TEACH Tech Charter High

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/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

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.

Monique Woodley, Principal

Principal, TEACH Tech Charter High

About Our School

Dear TEACH Tech Students, Parents, Teachers and Community Members,

My name is Dr. Monique Woodley, and I am excited to serve as principal at TEACH Tech Charter High School! I am committed to executing our mission of providing students with the tools for personal and academic success in a safe, technologically-focused learning environment.

I am beginning my thirteenth year in education, and I have eight years of school administration experience (as a principal and an assistant principal). Also, I have years of experience as a teacher and a professor. I am a Los Angeles (L.A) native; My parents migrated to L.A from Belize in Central America. From a young age, they instilled diligence and perseverance in me. I received both my Bachelor's degree in English and my Master's degree in Education from USC. After seeing a small percentage of minorities at USC, I decided to give back to my community by becoming a teacher and help more minority students become prepared to enter four-year universities.

I strongly believe in lifelong learning and its ability to shape, transform, and strengthen individuals - so you can count on me to ensure that your son/daughter is prepared for college and beyond.

More specifically, by the time your child graduates, we will have:

Prepared him/her for academic success in high school; as well as, post-secondary education
Prepare him/her to be responsible and active participants in their community
Enable him/her to become life-long learners
This school year, our instructional focus will be on critical thinking. Ideally, we want your child to be able to state a claim and justify their reasoning with evidence. They will need these skills in college and their career.

We will also be implementing Project-Based Learning into your child's learning experience. Project-based learning (PBL) is a student-centered pedagogy that involves a dynamic classroom approach in which it is believed that students acquire a more in-depth knowledge through active exploration of real-world challenges and problems.

To accomplish all of our school goals, I will be reviewing teacher lessons and conducting daily teacher observations. I look forward to working with all stakeholder groups to achieve our school's vision and mission. Please contact me if you have any questions or concerns my email is mwoodley@teachps.org, and my phone number is (323) 872-0707.

Dr. Monique Woodley

Principal

Contact

TEACH Tech Charter High
10616 South Western Ave.
Los Angeles, CA 90047-4254

Phone: 323-872-0707
Email: mwoodley@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 Tech Charter High
Street	10616 South Western Ave.
City, State, Zip	Los Angeles, Ca, 90047-4254
Phone Number	323-872-0707
Principal	Monique Woodley, Principal
Email Address	mwoodley@teachps.org
Website	http://teachpublicschools.org
County-District-School (CDS) Code	19647330129627

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 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.

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 9	115
Grade 10	102
Grade 11	78
Grade 12	70
Total Enrollment	365
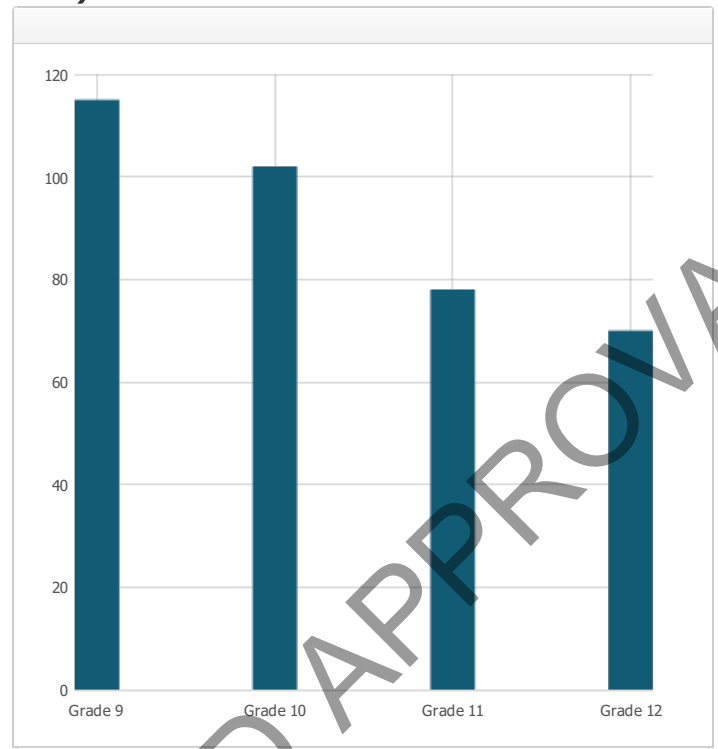
Last updated: 1/28/2020

