



Agenda Item:	III D: Information/Discussion Item
Date:	September 12, 2024
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	David Yilmaz, Chief Accountability Officer & Fiorella del Carpio, Chief People Officer
RE:	2022–23 Teaching Assignment Monitoring Outcomes (TAMO) Data Report Presentation

Action Proposed:

N/A

Purpose:

Per the California Department of Education (CDE), LEAs must report 2022–23 Teaching Assignment Monitoring Outcomes (TAMO) data to their governing Board.

Background:

Why Report to the Board?

CDE recently released the 2022–23 TAMO by Full-Time Equivalency data report on DataQuest. The CDE will report 2022–23 TAMO data for each LEA on the 2024 California School Dashboard (Dashboard) as part of the Priority 1 Local Indicator. Detailed information about the TAMO reports and data is provided on the [Information about the Teaching AMO Report](#) web page. As a reminder, since the 2022–23 TAMO data was unavailable at the time that LEAs were reporting their local indicator data to the governing board/body of the LEA, LEAs must report the 2022–23 TAMO data at the next available meeting of the governing board/body.

Overview

In October 2019, the California State Legislature passed [Assembly Bill \(AB\) 1219](#). (Chapter 782, Statutes of 2020), which was subsequently signed into law. Authorized as part of AB 1219, [California Education Code Section 44258.9](#) requires the California Commission on Teacher Credentialing (CTC) to develop an electronic teacher assignment monitoring system known as the California State Assignment Accountability System (CalSAAS) for the purpose of



annually monitoring teacher assignments. Information about CalSAAS can be found on the [CTC Overview of CalSAAS](#) and the [CTC CalSAAS Information](#) web pages.

California Education Code Section 44258.9 also requires the CTC and the California Department of Education (CDE) to enter into a data-sharing agreement to facilitate the annual monitoring of teacher assignments. As part of this data-sharing agreement, the CDE is required to provide the CTC with certificated staff assignment data that are submitted to the CDE by local educational agencies (LEAs) through the annual California Longitudinal Pupil Achievement Data System (CALPADS) Fall 2 data submission. The CALPADS Fall 2 staff assignment and course data are necessary for the CTC to conduct the annual assignment monitoring process in CalSAAS. In return, the CTC is required to provide the CDE with annual teacher credential and assignment monitoring outcome data consistent with the California Consolidated State Plan approved by the State Board of Education (SBE) to comply with the federal Every Student Succeeds Act (ESSA). As part of the state plan, the SBE also approved updated definitions for “ineffective” and “out-of-field” teachers for reporting purposes, which can be found on the [CDE Updated Teacher Equity Definitions](#) web page.

In preparation for the new assignment monitoring process, in 2019, the CDE implemented a complete overhaul of the California state course codes submitted by LEAs along with the staff and course data collected in the CALPADS Fall 2 data submission. The course code update was done specifically to provide the CTC with more detailed information about teacher course assignments in order to streamline/assist the assignment monitoring process. Additionally, the CDE and the CTC conducted several training and outreach sessions to assist LEAs on understanding the impact of the new course code submission process with respect to the assignment monitoring process through CalSAAS. LEAs were encouraged to bring their CALPADS Coordinators, Curriculum and Instruction staff, and Human Resource staff to these training sessions to ensure accuracy in reporting these data in CALPADS for the 2019–20 school year. These training sessions were followed up with additional technical support to LEAs for the 2019–20 school year when the initial assignment monitoring process was piloted through CalSAAS. By statute, the 2019–20 assignment monitoring process was for informational purposes only and was not to be used for reporting.

The execution of the data-sharing agreement between the CDE and the CTC and the development of CalSAAS allows California, for the first time, to meet the federal reporting requirements established by ESSA. The CDE assignment data and the CTC assignment monitoring outcome data provide the basis for the DataQuest Teaching Assignment Monitoring (AMO) by Full-Time Equivalency (FTE) report to meet the requirements established under California’s ESSA Consolidated State Plan.



