

TEACH Academy of Technologies

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.



Suzette Torres

Principal, TEACH Academy of Technologies

About Our School

Contact

TEACH Academy of Technologies
10045 South Western Ave.
Los Angeles, CA 90047

Phone: 323-872-0809
Email: storres@teachps.org

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Austin Beutner
Email Address	austin.beutner@lausd.net
Website	www.lausd.net

School Contact Information (School Year 2019—20)	
School Name	TEACH Academy of Technologies
Street	10045 South Western Ave.
City, State, Zip	Los Angeles, Ca, 90047
Phone Number	323-872-0809
Principal	Suzette Torres
Email Address	storres@teachps.org
Website	https://academy.teachpublicschools.org/
County-District-School (CDS) Code	19647330122242

Last updated: 1/28/2020

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

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. 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 will "grow" in their development and to great successes in the 21st century.

Vision
TEACH Public Schools will 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.

Mission
The mission of TEACH Academy of Technologies 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.

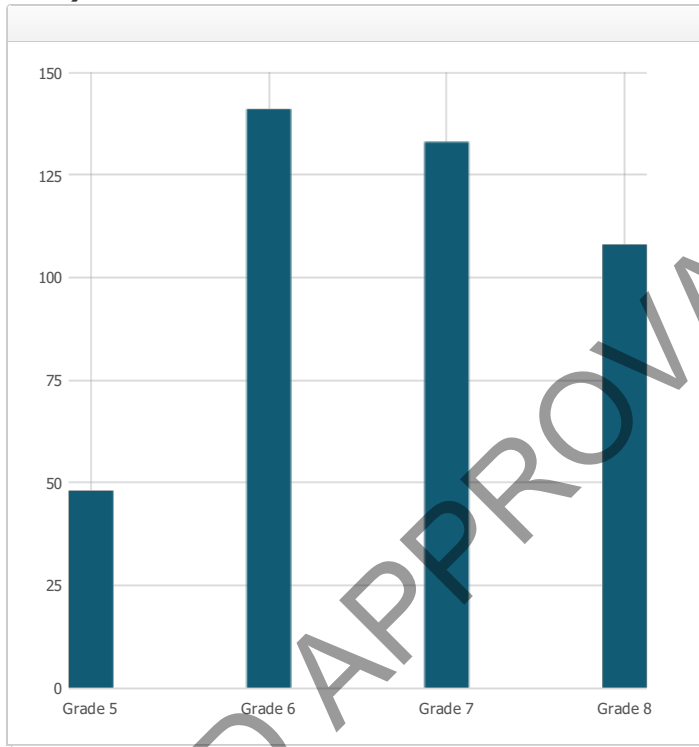
Goals
To fulfill our mission, we will:

- Challenge students who are unchallenged by traditional teaching applications to attain academic proficiency to grade level and above
- Allow each student the freedom to learn by exploring cutting edge technologies and concepts
- Enable students to become creative, self-motivated, competent college-bound students, and lifelong learners that live responsibly as informed, and productive members of a complex social, economic, and global society

Last updated: 1/28/2020

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

Grade Level	Number of Students
Grade 5	48
Grade 6	141
Grade 7	133
Grade 8	108
Total Enrollment	430



Last updated: 1/28/2020

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

Student Group	Percent of Total Enrollment
Black or African American	31.20 %
American Indian or Alaska Native	0.50 %
Asian	0.20 %
Filipino	%
Hispanic or Latino	67.00 %
Native Hawaiian or Pacific Islander	%
White	0.50 %
Two or More Races	0.50 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	98.40 %
English Learners	25.80 %
Students with Disabilities	8.10 %
Foster Youth	1.40 %
Homeless	%