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

Student Group	Percent of Total Enrollment
Black or African American	37.00 %
American Indian or Alaska Native	0.30 %
Asian	%
Filipino	%
Hispanic or Latino	61.90 %
Native Hawaiian or Pacific Islander	%
White	0.30 %
Two or More Races	0.30 %

| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	94.80 %
English Learners	14.50 %
Students with Disabilities	7.40 %
Foster Youth	1.60 %
Homeless	0.50 %

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		18	20	
Without Full Credential		2	2	
Teachers Teaching Outside Subject Area of Competence (with full credential)		0	0	
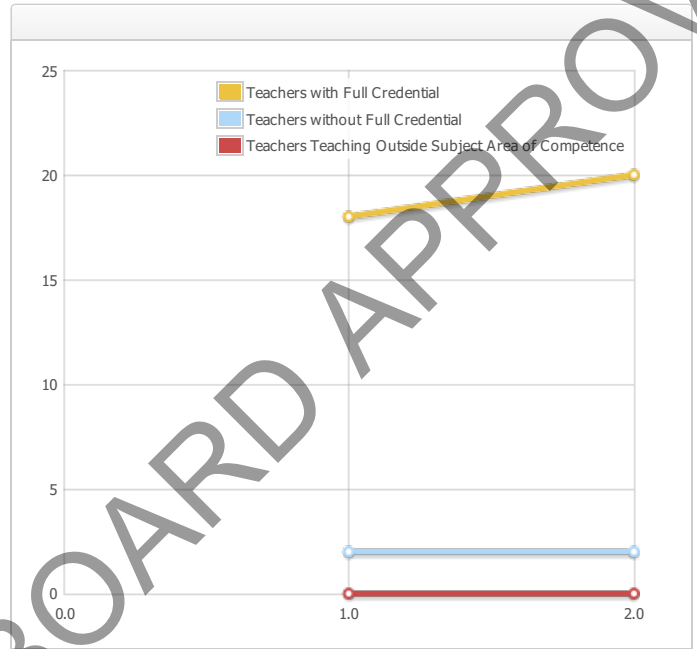
Last updated: 1/28/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners		0	2
Total Teacher Misassignments*		0	2
Vacant Teacher Positions		1	1
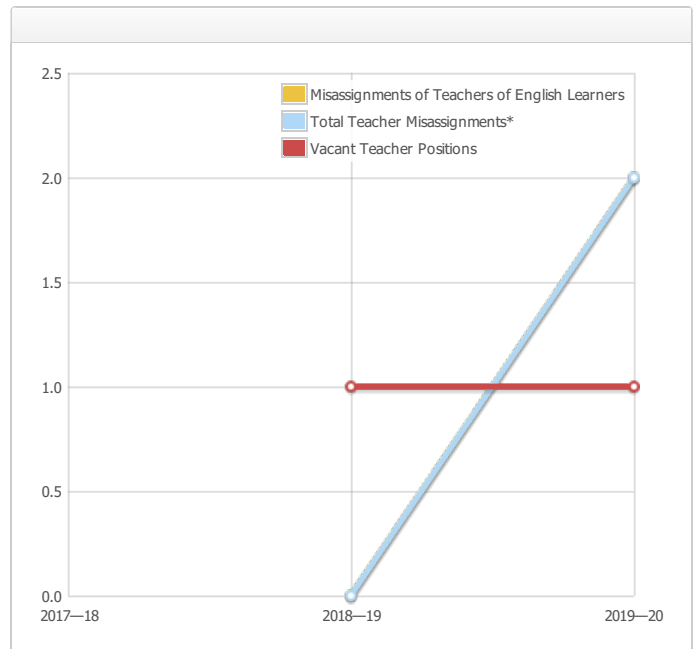
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/28/2020

