

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

## 2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### 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.

<b>Internet Access</b>	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.
<b>Admission Requirements for the University of California (UC)</b>	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 <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	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 <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

## 2024-25 School Contact Information

<b>School Name</b>	TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School
<b>Street</b>	8505 S. Western Ave.
<b>City, State, Zip</b>	Los Angeles, CA 90047
<b>Phone Number</b>	323-872-0708
<b>Principal</b>	Sharon Rhee
<b>Email Address</b>	srhee@teachps.org
<b>School Website</b>	www.teachps.org
<b>Grade Span</b>	TK-4
<b>County-District-School (CDS) Code</b>	19647330138305

## 2024-25 District Contact Information

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

## 2024-25 School Description and Mission Statement

TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School (TEACH Prep ES) is the third school operated by TEACH Public Schools, Inc., serving the Westmont/Gramercy Park community alongside TEACH Academy of Technologies (grades 5-8) and TEACH Tech Charter High School. Founded by longtime Los Angeles educators Mildred Cunningham and Edith Morris, TEACH Public Schools was created with a vision to address the whole child’s needs, build character, and integrate state-of-the-art technology into instruction. Our dedicated staff prioritizes forging deep, lasting connections with students, ensuring a supportive and enriching educational experience.

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 is to reach students of all backgrounds by nurturing the whole child—supporting their social, physical, emotional, and intellectual needs. Upon graduation, the knowledge and experiences acquired at our schools will be effectively applied to their daily lives.

TEACH Public Schools are innovative, dynamic, and student-centered institutions committed to fostering a culture of creativity, critical thinking, and academic excellence. We firmly believe that all children can learn when given the right opportunities and high-quality instruction. As philosopher G. Givhan states, “What you pay attention to grows.” By maintaining a steadfast focus on our students and using data-driven practices, we empower both teachers and students to grow, achieve, and succeed in the 21st century.

## About this School

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	71
Grade 1	43
Grade 2	54
Grade 3	52
Grade 4	52
<b>Total Enrollment</b>	<b>272</b>

### 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.4
Male	52.6
Black or African American	42.3
Hispanic or Latino	56.3
White	1.5
English Learners	34.6
Foster Youth	0.7
Socioeconomically Disadvantaged	97.1
Students with Disabilities	7

## **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.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	5.00	83.33	22369.20	82.26	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	714.60	2.63	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	16.67	1398.60	5.14	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	1060.30	3.90	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	0.00	0.00	1651.30	6.07	18854.30	6.86
<b>Total Teaching Positions</b>	6.00	100.00	27194.20	100.00	274759.10	100.00

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.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	3.60	36.04	23128.20	84.33	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.50	5.01	804.50	2.93	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	5.90	59.06	1474.90	5.38	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	1009.60	3.68	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	0.00	0.00	1009.30	3.68	15831.90	5.67
<b>Total Teaching Positions</b>	9.90	100.00	27426.80	100.00	279044.80	100.00

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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	6.00	66.67	22355.10	82.56	231142.40	83.24
<b>Intern Credential Holders Properly Assigned</b>	2.00	22.22	1101.40	4.07	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	11.11	1596.00	5.89	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	1053.60	3.89	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	0.00	0.00	971.50	3.59	14303.80	5.15
<b>Total Teaching Positions</b>	9.00	100.00	27077.80	100.00	277698.00	100.00

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.

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

Authorization/Assignment	2020-21	2021-22	2022-23
<b>Permits and Waivers</b>	0.00	0.00	0
<b>Misassignments</b>	1.00	5.90	1
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and Misassignments</b>	1.00	5.90	1

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

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00	0
<b>Local Assignment Options</b>	0.00	0.00	0
<b>Total Out-of-Field Teachers</b>	0.00	0.00	0

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	16.60	84.4	20
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	16.60	20.6	20