A. Conditions of Learning

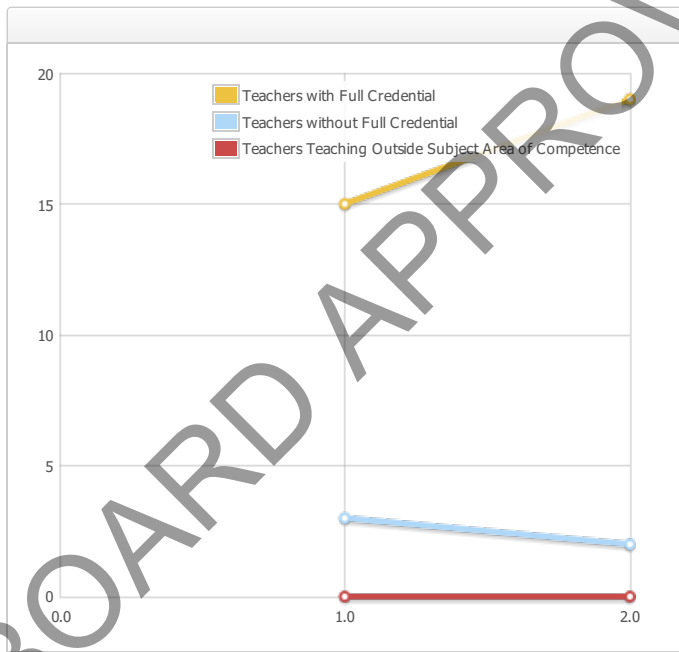
State Priority: Basic

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

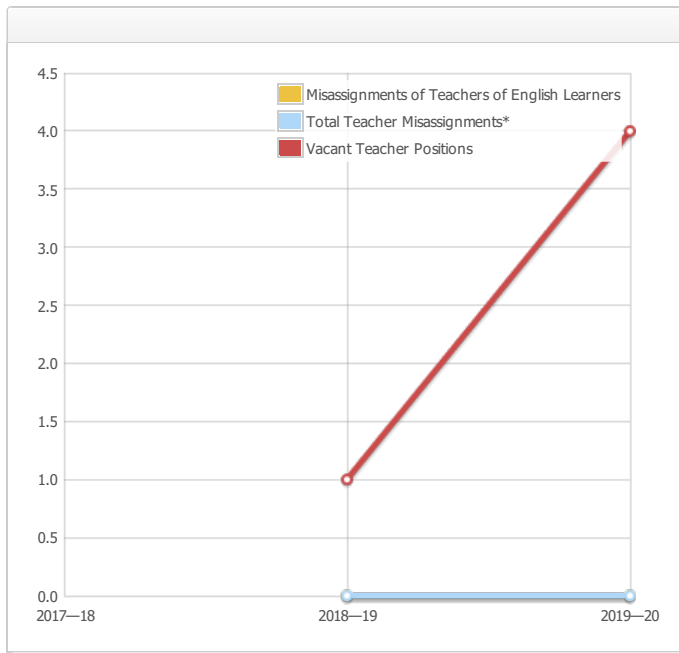
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential		15	19	
Without Full Credential		3	2	
Teachers Teaching Outside Subject Area of Competence (with full credential)		0	0	



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
Total Teacher Misassignments*		0	0
Vacant Teacher Positions		1	4



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

School Facility Conditions and Planned Improvements

TEACH Academy of Technologies is located in 2 locations, 10000 Campus as it's 8th Grade site and 10045 Campus as it's 5th - 7th Grade Campus where it can serve up to 500 scholars combined. In addition, TAT employs two classified staff members that are assigned to custodial and maintenance duties. Their job responsibilities include reporting of safety concerns and minor repair needs. A once-monthly walkthrough of the buildings is documented in our facility binders. In addition, weekly operations meetings are held where Plant Managers report findings to TEACH Public School's Director of Facilities and Maintenance along with the School Leaders.

Classrooms are clean, sanitary, and deep cleaned weekly. Restroom facilities are cleaned daily and deep cleaned weekly. Evacuation routes are planned, clear, and posted. Emergency signs, including wet floor signs, are consistently posted. School Safety Plan information is posted in each classroom. School entrances are monitored by school staff during the entrance and exit times, breaks, and playtimes.

Maintenance and repair take place at all TEACH Public Schools' sites on a regular basis. These include:

- Preventive maintenance plans for all buildings include doors, windows, ceilings, and wall repair and maintenance.
- The current janitorial staff has improved the cleanliness of the campus. School also utilizes a night cleaning crew from an outside vendor.
- Facility inspections (walk-throughs) are conducted on a weekly basis to determine repairs or safety issues.
- All mechanical, electrical, plumbing and fire systems are checked regularly for operation problems.

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
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: 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

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.

**CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	22.0%	27.0%	43.0%	45.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	7.0%	11.0%	32.0%	34.0%	38.0%	39.0%

Note: Percentages are not calculated 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.

Note: 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.

Last updated: 1/28/2020

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	418	403	96.41%	3.59%	27.18%
Male	202	193	95.54%	4.46%	20.31%
Female	216	210	97.22%	2.78%	33.49%
Black or African American	120	118	98.33%	1.67%	22.88%
American Indian or Alaska Native	--	--	--	--	
Asian					
Filipino					
Hispanic or Latino	286	276	96.50%	3.50%	29.35%
Native Hawaiian or Pacific Islander					
White	--	--	--	--	
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	411	396	96.35%	3.65%	26.65%
English Learners	188	177	94.15%	5.85%	17.14%
Students with Disabilities	37	37	100.00%	0.00%	5.41%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless					

Note: 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 CAAs divided by the total number of students who participated in both assessments.

Note: 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.

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.

Last updated: 1/28/2020

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	419	406	96.90%	3.10%	10.84%
Male	202	193	95.54%	4.46%	10.36%
Female	217	213	98.16%	1.84%	11.27%
Black or African American	120	117	97.50%	2.50%	7.69%
American Indian or Alaska Native	--	--	--	--	
Asian					
Filipino					
Hispanic or Latino	287	279	97.21%	2.79%	12.54%
Native Hawaiian or Pacific Islander					
White	--	--	--	--	
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	412	399	96.84%	3.16%	10.78%
English Learners	189	180	95.24%	4.76%	6.67%
Students with Disabilities	37	36	97.30%	2.70%	2.78%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless					

Note: 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.

