TEACH Academy of Technologies
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 Academy of Technologies
Street	10000 S. Western Avenue
City, State, Zip	Los Angeles, CA 90047
Phone Number	323-872-0809
Principal	Bridgette Brown
Email Address	bbrown@teachps.org
School Website	www.teachps.org
Grade Span	5-8
County-District-School (CDS) Code	19647330122242

2024-25 District Contact Information

District Name	TEACH Academy of Technologies
Phone Number	213-241-1000
Superintendent	Alberto M. Carvalho
Email Address	superindentent@lausd.net
District Website	www.lausd.net

2024-25 School Description and Mission Statement

The mission of TEACH Academy of Technologies is to cultivate a high-quality, innovative teaching and learning environment that emphasizes literacy while integrating state-of-the-art technologies across the core curriculum to ensure academic proficiency for all students

TEACH Academy of Technologies will create an educational environment that fosters success both in the classroom and the community. To this end, the school will work relentlessly toward the following program goals:
1. Prepare students for academic success in high school and post-secondary education.

2024-25 School Description and Mission Statement

2. Develop students into responsible and active participants in their community.
3. Empower students to become lifelong learners.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 5	65
Grade 6	141
Grade 7	136
Grade 8	127
Total Enrollment	469

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	53.7
Male	46.3
Black or African American	38.2
Hispanic or Latino	60.8
Two or More Races	0.9
White	0.2
English Learners	28.8
Foster Youth	2.1
Socioeconomically Disadvantaged	98.3
Students with Disabilities	11.1

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)	11.00	69.31	22369.20	82.26	228366.10	83.12
Intern Credential Holders Properly Assigned	0.90	5.63	714.60	2.63	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.80	11.31	1398.60	5.14	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.56	1060.30	3.90	12115.80	4.41
Unknown/Incomplete/NA	2.00	13.06	1651.30	6.07	18854.30	6.86
Total Teaching Positions	16.00	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)	3.50	27.48	23128.20	84.33	234405.20	84.00
Intern Credential Holders Properly Assigned	0.80	6.16	804.50	2.93	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	8.60	66.36	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	0.00	0.00	1009.30	3.68	15831.90	5.67
Total Teaching Positions	12.90	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)	3.20	25.99	22355.10	82.56	231142.40	83.24
Intern Credential Holders Properly Assigned	1.00	7.92	1101.40	4.07	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	8.30	66.01	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	12.60	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	1.80	8.60	8.3
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	1.80	8.60	8.3

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)	12.00	71.3	76
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	13.20	28.6	29.9

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 Reading Wonders (Grade 5) & McGraw Hill StudySync (Grades 6-8)	Yes	0
Mathematics	McGraw Hill Reveal Math (Grade 5), McGraw Hill National Reveal Math (Grade 6) & CPM (Grades 7 & 8)	Yes	0
Science	McGraw Hill California Inspire Science	Yes	0
History-Social Science	McGraw Hill IMPACT: CALIFORNIA (Grades 5-8)	Yes	0
Foreign Language	Vista Higher Learning Encuentros	Yes	0

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

School Facility Conditions and Planned Improvements

The school site has been thoroughly assessed and is determined to be in good repair, ensuring a safe and well-maintained environment for students and staff. Routine inspections have confirmed that all facilities, including classrooms, restrooms, common areas, and outdoor spaces, meet safety and operational standards. At this time, no major repairs, upgrades, or maintenance needs have been identified. The school remains committed to ongoing facility monitoring and preventative maintenance to uphold a high standard of safety, cleanliness, and functionality.

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			NONE
Interior: Interior Surfaces	X			NONE

School Facility Conditions and Planned Improvements

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).

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)	15	10	41	43	46	47
Mathematics (grades 3-8 and 11)	4	3	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	469	460	98.08	1.92	10.46
Female	248	244	98.39	1.61	9.84
Male	221	216	97.74	2.26	11.16
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	185	181	97.84	2.16	6.67
Filipino	0	0	0	0	0
Hispanic or Latino	276	274	99.28	0.72	12.77
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--

White	--	--	--	--	--
English Learners	125	125	100.00	0.00	0.80
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	372	364	97.85	2.15	11.02
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	47	46	97.87	2.13	2.17

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	469	461	98.29	1.71	3.25
Female	248	244	98.39	1.61	2.05
Male	221	217	98.19	1.81	4.61
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	185	182	98.38	1.62	0.55
Filipino	0	0	0	0	0
Hispanic or Latino	276	274	99.28	0.72	5.11
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	125	125	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0

Socioeconomically Disadvantaged	372	365	98.12	1.88	3.29
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	47	46	97.87	2.13	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)	9.55	4.64	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	200	194	97.00	3.00	4.64
Female	99	96	96.97	3.03	5.21
Male	101	98	97.03	2.97	4.08
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	77	74	96.10	3.90	4.05
Filipino	0	0	0	0	0
Hispanic or Latino	120	119	99.17	0.83	5.04
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	50	50	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	159	154	96.86	3.14	4.55
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	17	94.44	5.56	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.

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

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

TEACH Academy of Technologies will create a school culture where parents and families are embraced as partners in each child's education. Research shows that one of the strongest predictors of student success is parental involvement. Therefore, parents of TEACH Academy students are both encouraged and expected to actively participate in their child's educational journey.

To support this partnership, TEACH Academy provides translation services and materials in students' home languages to ensure effective communication. Additionally, staff will receive ongoing training on best practices for engaging parents. To strengthen relationships further, TEACH Academy will implement administrative procedures to assess parent satisfaction with school staff.

Equally important, TEACH Academy of Technologies will provide ongoing parent education classes and workshops. These sessions will focus on helping parents:
- Create a home environment that fosters learning.
- Set high academic and personal expectations for their children.
- Support their children in developing a vision for their future.