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

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected

2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	McGraw Hill Reading Wonders	Yes	0
<b>Mathematics</b>	McGraw Hill Reveal Math	Yes	0
<b>Science</b>	McGraw Hill California Inspire Science	Yes	0
<b>History-Social Science</b>	McGraw Hill IMPACT: CALIFORNIA	Yes	0
<b>Foreign Language</b>	N/A		
<b>Health</b>	N/A		
<b>Visual and Performing Arts</b>	N/A		

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

## School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report

October 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b>	X			

## School Facility Conditions and Planned Improvements

Overall Cleanliness, Pest/Vermin Infestation				
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> 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 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 CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	17	12	41	43	46	47
<b>Mathematics</b> (grades 3-8 and 11)	7	9	29	32	34	35

## 2023-24 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
<b>All Students</b>	104	104	100.00	0.00	11.54
<b>Female</b>	53	53	100.00	0.00	7.55
<b>Male</b>	51	51	100.00	0.00	15.69
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	43	43	100.00	0.00	9.30
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	60	60	100.00	0.00	13.33
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0

<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	30	30	100.00	0.00	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	81	81	100.00	0.00	9.88
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 2023-24 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.

<b>CAASPP Student Groups</b>	<b>CAASPP Total Enrollment</b>	<b>CAASPP Number Tested</b>	<b>CAASPP Percent Tested</b>	<b>CAASPP Percent Not Tested</b>	<b>CAASPP Percent Met or Exceeded</b>
<b>All Students</b>	104	104	100.00	0.00	8.65
<b>Female</b>	53	53	100.00	0.00	5.66
<b>Male</b>	51	51	100.00	0.00	11.76
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	43	43	100.00	0.00	9.30
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	60	60	100.00	0.00	6.67
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	30	30	100.00	0.00	3.33
<b>Foster Youth</b>	--	--	--	--	--

<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	81	81	100.00	0.00	4.94
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 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.

<b>Subject</b>	<b>School 2022-23</b>	<b>School 2023-24</b>	<b>District 2022-23</b>	<b>District 2023-24</b>	<b>State 2022-23</b>	<b>State 2023-24</b>
<b>Science</b> (grades 5, 8 and high school)			20.46	21.89	30.29	30.73

## 2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

#### 2023-24 California Physical Fitness Test Results

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
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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 regarding the school district and at each school site.

#### 2024-25 Opportunities for Parental Involvement

One of the strongest predictors of student success is parental involvement in their child's education. At TEACH Prep ES, parents are encouraged and expected to take an active role in their child's learning journey. We are committed to fostering a school culture that embraces parents and families as valued partners in every child's education.

To ensure effective communication, TEACH Prep ES provides translation services and materials in the child's home language. Additionally, staff will receive ongoing training on best practices for engaging and supporting parents. To continuously improve our efforts, the school will implement administrative procedures to assess parent satisfaction with school staff and services.

Equally important, TEACH Prep ES will offer ongoing parent education classes and workshops. These sessions will help parents:

- Create a home environment that fosters learning
- Set high expectations for their children
- Support their children in developing a vision for their future
- Understand the significance of their involvement in school activities

Prior to admission, all parents/guardians are encouraged to:

- a) Attend an orientation session
- b) Sign a non-binding agreement acknowledging their understanding of the TEACH Prep ES philosophy, program, and targeted outcomes, and their commitment to active parent involvement.

By working together, TEACH Prep ES, students, and families can build a strong foundation for academic success and lifelong learning.

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	303	294	147	50.0
Female	143	138	72	52.2
Male	160	156	75	48.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	129	123	70	56.9
Filipino	--	--	--	--
Hispanic or Latino	170	167	74	44.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	93	92	41	44.6
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	297	288	144	50.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	31	30	18	60.0

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.46	0.55	0.6	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.02	0.02	0.02	0.07	0.08	0.07

## 2023-24 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.

## 2024-25 School Safety Plan

TEACH Public Schools is committed to maintaining safe and secure campuses for all students and staff. This Comprehensive School Safety Plan outlines TEACH's policies and expectations for ensuring a secure physical campus, effective emergency

## 2024-25 School Safety Plan

response, and a safe, orderly learning environment.

