

Non-Consent Item for Teaching Assignment Monitoring Outcome (TAMO) Data

Board Meeting Date: October 15, 2025

Category: Information

Subject: Local Indicator Update for Priority 1, 2023-24 Teaching Assignment Monitoring Outcome (TAMO) Data Release

Background: Local Indicators must be shared annually as a non-consent item at the same meeting in which the Governing Board approves the LCAP. The 2023-24 Teacher Assignment Monitoring Outcome (TAMO) data, which is part of Priority 1 Local Indicator was unavailable at that meeting. LEAs are required to report the 2023-24 TAMO data to the governing board upon its release in a manner consistent with the other Local Indicators.

2023-24 Teaching Assignment Monitoring Outcome (TAMO) for Accelerated Charter Elementary School (ACES)

Source: Link to [DataQuest Report](#)

The California Department of Education (CDE) recently released the 2023-24 Teaching Assignment Monitoring Outcomes (TAMO) by Full-Time Equivalency data report on DataQuest, which will be reported on the 2025 California School Dashboard (Dashboard) as part of the Priority 1 Local Indicator. Detailed information about the TAMO reports and data is provided on the [Information about the Teaching AMO Report](#) web page.

Subject Area	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
Self-Contained Class	18.2	82.6%	0.0%	5.5%	11.0%	0.9%	0.0%	0.0%
Other Instruction-Related Assignments	1.0	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Physical Education	0.8	20.5%	0.0%	0.0%	0.0%	80.7%	0.0%	0.0%

Report Totals

Name	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
Accelerated Charter Elementary	20.0	80.9%	0.0%	5.0%	10.0%	4.2%	0.0%	0.0%
Los Angeles Unified	27,031.1	82.4%	3.5%	4.8%	7.0%	2.2%	0.0%	0.1%
Los Angeles	62,099.3	83.4%	4.0%	2.7%	6.1%	3.6%	0.0%	0.2%
Statewide	278,927.1	82.5%	4.3%	2.2%	6.0%	4.6%	0.1%	0.3%

Note: Data for classroom-based teaching assignments taught by teachers without a Statewide Education Identifier (SEID) are not included in the Teacher Assignment Monitoring Outcome (AMO) by Full-Time Equivalency (FTE) report. Data are not included for districts and independently reporting charter schools (IRCs) that did not certify their California Longitudinal Pupil Achievement Data System (CALPADS) Fall 2 submission. Due to rounding error, partial FTE counts by AMO may not sum exactly to the Total FTE displayed in the report for the selected reporting level and filters. For more information about this report, including data sources and timelines, data uses, downloadable files,

and a description of the methodology and business rules for processing the data, please visit the [CDE Information about the Teaching Assignment Monitoring Outcome Report](#) webpage.

* Charter school data are removed by default from all district-level reports, including the associated state and county Report Totals. To include charter school data in district-level reports, select the “Reset Filters” button on district-level reports to show data for “All Schools” OR select the desired School Type filter from within the expandable Report Filters menu on the desired DataQuest report.

Additional Local Context – Below are category descriptions with sample local context provided.

Clear: An assignment monitoring outcome of “clear” indicates that all relevant attributes or dimensions of the assignment were authorized by a clear or preliminary credential or authorized by a local assignment option (LAO) pursuant to Section 80005(b) of the California Code of Regulations [T5 §80005(b)] for specific state course codes where a credential or permit does not exist to authorize the indicated teaching assignment (e.g., student government or study hall.)

Full-Time Equivalency (FTE): The percentage of time spent working in a job classification (e.g., teacher) in relation to a full-time position (100% or 1.0 FTE). Employees who work full-time are generally counted as 1.0 FTE, and employees who work less than full-time are counted by the percentage of time they work (e.g., a half-time position is .50 FTE, a one-third position is .33 FTE, etc.).

School Grade Span: A summary of the grade levels associated with the students enrolled at a school based on the lowest and highest K-12 grades offered at a school.

- **Grades K-6:** Includes data for schools where the lowest and highest grades offered are grades 6 or less, inclusive (e.g., grade K, grades K-1, grades K-6, grades 1-5, grade 6).
- **Grades 6-9:** Includes data for schools where the lowest grades offered are grades 6-8, inclusive, and the highest grades offered are grades 7-9, inclusive (e.g., grades 6-9, grades 6-8, grades 7-9).
- **Grades 9-12:** Includes data for schools where the lowest grades offered are grades 9-11, inclusive, and the highest grades offered are grades 9-12, inclusive (e.g., grade 9, grades 9-10, grades 10-12, grade 12).
- **Grades K-12 Other:** Includes data for schools where the lowest grades offered are grades K-8, inclusive, and the highest grades offered are grades 7-12, inclusive (e.g., grades K-12, grades K-8, grades 1-12, grades 6-12, grades 8-9, grades 7-12).

Incomplete: An assignment monitoring outcome of “incomplete” indicates that missing or incorrect information about the assignment was reported to California Longitudinal Pupil Achievement Data System (CALPADS) by the local educational agency (LEA) which prevented a complete and accurate determination of the assignment authorization during the CTC assignment monitoring process. In some cases, the LEA or Monitoring Authority may have indicated that the assignment is appropriate; however, neither the CDE nor the CTC can validate the authorization basis for the assignment.

