

TEACH Tech Charter High School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

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

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state’s high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information

School Name	TEACH Tech Charter High School
Street	10616 S. Western Avenue
City, State, Zip	Los Angeles, CA 90047
Phone Number	323-872-0708
Principal	Sione Thompson
Email Address	SThompson@teachps.org
School Website	www.teachps.org
Grade Span	9-12
County-District-School (CDS) Code	19647330129627

2024-25 District Contact Information

District Name	TEACH Tech Charter High School
Phone Number	213-241-1000
Superintendent	Alberto M. Carvalho
Email Address	superintendent@lausd.net
District Website	www.lausd.net

2024-25 School Description and Mission Statement

The mission of TEACH Public Schools is to create a high-quality, innovative teaching and learning environment that prioritizes literacy while integrating state-of-the-art technology across the core curriculum to ensure academic proficiency for all students.

At TEACH Tech Charter High School (TTCHS), our innovative educational model provides students with a rigorous, Common Core State Standards-based college preparatory program designed to equip them with the skills, knowledge, and confidence needed to succeed in higher education and beyond. Our real-world learning approach, which includes project-based learning and internships, engages students in practical applications of their studies, motivating them to see the relevance of their

2024-25 School Description and Mission Statement

education and preparing them for college and career pathways.

Focus on College Readiness & Social-Emotional Support

TTCHS recognizes that academic success is deeply connected to social-emotional well-being. To ensure students are fully prepared for college and beyond, we provide a comprehensive support system that nurtures both their academic and personal growth. Our approach includes:

- College and Career Counseling – Dedicated counselors help students explore college and career options, navigate the admissions process, and access financial aid and scholarship opportunities.
- Personalized Academic Support – Individualized learning plans ensure that students receive the targeted instruction they need to meet college-readiness benchmarks.
- Social-Emotional Learning (SEL) Curriculum – SEL is embedded into the school day, teaching students self-awareness, emotional regulation, relationship-building, and responsible decision-making skills.
- Mentorship and Advisory Programs – Each student has a faculty mentor who provides guidance, academic check-ins, and support in navigating personal and academic challenges.
- Mental Health and Wellness Resources – On-campus counseling services and partnerships with community organizations provide students with access to mental health support, ensuring they have the tools to manage stress and develop resilience.

Technology-Enhanced Learning & Student Support

At TTCHS, technology is a cornerstone of instruction and student support, ensuring equitable access to high-quality learning experiences. Our technology integration strategy includes:

- 1:1 Student Devices – Every student has access to a personal device to support digital literacy, research, and interactive learning.
- Blended Learning Models – A combination of in-person instruction and online learning platforms allows students to learn at their own pace while receiving real-time support from teachers.
- Data-Driven Instruction – Teachers use real-time data from digital assessments to monitor student progress and adjust instruction to meet individual needs.
- Online College & Career Readiness Platforms – Students have access to tools such as college search databases, virtual college tours, resume-building software, and career exploration resources.

Through a combination of rigorous academics, personalized support, social-emotional learning, and cutting-edge technology, TTCHS empowers students to graduate college-ready, career-prepared, and equipped to thrive in the 21st century.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	105
Grade 10	102
Grade 11	108
Grade 12	91
Total Enrollment	406

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.2
Male	49.8
Black or African American	34.2
Hispanic or Latino	64.8
White	1
English Learners	23.6
Foster Youth	2
Socioeconomically Disadvantaged	94.8
Students with Disabilities	13.3

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.30	87.84	22369.20	82.26	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	714.60	2.63	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1398.60	5.14	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	1060.30	3.90	12115.80	4.41
Unknown/Incomplete/NA	2.40	12.16	1651.30	6.07	18854.30	6.86
Total Teaching Positions	19.70	100.00	27194.20	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.50	84.32	23128.20	84.33	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	804.50	2.93	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.10	14.87	1474.90	5.38	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	1009.60	3.68	11953.10	4.28
Unknown/Incomplete/NA	0.10	0.77	1009.30	3.68	15831.90	5.67
Total Teaching Positions	20.80	100.00	27426.80	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9.60	70.08	22355.10	82.56	231142.40	83.24
Intern Credential Holders Properly Assigned	0.80	6.03	1101.40	4.07	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.20	23.89	1596.00	5.89	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	1053.60	3.89	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	971.50	3.59	14303.80	5.15
Total Teaching Positions	13.70	100.00	27077.80	100.00	277698.00	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	3.10	3.2
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.00	3.10	3.2