School Facility Conditions and Planned Improvements

TEACH Tech Charter High School is located at 10616 S. Western Ave. Los Angeles, CA 90047 in South Los Angeles area. TEACH Tech Charter HS moved into this location in February 2018 in which was previously occupied by another charter school. TEACH Tech Charter HS does not have major issues with the facility; structural or major repairs have not been routine. Overall, the facility is in good standing.

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

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)	62.0%	47.0%	43.0%	45.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	15.0%	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	77	75	97.40%	2.60%	47.30%
Male	45	43	95.56%	4.44%	47.62%
Female	32	32	100.00%	0.00%	46.88%
Black or African American	28	27	96.43%	3.57%	29.63%
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic or Latino	48	48	100.00%	0.00%	57.45%
Native Hawaiian or Pacific Islander					
White					
Two or More Races					
Socioeconomically Disadvantaged	71	69	97.18%	2.82%	50.00%
English Learners	16	15	93.75%	6.25%	50.00%
Students with Disabilities	--	--	--	--	
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	77	76	98.70%	1.30%	10.53%
Male	45	44	97.78%	2.22%	13.64%
Female	32	32	100.00%	0.00%	6.25%
Black or African American	28	27	96.43%	3.57%	7.41%
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic or Latino	48	48	100.00%	0.00%	12.50%
Native Hawaiian or Pacific Islander					
White					
Two or More Races					
Socioeconomically Disadvantaged	71	70	98.59%	1.41%	11.43%
English Learners	16	16	100.00%	0.00%	6.25%
Students with Disabilities	--	--	--	--	
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

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	97.30%

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

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

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

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	--	13.70%	9.70%
Graduation Rate	--	77.30%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	13.60%	7.50%	10.80%	11.30%	9.10%	9.60%
Graduation Rate	77.30%	87.50%	79.70%	96.00%	82.70%	83.00%

Dropout / Graduation Rate (Four-Year Cohort Rate) Chart
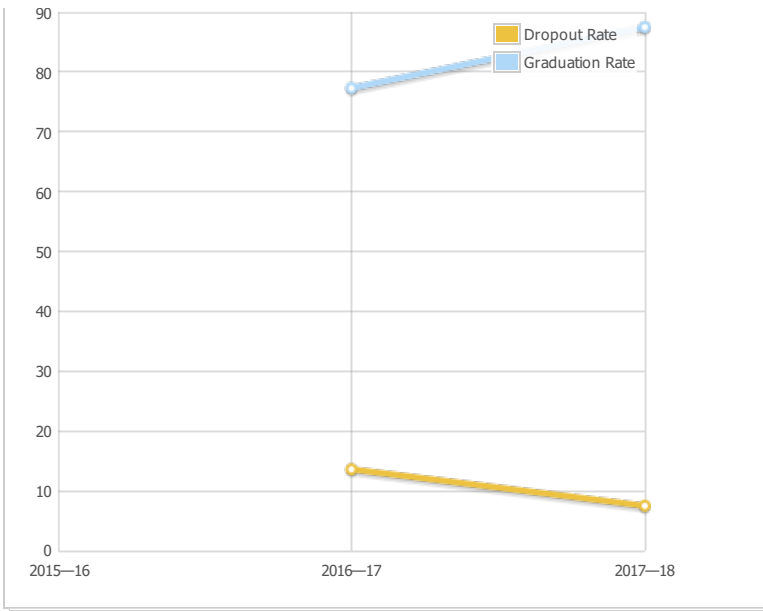
For the formula to calculate the 2016−17 and 2017−18 adjusted cohort graduation rate, see the 2018−19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Last updated: 1/28/2020

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	0.40%	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

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 (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	19.00	8	5	
Mathematics	21.00	5	7	
Science	21.00	4	7	
Social Science	22.00	4	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.

