TEACH Academy of Technologies
2021 School Accountability Report Card

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 www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.
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.

2021-22 School Contact Information

School Name	TEACH Academy of Technologies
Street	10000 S. Western Avenue
City, State, Zip	Los Angeles, CA 90047
Phone Number	323-872-0809
Principal	Suzette Torres
Email Address	storres@teachps.org
School Website	academy.teachpublicschools.org
County-District-School (CDS) Code	19647330122242

2021-22 District Contact Information

District Name	TEACH Academy of Technologies / LAUSD
Phone Number	213-241-1000
Superintendent	Austin Beutner
Email Address	superindentent@lausd.net
District Website Address	www.lausd.net

2021-22 School Overview

The mission of TEACH Academy of Technologies Charter School 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.

The TEACH Academy of Technologies will create an educational environment that will foster success in the classroom; as well as, the community. To this end, the school will work relentlessly toward the following program goals:
1. Prepare students for academic success in high school; as well as, post-secondary education.
2. Prepare students to be responsible and active participants in their community.
3. Enable students to become life-long learners.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 5	46
Grade 6	119
Grade 7	155
Grade 8	146
Total Enrollment	466

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Black or African American	32.4
Hispanic or Latino	63.9
White	1.5
English Learners	26.4
Foster Youth	1.1
Socioeconomically Disadvantaged	99.8
Students with Disabilities	7.9

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	
Unknown	
Total Teaching Positions	

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt (HMH) Ed: Your Friend in Learning	Yes	0
Mathematics	Houghton Mifflin Harcourt (HMH) Ed: Your Friend in Learning	Yes	0
Science	Houghton Mifflin Harcourt (HMH) Ed: Your Friend in Learning	Yes	0
History-Social Science	Houghton Mifflin Harcourt (HMH) Ed: Your Friend in Learning	Yes	0
Foreign Language	Houghton Mifflin Harcourt (HMH) ¡Avancemos!	Yes	0
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

The school site has been assessed as being in good repair. There are no planned improvements nor any maintenance needs identified.

Year and month of the most recent FIT report	October 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			NONE
Interior: Interior Surfaces	X			NONE
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			NONE
Electrical	X			NONE
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			NONE
Safety: Fire Safety, Hazardous Materials	X			NONE
Structural: Structural Damage, Roofs	X			NONE
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			NONE

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).

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	467	453	97	3	25.88
Female	235	226	96.17	3.83	30.97
Male	232	227	97.84	2.16	20.8
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	152	143	94.08	5.92	16.08
Filipino	0	0	0	0	0
Hispanic or Latino	298	293	98.32	1.68	31.16
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	125	122	97.6	2.4	6.56
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	462	448	96.97	3.03	25.95
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	49	47	95.92	4.08	2.13

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	467	452	96.79	3.21	8.85
Female	235	225	95.74	4.26	8.89
Male	232	227	97.84	2.16	8.81
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	152	142	93.42	6.58	5.63
Filipino	0	0	0	0	0
Hispanic or Latino	298	293	98.32	1.68	10.24
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	125	122	97.60	2.40	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	462	447	96.75	3.25	8.95
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	49	47	95.92	4.08	4.26

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	11.23	N/A	25.29	N/A	28.72

2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	193	187	96.89	3.11	11.23
Female	102	97	95.10		
Male	91	90	98.90		
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	61	57	93.44	6.56	7.02
Filipino	0	0	0	0	0
Hispanic or Latino	130	128	98.46	1.54	12.50
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	49	48	97.96	2.04	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	192	186	96.88	3.12	11.29
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	16	88.89	11.11	0.00

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

TEACH Academy of Technologies will create a school culture where parents and families are embraced as partners in each child's education. One of the primary predictors of student success is parent involvement in their children's education. Parents of TEACH Academy of Technologies students are encouraged and expected to participate in their child's educational experience (ren).

TEACH Academy provides translation services and materials in the child's home language to ensure effective communication. Staff will receive ongoing training on quality parent services. TEACH Academy of Technologies will implement administrative procedures to measure parent satisfaction with school staff.

Equally important, TEACH Academy of Technologies will provide ongoing parent education classes and workshops. For example, some of the activities focus on helping parents understand how to: create a home environment that encourages learning, express high expectations for their children, and help their children form a vision for their future. Other activities will teach parents the significance of their involvement in the school.

Before admission, all parents/guardians are encouraged to a) attend an orientation; and b) sign a non-binding agreement indicating they understand the TEACH Academy of Technologies philosophy, program, targeted outcomes, and accept the responsibilities of parent involvement/partnership.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	480	476	123	25.8
Female	243	240	53	22.1
Male	237	236	70	29.7
American Indian or Alaska Native	1	1	0	0.0
Asian	0	0	0	0.0
Black or African American	155	155	61	39.4
Filipino	0	0	0	0.0
Hispanic or Latino	307	303	57	18.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	7	7	1	14.3
English Learners	128	126	32	25.4
Foster Youth	8	8	1	12.5
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	474	471	121	25.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	51	49	14	28.6

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 and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.00	0.00	0.65	0.00	3.47	0.20
Expulsions	0.00	0.00	0.02	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	0.44	2.45
Expulsions	0.00	0.02	0.05

2020-21 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
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		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		

2021-22 School Safety Plan

TEACH Public Schools is committed to maintaining safe and secure campuses for its pupils and staff. To that end, this Comprehensive School Safety Plan covers TEACH's policies and expectations regarding the practices of each school in maintaining the security of the physical campus, responding appropriately to emergencies, increasing the safety and protection of students and staff, and creating a safe and orderly environment that is conducive to learning.