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

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

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.60	18	48.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.50	0	37.5

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

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

Year and month in which the data were collected		2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill StudySync	Yes	
Mathematics	CPM	Yes	
Science	McGraw Hill California Inspire Science Series	Yes	
History-Social Science	McGraw-Hill Education IMPACT: CALIFORNIA	Yes	
Foreign Language	Vista Higher Learning Encuentros	Yes	

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

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report		October 2024		
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			

School Facility Conditions and Planned Improvements

Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	56	49	41	43	46	47
Mathematics (grades 3-8 and 11)	13	11	29	32	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	102	100	98.04	1.96	49.00
Female	49	48	97.96	2.04	52.08
Male	53	52	98.11	1.89	46.15
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	33	32	96.97	3.03	43.75
Filipino	0	0	0	0	0
Hispanic or Latino	69	68	98.55	1.45	51.47
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0

White	0	0	0	0	0
English Learners	24	24	100.00	0.00	8.33
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	79	78	98.73	1.27	50.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	12	92.31	7.69	0.00

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	102	100	98.04	1.96	11.00
Female	49	48	97.96	2.04	8.33
Male	53	52	98.11	1.89	13.46
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	33	32	96.97	3.03	3.13
Filipino	0	0	0	0	0
Hispanic or Latino	69	68	98.55	1.45	14.71
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	24	24	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0

Socioeconomically Disadvantaged	79	78	98.73	1.27	8.97
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	12	92.31	7.69	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	1.45	2.63	20.46	21.89	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	82	76	92.68	7.32	2.63
Female	37	35	94.59	5.41	5.71
Male	45	41	91.11	8.89	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	27	25	92.59	7.41	8.00
Filipino	0	0	0	0	0
Hispanic or Latino	55	51	92.73	7.27	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	15	15	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	61	56	91.80	8.20	1.79
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2023-24 Career Technical Education Programs

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	100

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	95%	97%	97%	95%	97%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

One of the strongest predictors of student success is parental involvement in their child's education. At TEACH Tech Charter High School (TTCHS), parents are encouraged and expected to take an active role in their child's academic journey. We are committed to fostering a school culture that embraces parents and families as valued partners in preparing students for college, careers, and beyond.

Effective Communication & Family Engagement

To ensure clear and effective communication, TTCHS provides translation services and materials in students' home languages. Additionally, staff receive ongoing training on best practices for engaging and supporting parents. To continuously improve our efforts, TTCHS will implement administrative procedures to assess parent satisfaction with school staff and services.

Parent Education & Support

Equally important, TTCHS offers ongoing parent education classes and workshops to equip families with tools to support their child's success. These sessions help parents:

- Create a home environment that fosters learning and academic growth

2024-25 Opportunities for Parental Involvement

- Set high expectations and encourage college and career readiness
- Support their child in developing a vision for their future
- Understand the significance of their involvement in school activities

Parent Commitment to Student Success

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

- a) Attend an orientation session to gain a deeper understanding of TTCHS's mission, academic programs, and expectations.
- b) Sign a non-binding agreement acknowledging their understanding of the TTCHS philosophy, program, and targeted outcomes, and their commitment to active parent involvement.