Teaching AMO Definitions

The CTC evaluates each teaching assignment along one or more relevant attributes or dimensions of the teaching assignment to determine if or how the teacher is authorized to hold the assignment based upon the credential authorization data maintained by the CTC. The CDE evaluates the detailed data provided by the CTC to produce a single AMO for each assignment based on a set of business rules described in a separate section below. The following seven AMOs used for reporting purposes are defined in the order in which they appear on the DataQuest report:

<p>Clear</p>	<p>An assignment monitoring outcome of "clear" indicates that all relevant attributes or dimensions of the assignment were authorized by a clear or preliminary credential or authorized by a local assignment option (LAO) pursuant to Section 80005(b) of the California Code of Regulations [T5 §80005(b)] for specific state course codes where a credential or permit does not exist to authorize the indicated teaching assignment (e.g., student government or study hall.)</p>
<p>Out-of-Field</p>	<p>An assignment monitoring outcome of “out-of-field” indicates that one or more relevant attributes of the assignment were authorized by the following limited permits:</p> <ul style="list-style-type: none"> • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • Short-Term Waivers • Emergency English Learner or Bilingual Authorization Permits • Local Assignment Options (except for those made pursuant to T5 §80005(b)) <p>An "out-of-field" teacher is defined as someone who has a credential but has not yet demonstrated subject matter competence in the subject area(s) or for the student population associated with the assignment. More information about this term, approved by the SBE to comply with ESSA, can be found on the CDE Updated Teacher Equity Definitions web page.</p>
<p>Intern</p>	<p>An "intern" teacher is defined as someone who has a bachelor’s degree and has demonstrated subject matter competency in the subject area(s) or for the student population associated with the assignment, and who holds an intern credential while they complete coursework requirements to obtain a preliminary credential.</p>
<p>Ineffective</p>	<p>An assignment monitoring outcome of "ineffective" indicates that one or more relevant attributes of the assignment had no legal</p>

	<p>authorization from a permit, credential or waiver, or one or more relevant attributes of the assignment were authorized by the following limited permits:</p> <ul style="list-style-type: none"> • Provisional Internship Permits, • Short-Term Staff Permits • Variable Term Waivers • Substitute permits or Teaching Permits for Statutory Leave (TPSL) holders serving as the teacher of record <p>More information about this term, approved by the SBE to comply with ESSA, can be found on the CDE Updated Teacher Equity Definitions web page.</p>
Incomplete	<p>An assignment monitoring outcome of "incomplete" indicates that missing or incorrect information about the assignment was reported to CALPADS by the LEA which prevented a complete and accurate determination of the assignment authorization during the CTC assignment monitoring process. In some cases, the LEA or Monitoring Authority may have indicated that the assignment is appropriate; however, neither the CDE nor the CTC can validate the authorization basis for the assignment.</p>
Unknown (UK)	<p>An assignment monitoring outcome of "unknown" indicates that insufficient information about the assignment was reported to CALPADS by the LEA which resulted in an "unknown" determination of the assignment authorization during the CTC assignment monitoring process. This outcome is often the result of LEAs not reporting an English language service associated with a course in which English learners are enrolled. Although the assignment authorization may be "clear" in other areas, an assignment monitoring outcome of "unknown" in the EL authorization space results in an overall determination of "unknown" for the assignment.</p>
Not Applicable (N/A)	<p>An assignment monitoring outcome of "N/A" indicates that the assignment either required no authorization or evaluation of the authorization was not applicable given the state course code or some other attribute of the assignment. This includes specific state course codes not evaluated during the assignment monitoring process conducted by the CTC (e.g., 9143, 9154, or 9215) or because the assignment was an online, learner-led course in which the student sets the pace of instruction, and where content and instruction are provided solely by the online application.</p>



Teacher Credential Level

An indication of whether a teacher holds a "clear or preliminary teaching credential" or not. Teachers are defined as "fully credentialed" if they possess a clear or preliminary teaching credential. Teachers are defined as "not fully credentialed" if they do not possess a clear or preliminary teaching credential.

Teacher Experience Level

An indication of whether a teacher is considered to be "experienced" or "inexperienced" based on a count of the cumulative number of years a teacher has been providing educational services in a certificated position within any Educational Institution. Teachers are defined as "experienced" if they have more than two years of experience. Teachers are defined as "inexperienced" if they have two or fewer years of teaching experience. More information about this term, approved by the SBE to comply with ESSA, can be found on the [CDE Updated Teacher Equity Definitions](#) web page.

Uses of the Teaching AMO Data

The CDE uses the AMO data for the following reporting purposes: DataQuest reporting, the School Accountability Report Card (SARC), California School Dashboard Priority One, Williams Determinations, Teacher Equity Plan, and federal Teacher Shortage and EDFacts reporting.