All school employees should receive training in the Comprehensive School Safety Plan upon joining the school and should review any changes to the Plan annually. Staff members will maintain policies, practices, and procedures to physically secure and safe the campus.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27		9	
Mathematics	27		9	
Science	27		9	
Social Science	27		9	

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28		10	
Mathematics	28		5	
Science	28		10	
Social Science	28		10	

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	15	20		
Mathematics	15	10		
Science	15	20		
Social Science	15	20		

2020-21 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	233

2020-21 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	8,201.00	3,820.00	4,380.00	42,195.00
District	N/A	N/A		$78,721
Percent Difference - School Site and District	N/A	N/A		-60.4
State			$8,444	$84,665
Percent Difference - School Site and State	N/A	N/A	-63.4	-67.0

2020-21 Types of Services Funded

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	$46,587	$50,897
Mid-Range Teacher Salary	$74,412	$78,461
Highest Teacher Salary	$92,389	$104,322
Average Principal Salary (Elementary)	$124,955	$131,863
Average Principal Salary (Middle)	$136,210	$137,086
Average Principal Salary (High)	$137,581	$151,143
Superintendent Salary	$350,000	$297,037
Percent of Budget for Teacher Salaries	28%	32%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

Research suggests that learning best occurs when students are actively engaged in their learning. At TEACH Academy, it will be the expectation that students are engaged in the curriculum and learning objectives at all times. Teachers are expected to continuously communicate learning objectives to all students while assessing, both formative and summative, student mastery of all concepts and state content standards. This requires that students be involved in conversations about learning objectives, instruction, and assessment. Furthermore, this student-centered approach supports a culturally relevant curriculum that connects students' interests and prior experiences. Frequent and meaningful connections with parents and engaging them in conversations about their child's education will also ensure that the academic program reflects the community's diversity being served.

As part of the curriculum design process, research-based instructional strategies for increasing student achievement will be embedded into the daily culture of the classroom. Strategies brought to light in Classroom Instruction that Teachers will utilize works (Marzano, Pickering, and Pollock) in their classrooms. These researchers have compiled teaching practices and strategies that "have a high probability of enhancing student achievement for all students in all subject areas at all grade levels" (Marzano, Pickering, Pollock, 2001). Teachers will be challenged to examine the three elements of effective pedagogy: Instructional Strategies, Management Techniques, and Curriculum Design.

We will train and support teachers using the process to develop standards-aligned assessments and project-based instructional activities at each grade level and across the content areas.

The foundational coursework, as outlined above, will use a repertoire of instructional strategies, curriculum, and materials. Instructional strategies will include:

- Direct instruction
- Research-based projects
- Cooperative group work and projects
- Inter-disciplinary approaches to curriculum
- The presentation of clearly defined "Learning Targets" for all students by all teachers
- Rubric self-assessment
- The involvement of community members and educational partners in the instructional presentation
- Computer-Assisted Blended Learning: Students will receive targeted instruction at their instructional level while in a larger class setting with computer assistance. The teacher acts as a facilitator, monitoring student progress and addressing learning pitfalls as they arise, while other students are engaged in independent learning and independent practice.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	14	14	14

TEACH Academy of Technologies / LAUSD
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	TEACH Academy of Technologies / LAUSD
Phone Number	213-241-1000
Superintendent	Austin Beutner
Email Address	superindentent@lausd.net
District Website Address	www.lausd.net

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	222912	21007	9.42	90.58	52.72
Female	107922	11009	10.20	89.80	58.06
Male	114989	9997	8.69	91.31	46.83
American Indian or Alaska Native	233	29	12.45	87.55	57.14
Asian	7482	1076	14.38	85.62	77.27
Black or African American	17834	1438	8.06	91.94	41.01
Filipino	3888	548	14.09	85.91	74.11
Hispanic or Latino	171373	16293	9.51	90.49	50.00
Native Hawaiian or Pacific Islander	607	63	10.38	89.62	54.84
Two or More Races	4032	260	6.45	93.55	73.62
White	17463	1300	7.44	92.56	65.99
English Learners	43571	1512	3.47	96.53	6.91
Foster Youth	2078	106	5.10	94.90	38.24
Homeless	7518	554	7.37	92.63	34.19
Military	388	17	4.38	95.62	64.71
Socioeconomically Disadvantaged	191418	18049	9.43	90.57	50.47
Students Receiving Migrant Education Services	533	62	11.63	88.37	63.33
Students with Disabilities	31849	1893	5.94	94.06	15.06

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	222916	19632	8.81	91.19	27.98
Female	107921	10327	9.57	90.43	28.50
Male	114994	9304	8.09	91.91	27.40
American Indian or Alaska Native	233	28	12.02	87.98	28.57
Asian	7482	838	11.20	88.80	72.88
Black or African American	17835	1360	7.63	92.37	17.42
Filipino	3888	499	12.83	87.17	49.70
Hispanic or Latino	171376	15409	8.99	91.01	23.85
Native Hawaiian or Pacific Islander	607	61	10.05	89.95	21.67
Two or More Races	4032	238	5.90	94.10	51.68
White	17463	1199	6.87		47.43
English Learners	43572	1432	3.29	96.71	5.94
Foster Youth	2079	100	4.81	95.19	9.09
Homeless	7520	530	7.05	92.95	15.12
Military	388	17	4.38	95.62	52.94
Socioeconomically Disadvantaged	191421	16889	8.82	91.18	25.38
Students Receiving Migrant Education Services	533	60	11.26	88.74	32.20
Students with Disabilities	31849	1830	5.75	94.25	5.18

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.