By working together, TTCHS, students, and families can build a strong foundation for academic success, social-emotional well-being, and lifelong learning.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	13.8	8.8	7.2	7.8	8.5	6.5	7.8	8.2	8.9
Graduation Rate	86.2	90.1	89.7	87.4	86.1	88.5	87	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	97	87	89.7
Female	42	40	95.2
Male	55	47	85.5
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	31	29	93.5
Filipino	0	0	0.00
Hispanic or Latino	66	58	87.9
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	0	0	0.00
English Learners	31	28	90.3
Foster Youth	--	--	--
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	97	87	89.7
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	11	11	100.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	460	431	176	40.8
Female	229	216	93	43.1
Male	231	215	83	38.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	163	151	66	43.7
Filipino	--	--	--	--
Hispanic or Latino	291	274	107	39.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	110	104	45	43.3
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	427	409	168	41.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	61	60	23	38.3

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	9.57	0.46	0.55	0.6	3.17	3.6	3.28

This table displays expulsions data.

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

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	9.57	0.00
Female	7.86	0.00
Male	11.26	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	13.50	0.00
Filipino	0.00	0.00
Hispanic or Latino	7.22	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	8.18	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	10.07	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	16.39	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

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

2024-25 School Safety Plan

To uphold these standards:

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

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

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per 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	26	4	15	2
Mathematics	25	9	14	2
Science	27	3	9	2
Social Science	24	7	8	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per 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	24	4	14	
Mathematics	23	11	15	
Science	24	4	10	
Social Science	23	6	9	

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per 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	22	13	9	1
Mathematics	20	14	7	
Science	22	10	5	
Social Science	22	12	7	

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	203

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

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

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$16,526	\$2,680	\$13,846	\$69,238
District	N/A	N/A	\$11,484	\$85,275
Percent Difference - School Site and District	N/A	N/A	18.6	-20.8
State	N/A	N/A	\$10,771	\$101,084
Percent Difference - School Site and State	N/A	N/A	25.0	-37.4

Fiscal Year 2023-24 Types of Services Funded

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$52,399	\$56,573
Mid-Range Teacher Salary	\$83,696	\$87,186
Highest Teacher Salary	\$103,915	\$119,665
Average Principal Salary (Elementary)	\$130,400	\$148,486
Average Principal Salary (Middle)	\$143,735	\$154,835
Average Principal Salary (High)	\$147,353	\$170,008
Superintendent Salary	\$440,000	\$338,699
Percent of Budget for Teacher Salaries	24.89	31.41
Percent of Budget for Administrative Salaries	4.73	4.86

2023-24 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	17.9
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	2
Fine and Performing Arts	0
Foreign Language	1
Mathematics	1
Science	0
Social Science	2
Total AP Courses Offered Where there are student course enrollments of at least one student.	6

Professional Development

At TEACH Tech Charter High School (TTCHS), we are committed to maintaining a safe, secure, and academically rigorous learning environment that supports college and career readiness for all students. To achieve this, ongoing professional development is essential in ensuring that staff are well-equipped to maintain campus safety, respond effectively to emergencies, and support students' academic and social-emotional growth.

Commitment to Staff Training & Development

To uphold these high standards, TTCHS ensures that:

- All school employees receive training on the Comprehensive School Safety Plan upon joining TTCHS and participate in annual reviews and updates.
- Staff members are provided with ongoing professional development on best practices for campus safety, student support, and emergency preparedness.
- Faculty and support staff are trained in creating a structured and inclusive classroom environment that promotes student engagement, social-emotional well-being, and academic success.
- Administrators and educators collaborate on refining policies, procedures, and intervention strategies to proactively ensure the safety and protection of students and staff in both daily operations and emergency situations.

Professional Development for College Readiness & Student Success

At TTCHS, professional learning extends beyond safety training to include college and career readiness-focused professional development. Staff receive training in:

- Integrating college preparatory strategies into daily instruction to ensure students are meeting rigorous academic expectations.
- Supporting students' social-emotional needs through trauma-informed practices, mental health awareness, and restorative justice techniques.
- Utilizing technology effectively to enhance instruction, personalize learning, and provide students with digital tools essential for higher education and careers.
- Building strong school-family partnerships to increase parent engagement in their child's academic progress and postsecondary planning.

Professional Development

By fostering a culture of continuous learning and preparedness, TTCHS ensures that staff are equipped with the knowledge, skills, and strategies needed to provide students with a safe, structured, and high-quality educational experience that prepares them for college, careers, and lifelong success.

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

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