MPS' LCAP Metric for TAMO Data

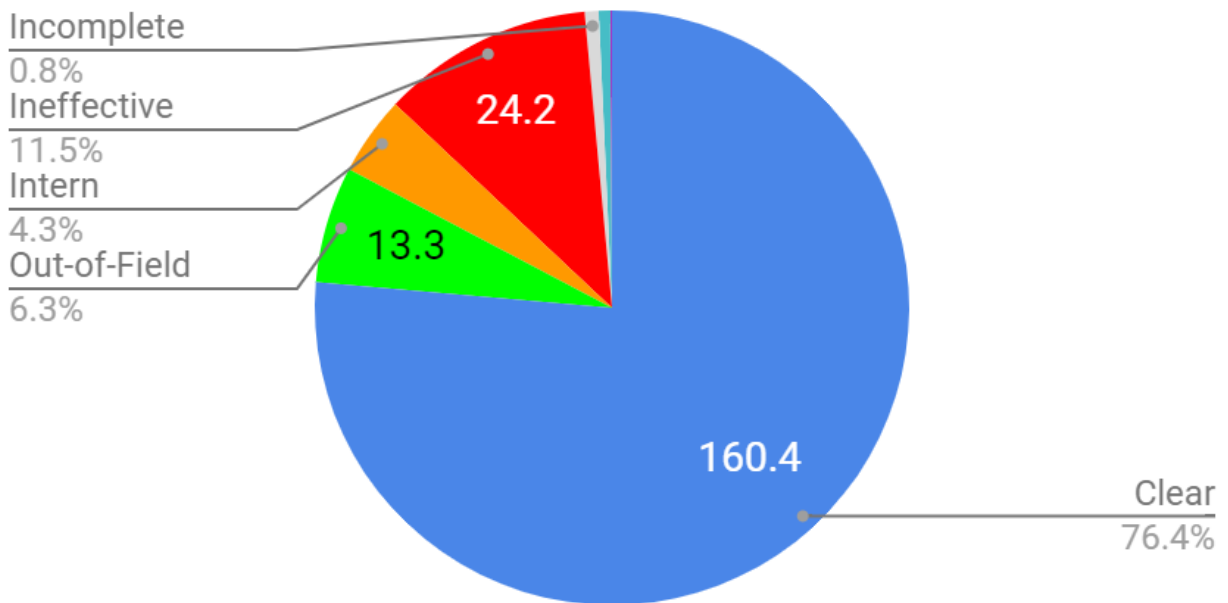
MPS has adopted this new metric in our LCAP and set a target that greater than 85% of the teaching assignments will have an assignment monitoring outcome of "clear."

1.1	SP1 ▾	The percentage of teaching assignments that have an assignment monitoring outcome of "clear" (Source: Local Indicator Priority 1, CDE DataQuest TAMO by FTE Report)	> 85%
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Analysis:

The following chart shows the 2022-23 TAMO data by FTE. MPS' percentage for clear is **76.4%** (a slight decline from 79.3% in 2021-22.)

2022-23 MPS Teaching Assignment Monitoring Outcomes





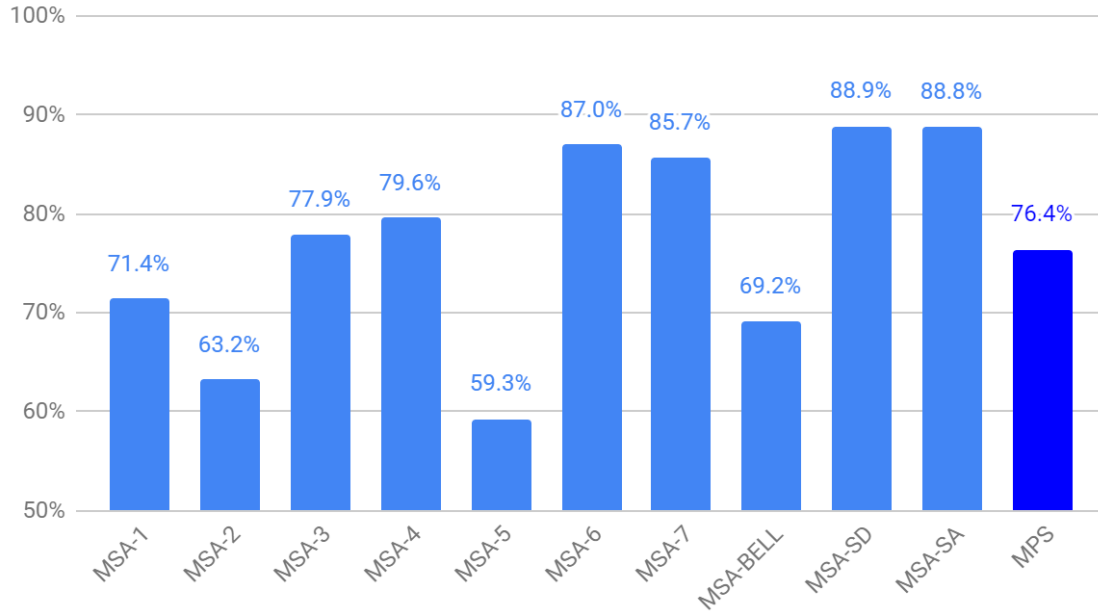
The following charts display the 2022-23 TAMO data by FTE for each MPS school. MPS' percentage for clear is **76.4%** (a slight decline from 79.3% in 2021-22.) LA County had a clear percentage of 84.1% and the state average was 83.2%.

