--	--	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

*Last updated: 1/28/2020*

## School Safety Plan (School Year 2019—20)

The School Safety Plan covers - policies and expectations regarding the practices at the school in maintaining the safety and security of students, staff members, and the physical campus, responding appropriately to emergencies, and creating a safe and orderly environment that is conducive to learning. The Plan is reviewed and updated annually and school employees have trained annually as well.

*Last updated: 1/28/2020*

Pending TEACH Board Approval

### D. Other SARC Information

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

#### Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).  
 \*\* "Other" category is for multi-grade level classes.

#### Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).  
 \*\* "Other" category is for multi-grade level classes.

#### Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	24.00		2	
1	33.00			1
2				
3				
4				
5				
6				
Other**				

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).  
 \*\* "Other" category is for multi-grade level classes.

**Student Support Services Staff (School Year 2018—19)**

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	0.20
Resource Specialist (non-teaching)	0.20
Other	

\*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.

*Last updated: 1/28/2020*

Pending TEACH Board Approval

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017–18)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	\$74789.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7506.64	\$82403.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

**Types of Services Funded (Fiscal Year 2018–19)**

Academic Tutoring
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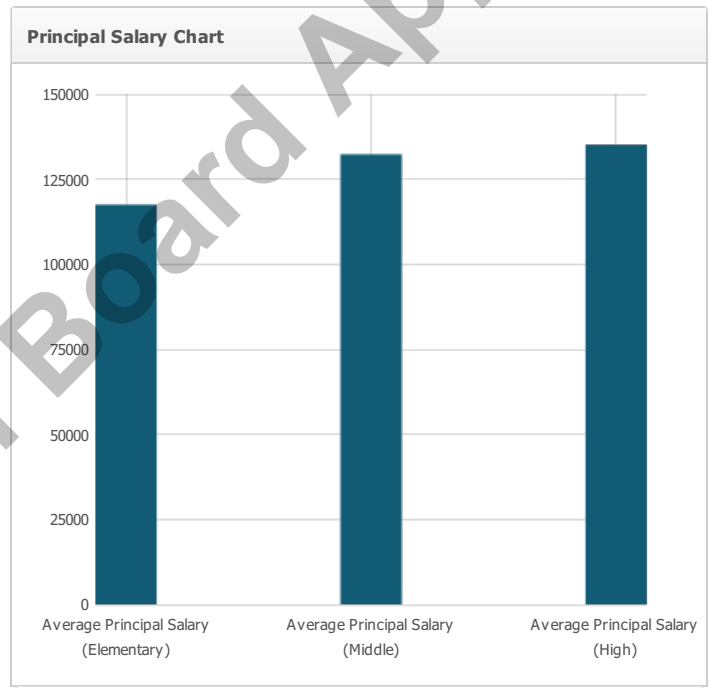
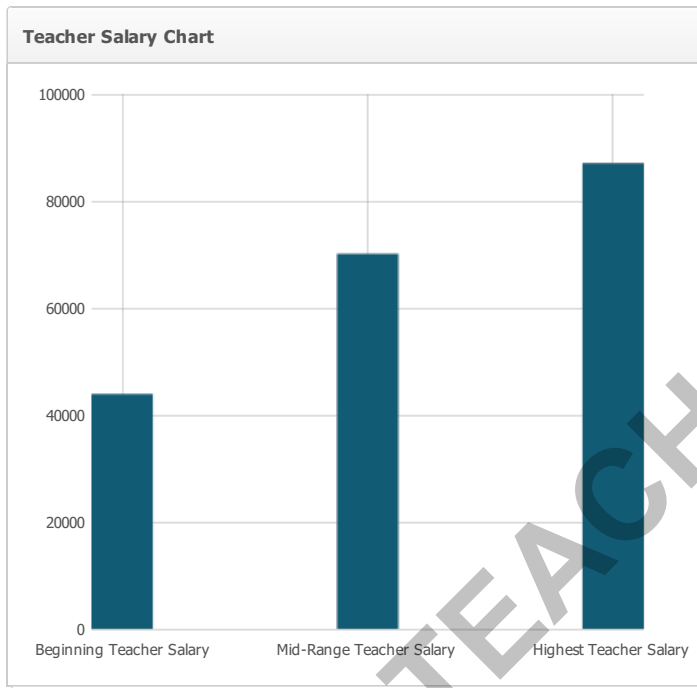
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### Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,913	\$48,612
Mid-Range Teacher Salary	\$70,141	\$74,676
Highest Teacher Salary	\$87,085	\$99,791
Average Principal Salary (Elementary)	\$117,494	\$125,830
Average Principal Salary (Middle)	\$132,291	\$131,167
Average Principal Salary (High)	\$135,145	\$144,822
Superintendent Salary	\$350,000	\$275,796
Percent of Budget for Teacher Salaries	30.00%	34.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/28/2020

### Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement		13	14

Last updated: 1/28/2020