To uphold these standards:

- All school employees will receive training on the Comprehensive School Safety Plan upon joining TEACH and will review any updates annually.
- Staff members will implement and maintain policies, practices, and procedures to ensure the physical security of the campus.
- Schools will take proactive measures to enhance the safety and protection of students and staff in both daily operations and emergency situations.

By fostering a culture of preparedness and vigilance, TEACH Public Schools ensures that every student has a safe and supportive environment conducive to learning.

## 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.

### 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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		11	
1	26		11	
2	26		12	
3	30		12	
4	25		12	

### 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		2	
1	22	1	1	
2	27		2	
3	25		2	
4	27		2	

## 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		2	
1	22		2	
2	27		2	
3	26		2	
4	26		2	

## 2023-24 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

## 2023-24 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 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$17,809	\$3,227	\$14,582	\$69,372
District	N/A	N/A	\$11,484	\$85,275
Percent Difference - School Site and District	N/A	N/A	23.8	-20.6
State	N/A	N/A	\$10,771	\$101,084
Percent Difference - School Site and State	N/A	N/A	30.1	-37.2

## Fiscal Year 2023-24 Types of Services Funded

After School Education and Safety Grant (State Grant)

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$52,399	\$56,573
Mid-Range Teacher Salary	\$83,696	\$87,186
Highest Teacher Salary	\$103,915	\$119,665
Average Principal Salary (Elementary)	\$130,400	\$148,486
Average Principal Salary (Middle)	\$143,735	\$154,835
Average Principal Salary (High)	\$147,353	\$170,008
Superintendent Salary	\$440,000	\$338,699
Percent of Budget for Teacher Salaries	24.89	31.41
Percent of Budget for Administrative Salaries	4.73	4.86

## Professional Development

At TEACH Prep ES, students are expected to be actively engaged in the curriculum and learning objectives at all times. Teachers will continuously communicate these objectives to students while using both formative and summative assessments to monitor mastery of key concepts and state content standards.

Research strongly supports that learning is most effective when students are actively involved in their own educational journey. This means students must participate in discussions about learning objectives, instructional strategies, and assessments. A student-centered approach fosters deeper engagement and ensures a culturally relevant curriculum that connects with

## Professional Development

students' interests and prior experiences. Additionally, frequent, meaningful communication with parents will further strengthen the academic program, ensuring it reflects the diverse community being served.

### Research-Based Instructional Practices

As part of our curriculum design, research-based instructional strategies proven to increase student achievement will be embedded into daily classroom practices. Teachers will implement strategies outlined in Classroom Instruction That Works (Marzano, Pickering, and Pollock, 2001), which highlights teaching methods that have a high probability of enhancing student achievement across all subjects and grade levels.

Teachers will be challenged to examine the three essential elements of effective pedagogy:

1. Instructional Strategies – Best practices that actively engage students.
2. Management Techniques – Creating structured, supportive learning environments.
3. Curriculum Design – Aligning instruction with standards and student needs.

To support high-quality instruction, teachers will receive training and support in developing standards-aligned assessments and project-based instructional activities at each grade level and across content areas.

### Instructional Strategies & Curriculum Design

Our foundational coursework will incorporate a diverse repertoire of instructional strategies, curriculum resources, and materials, including:

- Direct instruction
- Research-based projects
- Cooperative group work and collaborative projects
- Interdisciplinary approaches to curriculum
- Clearly defined “Learning Targets” presented to students by all teachers
- Rubric-based self-assessment to encourage student reflection and growth
- Involvement of community members and educational partners in instructional activities
- Computer-Assisted Blended Learning – Students receive targeted instruction at their individual level within a larger class setting. Teachers act as facilitators, monitoring student progress and addressing learning challenges in real time, while other students engage in independent learning and practice.

By integrating these research-based instructional practices, TEACH Prep ES will ensure that students receive a rigorous, engaging, and personalized educational experience that prepares them for academic success and lifelong learning.

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

Subject	2022-23	2023-24	2024-25
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	15	15	15