The following MPS schools had a clear percentage of greater than 85%: **MSA-6, 7, SD and SA.**

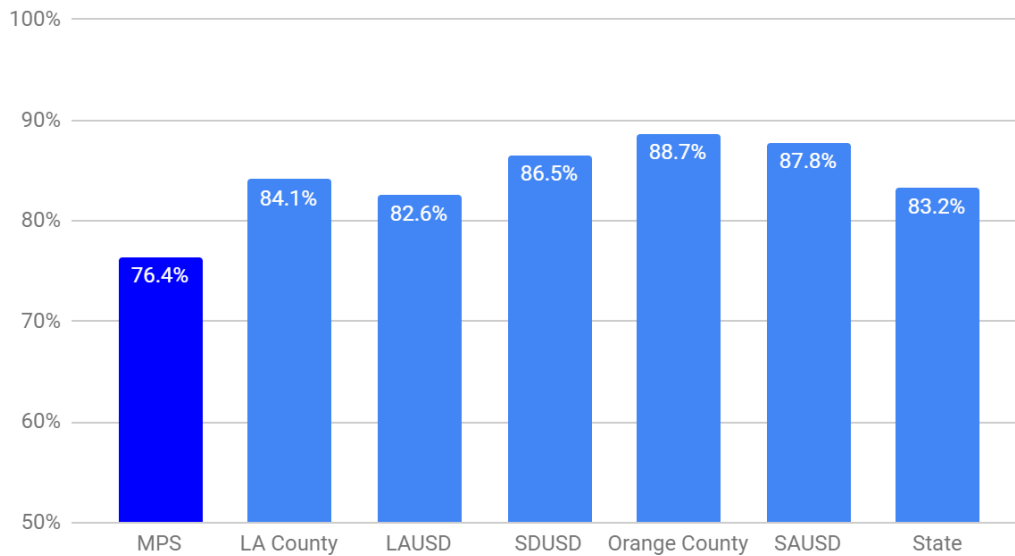
2022-23 TEACHING ASSIGNMENT MONITORING OUTCOMES BY FULL-TIME EQUIVALENT (FTE)																
	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A	Clear %	Out-of-Field %	Intern %	Ineffective %	Incomplete %	Unknown %	N/A %	
MSA-1	39.3	28.0	2.3	5.0	4.0	0	0	0	71.4%	5.8%	12.7%	10.2%	0%	0%	0%	
MSA-2	22.6	14.3	1.2	0	7.0	0	0	0.1	63.2%	5.3%	0%	31.0%	0%	0%	0.6%	
MSA-3	24.6	19.2	0.4	1.0	4.0	0	0	0	77.9%	1.7%	4.1%	16.3%	0%	0%	0%	
MSA-4	9.0	7.2	0.3	0	1.0	0	0.5	0	79.6%	3.8%	0%	11.1%	0%	5.5%	0%	
MSA-5	15.9	9.4	1.4	1.0	4.0	0	0	0.1	59.3%	9.0%	6.3%	25.1%	0%	0%	0.3%	
MSA-6	7.7	6.7	1.0	0	0	0	0	0	87.0%	13.0%	0%	0%	0%	0%	0%	
MSA-7	14.0	12.0	0	1.0	1.0	0	0	0	85.7%	0%	7.1%	7.1%	0%	0%	0%	
MSA-BELL	23.7	16.4	1.7	1.0	3.0	1.6	0	0	69.2%	7.3%	4.2%	12.7%	6.8%	0%	0%	
MSA-SD	18.0	16.0	2.0	0	0	0	0	0	88.9%	11.1%	0%	0%	0%	0%	0%	
MSA-SA	35.1	31.2	3.0	0	0.2	0	0.8	0	88.8%	8.6%	0%	0.5%	0%	2.1%	0%	
MPS	209.9	160.4	13.3	9.0	24.2	1.6	1.3	0.2	76.4%	6.3%	4.3%	11.5%	0.8%	0.6%	0.1%	
LA County	62,342.0	52,429.1	2,499.5	1,444.4	3,224.3	2,500.3	174.7	69.8	84.1%	4.0%	2.3%	5.2%	4.0%	0.3%	0.1%	
LAUSD	27,077.9	22,355.2	1,053.7	1,101.4	1,596.1	932.4	26.5	12.7	82.6%	3.9%	4.1%	5.9%	3.4%	0.1%	0.0%	
SDUSD	6,047.8	5,233.8	221.0	74.6	354.7	152.0	9.0	2.7	86.5%	3.7%	1.2%	5.9%	2.5%	0.1%	0.0%	
Orange Cou	19,896.1	17,642.2	473.2	63.9	375.8	1,261.0	39.3	40.9	88.7%	2.4%	0.3%	1.9%	6.3%	0.2%	0.2%	
SAUSD	2,065.8	1,813.4	29.9	12.6	42.2	151.0	4.6	12.0	87.8%	1.4%	0.6%	2.0%	7.3%	0.2%	0.6%	
State	277,698.0	231,142.5	11,746.9	5,566.4	14,938.3	12,926.9	854.9	522.0	83.2%	4.2%	2.0%	5.4%	4.7%	0.3%	0.2%	