Sample Local Context: In some instances, the “coding” of specific assignments may have been incorrect. For example, a course section was categorized as “general education” but should have been labeled as a Career Technical Education (CTE). The data in this report was from the 2023-24

school year. Each year, Sample District revises data submitted through CALPADS to ensure appropriate codes are being applied to all courses and assignments.

Ineffective: An assignment monitoring outcome of “ineffective” indicates that one or more relevant attributes of the assignment had no legal authorization from a permit, credential or waiver, or one or more relevant attributes of the assignment were authorized by the following limited permits:

- Provisional Internship Permits
- Short-Term Staff Permits
- Variable Term Waivers
- Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record

Sample Local Context: This category includes teachers who do not yet hold a preliminary or clear credential but do hold emergency authorizations issued by the State. This category also includes courses that have no assigned teacher on the Census Day (first Wednesday in October), or a teacher without the proper authorization on the Census Day. Examples of ineffective assignments may include:

- Misassignment: A teacher does not have a Cross-cultural Language and Academic Development (CLAD) certification required to teach English Learners in their classroom. If a teacher is from out-of-state or received their credential from a college or university outside of California, they will not have the CLAD. Teachers must pass exams or complete coursework to receive this certificate.
- Corrected Misassignment: The teacher above did not have their CLAD certificate on Census Day but earned the authorization later in the school year.
- Permit or Waiver: A teacher may still be completing the final requirements of their credentialing program. Their university may apply for an internship credential in the appropriate subject area to authorize the assignment until the preliminary credential is issued.
- Vacancies. A teacher leaves the school district before Census Day, and the District is still in the process of identifying the replacement teacher on Census Day.

Intern: An “intern” teacher is defined as someone who has a bachelor’s degree and has demonstrated subject matter competency in the subject area(s) or for the student population associated with the assignment, and who holds an intern credential while they complete coursework requirements to obtain a preliminary credential.

N/A: An assignment monitoring outcome of “N/A” indicates that the assignment either required no authorization or evaluation of the authorization was not applicable given the state course code or some other attribute of the assignment. This includes specific state course codes not evaluated during the assignment monitoring process conducted by the CTC (e.g., 9143, 9154, or 9215) or because the assignment was an online, learner-led course in which the student sets the pace of instruction, and where content and instruction are provided solely by the online application.

Sample Local Context: For this category, no specific credential or authorization is required for certain assignments. A teacher must simply have a preliminary or clear teaching credential. This label is

typically applied to assignments that have no course content. At Sample District, all teachers assigned to “Homeroom” and “Advisory” are not required to have a specific credential/authorization. These assignments are labeled as N/A. In addition, for any section in which a student is acting as a teacher’s aide, the respective teacher is required to have a preliminary or clear credential but not in a specific content category.

Out-of-field: An assignment monitoring outcome of “out-of-field” indicates that one or more relevant attributes of the assignment were authorized by the following limited permits:

- General Education Limited Assignment Permit (GELAP)
- Special Education Limited Assignment Permit (SELAP)
- Short-Term Waivers
- Emergency English Learner or Bilingual Authorization Permits
- Local Assignment Options (except for those made pursuant to T5 §80005(b))

Sample Local Context: This category includes teachers who hold a preliminary or clear credential but are teaching one or more courses in a different field from their credential. Authorization for out-of-field assignments are primarily obtained by two means:

- Limited Assignment Permit: The District applies to the State licensing board for a temporary authorization in the different content area. For example, a teacher holding a multiple subject credential may be asked to teach middle school English classes. In this instance, the District would apply for a general limited assignment permit in English.
- Local Assignment Options: Portions of the California Education Code and Title V authorize outlying assignments that commonly occur. For example, a social science teacher may be asked to be the teacher of record for a 6th period PE class that is comprised of a sports team. Education Code §44258.7(b) allows the holder of any preliminary or clear teaching credential to teach/coach one period of a sport for PE credit.

Teacher Credential Level: An indication of whether a teacher holds a "clear or preliminary teaching credential" or not. Teachers are defined as “fully credentialed” if they possess a clear or preliminary teaching credential. Teachers are defined as “not fully credentialed” if they do not possess a clear or preliminary teaching credential.

Teacher Experience Level: An indication of whether a teacher is considered to be “experienced” or “inexperienced” based on a count of the cumulative number of years a teacher has been providing educational services in a certificated position within any educational institution. Teachers are defined as “experienced” if they have more than two years of experience. Teachers are defined as “inexperienced” if they have two or fewer years of teaching experience.

Total Teaching FTE: The sum of FTE at the selected entity associated with any classroom-based teaching assignment. The FTE for administrator, pupil services, and non-classroom-based assignments are not included in these counts.

Unknown: An assignment monitoring outcome of “unknown” indicates that insufficient information about the assignment was reported to CALPADS by the LEA which resulted in an “unknown” determination of the assignment authorization during the CTC assignment monitoring process.