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	24.00	6	5	1
Mathematics	25.00	4	5	1
Science	24.00	5	6	
Social Science	23.00	6	6	

* 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	2	11	2
Mathematics	26.00	2	8	3
Science	28.00	3	7	3
Social Science	26.00	4	10	3

* 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)	0.90
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)

Academic Intervention & Tutoring

Athletic Clinics

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/ .

Teacher Salary Chart

Principal Salary Chart
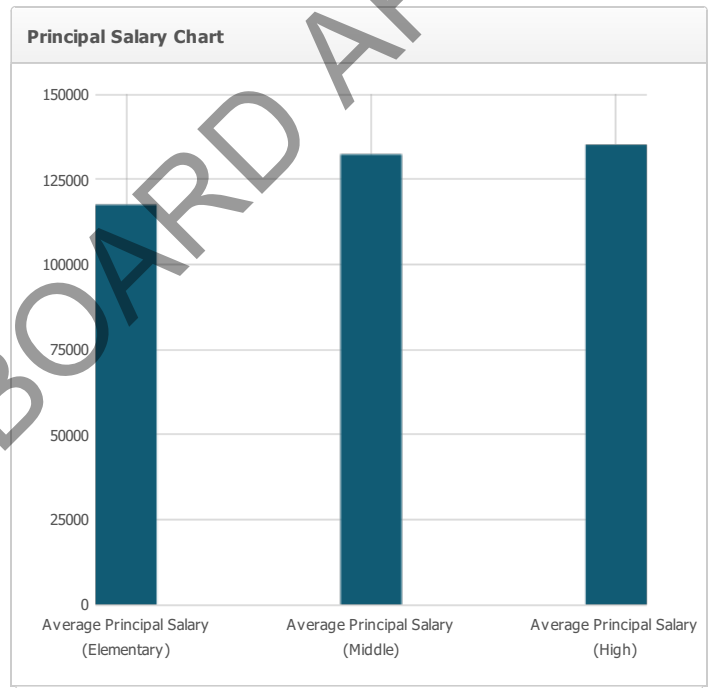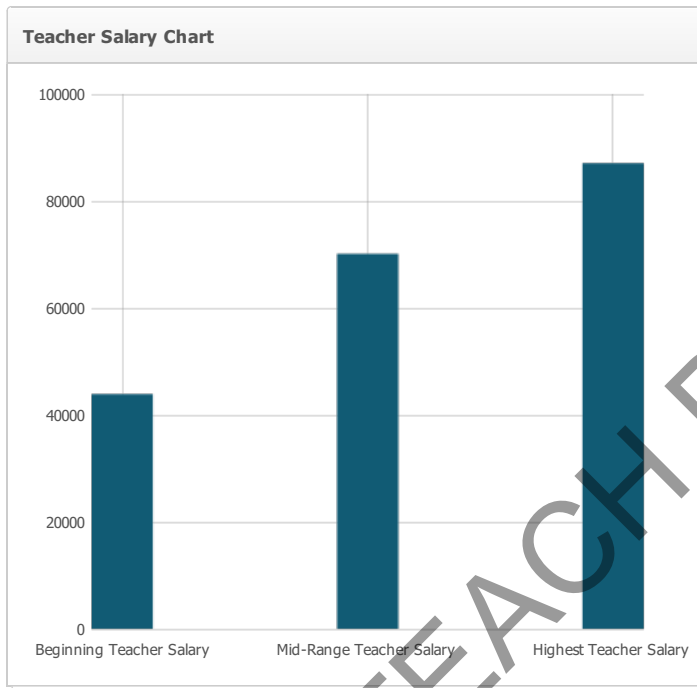
Last updated: 1/28/2020

Advanced Placement (AP) Courses (School Year 2018—19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	1	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	1	N/A
All Courses	2	20.00%

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

*Where there are student course enrollments of at least one student.

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