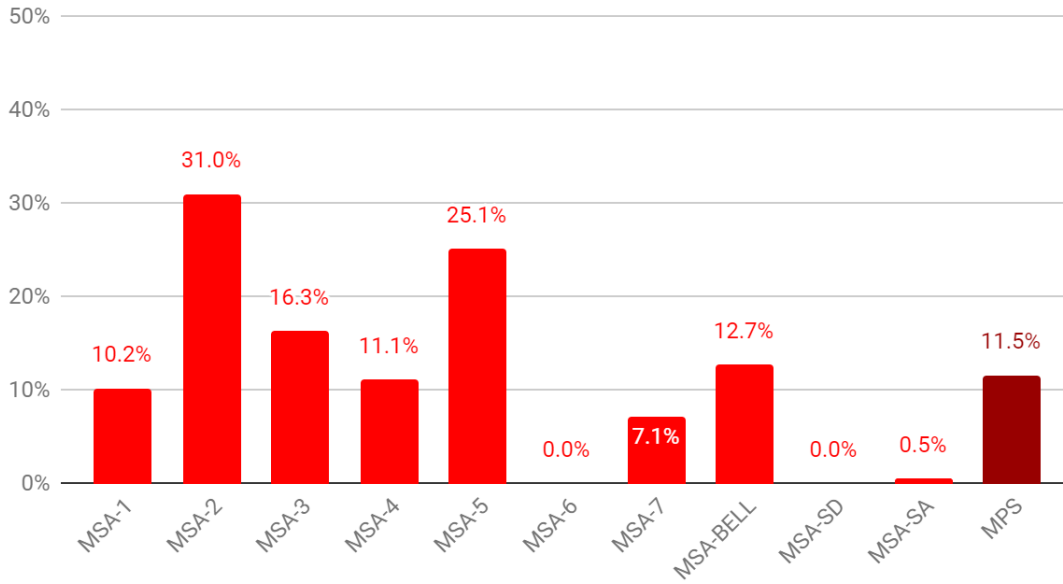
2022-23 Teaching Assignment Monitoring Outcomes - CLEAR



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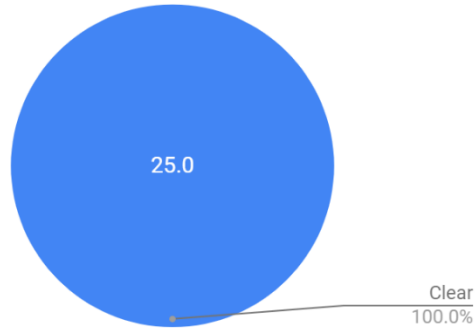