Note: 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.

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.

Last updated: 1/28/2020

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

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
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

PENDING TEACH BOARD APPROVAL

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 key 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 at 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/or 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	0.60%	0.00%	0.00%	0.80%	0.80%	0.70%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	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 are 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	26.00		6	
6	26.00		28	
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	24.00		2	
6	24.00	2	11	1
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				
1				
2				
3				
4				
5	24.00		10	
6	30.00		31	2
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.

PENDING TEACH BOARD APPROVAL

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

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	24.00	1	7	
Mathematics	24.00	1	7	
Science	24.00	1	7	
Social Science	24.00	1	7	

* Number of classes indicates how many classrooms 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.

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

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	17.00	3	5	
Mathematics	22.00	2	5	
Science	20.00	2	6	
Social Science	22.00	2	5	

* Number of classes indicates how many classrooms 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.

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

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	27.00		9	
Mathematics	27.00		9	
Science	27.00		9	
Social Science	27.00		9	

* Number of classes indicates how many classrooms 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.

Last updated: 1/28/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	1.00

*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.

**Average Number of Pupils per Counselor

Last updated: 1/28/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.20
Resource Specialist (non-teaching)	1.40
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

Types of Services Funded (Fiscal Year 2018—19)

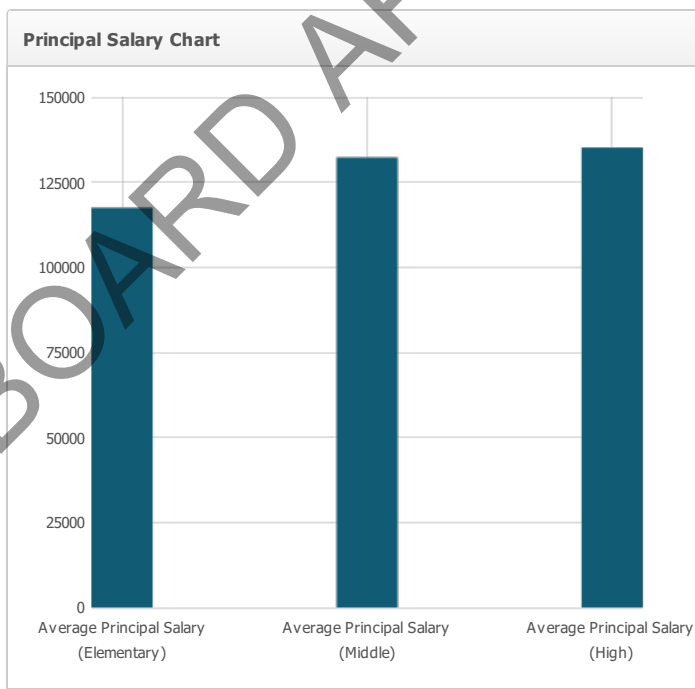
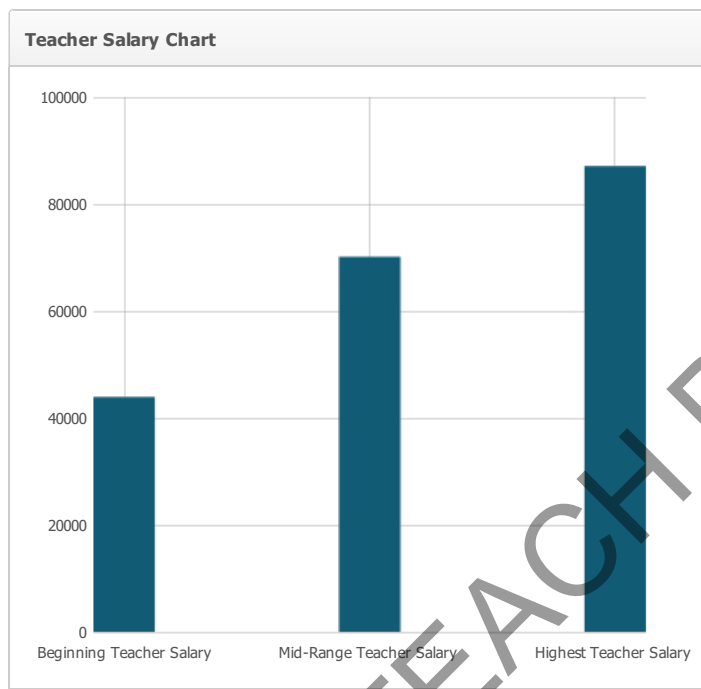
After School Education & Safety (ASES) Grant providing After School Program Services
21st Century Community Learning Center Grant by the US Depart of Ed providing Before School and After School Supplemental Programs

Last updated: 1/28/2020

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