Other workshops will emphasize the importance of parental involvement in school activities and decision-making.

As part of this commitment, TEACH Academy of Technologies operates the TEACH Parent Center, located at the 1750 campus, adjacent to the 10000 campus. This center offers parent workshops, educational opportunities, and resources designed to support family engagement and student success.

Before admission, all parents/guardians are encouraged to:
a) Attend an orientation to learn about the school's philosophy and expectations.
b) Sign a non-binding agreement acknowledging their understanding of TEACH Academy's mission, programs, and the role of parent engagement.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	533	508	226	44.5
Female	289	274	132	48.2
Male	244	234	94	40.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	217	201	101	50.2
Filipino	--	--	--	--
Hispanic or Latino	308	299	121	40.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	141	139	57	41.0
Foster Youth	16	12	4	33.3
Homeless	--	--	--	--
Socioeconomically Disadvantaged	516	497	221	44.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	70	69	37	53.6

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	6.94	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	6.94	0.00
Female	9.00	0.00
Male	4.51	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	11.52	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.90	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	3.55	0.00
Foster Youth	31.25	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	6.98	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	10.00	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. The Comprehensive School Safety Plan (CSSP) was last reviewed and updated for the 2024-25 school year and approved at the TEACH Regular Board Meeting on July 30, 2024. It is reviewed and updated annually to align with the latest safety protocols and best practices.

2024-25 School Safety Plan

The CSSP is discussed with faculty during the Summer Institute in August and reinforced through smaller forums throughout the school year, including minimum days and professional development days. A student representative is also included in relevant discussions to ensure student perspectives are considered.

Key Elements of the CSSP

The CSSP outlines essential policies and procedures, including:
- Securing the physical campus through surveillance, controlled access points, and routine safety inspections.
- Emergency preparedness and response protocols, such as fire drills, lockdowns, earthquake procedures, and crisis management plans.
- Student and staff safety initiatives, including anti-bullying programs, conflict resolution training, and mental health support services.
- Visitor management procedures to ensure all guests sign in and undergo proper identification checks before accessing the campus.
- Collaboration with local law enforcement and emergency responders for coordinated response efforts.
- Ongoing staff training and student education on safety awareness, digital responsibility, and emergency preparedness.

Training & Drills

All school employees are required to complete annual CSSP training as part of their onboarding and ongoing professional development. Safety drills are conducted monthly to ensure preparedness and familiarity with emergency procedures.

TEACH Public Schools remains dedicated to fostering a safe, orderly, and inclusive learning environment for all students, staff, and families.

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		10	
Mathematics	28		5	
Science	26		10	
Social Science	26		10	

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	6	
Mathematics	24	4	6	
Science	24	4	6	
Social Science	24	4	6	

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	26		10	
Mathematics	26		10	
Science	26		10	
Social Science	26		10	

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	234.5

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	1

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	$17,650	$8,185	$9,466	$63,187
District	N/A	N/A	$9,920	$85,275
Percent Difference - School Site and District	N/A	N/A	-4.7	-29.8
State	N/A	N/A	$10,771	$94,625
Percent Difference - School Site and State	N/A	N/A	-12.9	-39.8

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

Professional Development

Student-Centered Learning & Instructional Approach

Research suggests that students learn best when they are actively engaged in the learning process. At TEACH Academy, students are expected to be fully engaged in the curriculum and learning objectives at all times. Teachers play a critical role in this process by consistently communicating learning objectives to students and employing both formative and summative assessments to measure mastery of concepts and state content standards. This approach ensures that students actively participate in conversations about learning objectives, instruction, and assessment.

Furthermore, TEACH Academy embraces a student-centered approach that supports a culturally relevant curriculum, connecting learning to students' interests and prior experiences. Building strong, meaningful connections with parents and involving them in conversations about their child's education further ensures that the academic program reflects the diverse community we serve.

Research-Based Instructional Strategies

As part of the curriculum design process, evidence-based instructional strategies are embedded into daily classroom culture to enhance student achievement. TEACH Academy integrates strategies highlighted in Classroom Instruction That Works by Marzano, Pickering, and Pollock (2001)—a comprehensive study that identifies high-impact teaching practices proven to improve student success across all grade levels and subjects.

Teachers are encouraged to continuously refine their instructional practices by focusing on the three key elements of effective pedagogy:
1. Instructional Strategies – Implementing research-backed teaching methods to maximize student engagement and learning outcomes.
2. Management Techniques – Establishing a structured yet flexible classroom environment that promotes positive behavior and academic success.
3. Curriculum Design – Developing rigorous, standards-aligned lessons that foster critical thinking and real-world application.

To support these goals, TEACH Academy provides ongoing professional development and resources to help educators create meaningful, project-based learning experiences across all grade levels and subject areas.

Instructional Methods & Learning Strategies

Professional Development

The curriculum at TEACH Academy is designed to engage students through a diverse set of instructional strategies, curriculum resources, and materials, including:

- Direct instruction for foundational skill development.
- Research-based projects that encourage inquiry and problem-solving.
- Cooperative group work to enhance peer collaboration and communication skills.
- Interdisciplinary learning that integrates multiple subject areas for deeper understanding.
- Clearly defined "Learning Targets" to provide students with clear goals and expectations.
- Rubric-based self-assessment to promote student reflection and ownership of learning.
- Community involvement & partnerships to bring real-world experiences into the classroom.
- Computer-Assisted Blended Learning, where students receive personalized instruction at their level while teachers facilitate and monitor progress. This approach allows students to engage in independent learning and practice while receiving targeted support as needed.

By implementing these innovative teaching strategies, TEACH Academy ensures that students are actively engaged, challenged, and supported in their academic journey, preparing them for high school, college, and beyond.

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