2022-23 Teaching Assignment Monitoring Outcomes - INEFFECTIVE

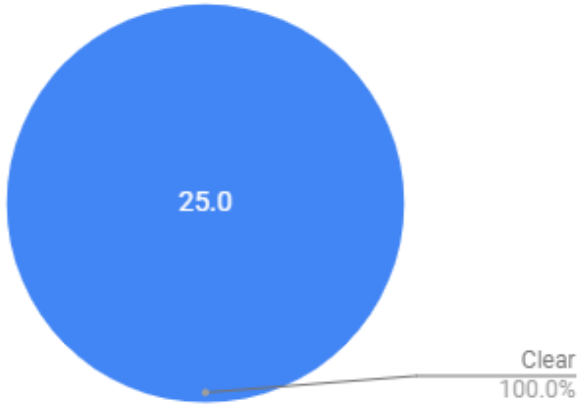


The following charts show our TAMO data by major subject areas:

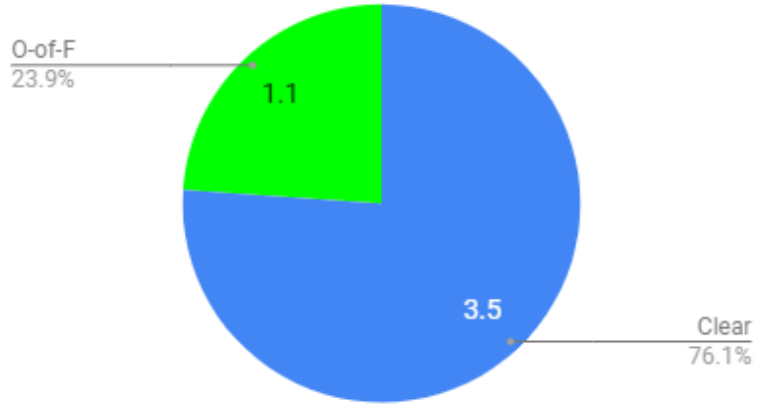
2022-23 MPS Teaching AMO - Self-Contained Class



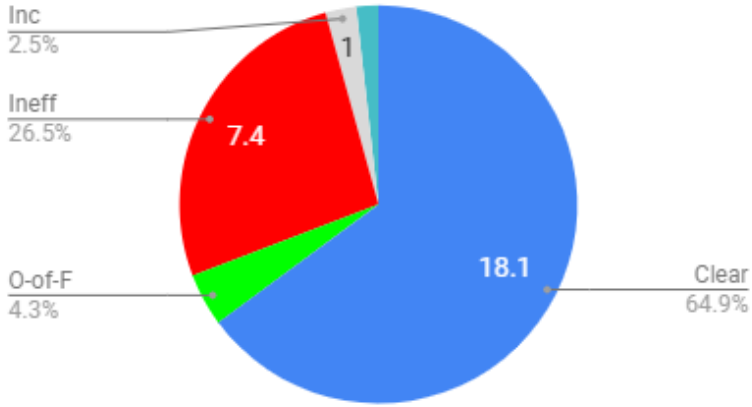
2022-23 MPS Teaching AMO - Self-Contained Class



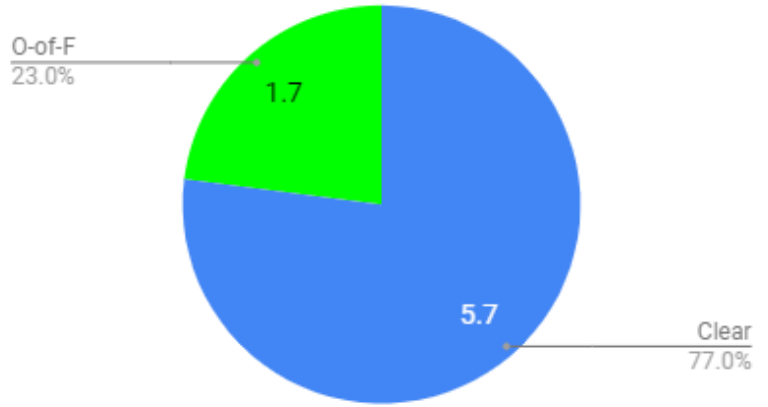
2022-23 MPS Teaching AMO - Art



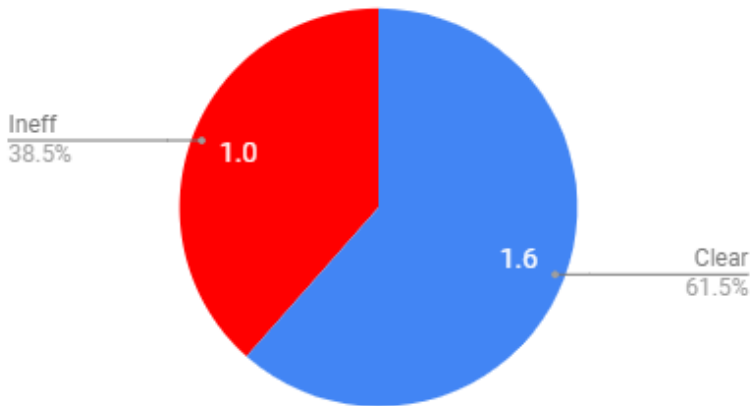
2022-23 MPS Teaching AMO - English Language Arts



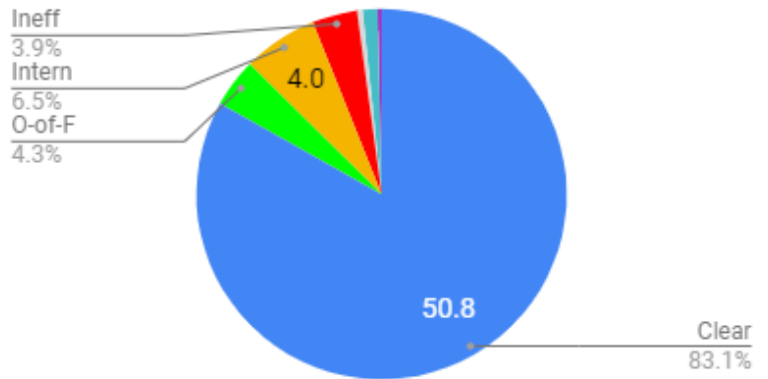
2022-23 MPS Teaching AMO - Foreign Languages



2022-23 MPS Teaching AMO - Music



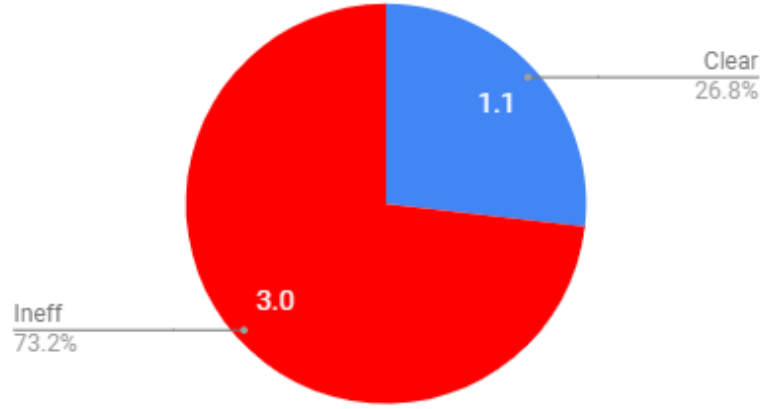
2022-23 MPS Teaching AMO - Other Instruction-Related Assignments



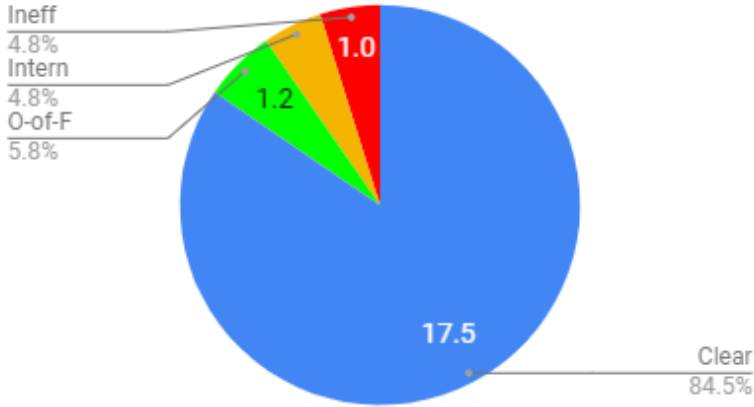
2022-23 MPS Teaching AMO - Career Technical Education (CTE)



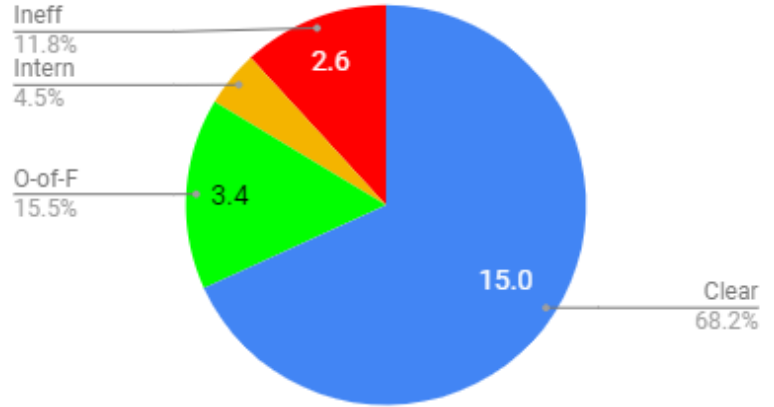
2022-23 MPS Teaching AMO - Computer Education



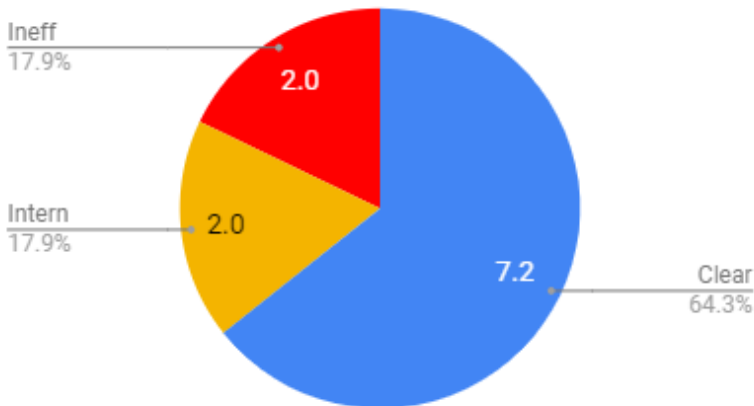
2022-23 MPS Teaching AMO - History/Social Science



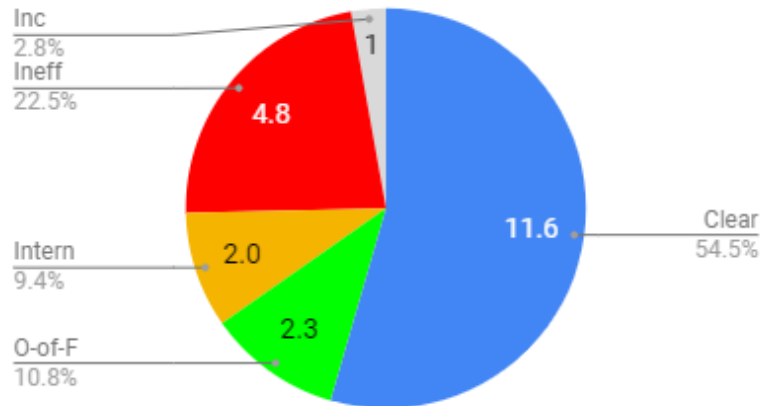
2022-23 MPS Teaching AMO - Mathematics



2022-23 MPS Teaching AMO - Physical Education



2022-23 MPS Teaching AMO - Science





Impact:

Having an appropriate teaching credential is essential for educators as it ensures they have met the state-mandated requirements for knowledge, skills, and ethical standards. Credentialed teachers are better equipped to provide high-quality, standards-aligned instruction that supports student learning and development. Credentials also signify that teachers have undergone rigorous training and passed assessments in areas like classroom management, subject expertise, and student engagement. Ultimately, appropriately credentialed teachers foster student achievement, contribute to a positive school culture, and enhance the overall quality of education in their communities. Therefore, it is important that MPS support our teachers with all their credentialing and professional development needs. MPS aims to exceed the LCAP target of 85 percent, with the ultimate goal of having 100 percent of teaching assignment monitoring outcomes as “clear,” to the extent possible. The People & Culture Department at the Home Office monitors and supports our teachers’ credentialing needs. We will continue to publicize our TAMO data in our LCAP and SARC reports and measure progress toward our LCAP target.