2021-22 Local Control Accountability Plan (LCAP)
Actions & Services Mid-Year Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
TEACH Tech Charter High School	Dr. Monique Woodley Principal	mwoodley@teachps.org 323-872-0707

Goal 1

Implement an infrastructure of schoolwide data analysis in the post-pandemic era (including assessments to inform instructional decisions, longitudinal data tracking, and implementation of research-based intervention programs); in order to sustain our current RTI/MTSS Structured Program (that identifies, monitors, and provides appropriate academic and social-emotional supports); in order to ensure student academic growth and close the achievement gap among all subgroups. (Aligns with WASC Action Plan, 2,3)

Rationale

This goal was previously developed and revised in collaboration with parents and teachers. This goal is still relevant, however, we have included a new focus "the post-pandemic era." Many of our students and their families struggle during the pandemic and we need to be able to assess and provide academic and socio-economic supports as we transition out of this historic time period. We had to think on our feet during the pandemic era, we specifically did the following. Staff participated in a two-week professional development program before the start of the 20-21 school year. During this time teachers covered key instructional practices for distance learning and how to best conduct a class via Zoom. The Principal and Instructional Coach led training on implementing Project-Based Learning virtually. Training included technology training conducted by the Director of Operations, Data & IT. Staff will be provided with a laptop, phone or google voice number, and hot spots (as needed). Teachers have access to document cameras, projectors and another tech as needed. Tech support will be provided by the Director of Operations, Data & It, and the site-based IT Tech. In order for us to improve PD, we provide teachers with PD surveys after each period to evaluate the PD. Now we have to monitor and provide supports for the "post-pandemic era."

Further, these goals align with our WASC Action Plan.

Expected Annual Measurable Objectives for Goal 1

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Annual Growth on CAASPP ELA distance from Level (DFL) 3 Scale Scores: Grade 11	-60 DFL3; 47.29% Meet or Exceed Proficiency standard	Data not yet available	Meet or exceed statewide rate (51.1% meet or exceed standard proficiency)
	Annual Growth on CAASPP Math distance from Level (DFL) 3 Scale Scores: Grade 11	-164.1 DFL3; 10.53% Meet or Exceed Proficiency standard	Data not yet available	Meet or exceed statewide rate (39.73% meet or exceed standard proficiency)
	Increase attendance rates:	93%	current attendance rate is 89%	95-100%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Decrease Chronic Absenteeism rates: (1% decline annually)	18.7%	chronic absenteeism rate is currently 11%	less than 13%
	Reduce High School Dropout Rates:	3%	data is not yet available	0%
	Improve High School Graduation Rates:	80.6% (19-20)	data is not yet available	95% or higher
	% of Grade 12 students that are CCR: UC A-G Completion rate	100%	91.95% of students (school wide) are on track to graduate based on credit completion	Maintain 100%
	% of students who pass AP Exam with score 3+:	unavailable	data is not yet available	35%
	% of students "College Ready" as measured by EAP: (ELA/Math)	0%/0%	data is not yet available	
	% of students access broad course of study: UC A-G approved	100%	100%	
	Decrease % of Grade 9 students "at-risk HFZ" annually: Aerobic Capacity/Body Composition	33.3%/38.1%	data not yet available- tests administration is implemented.	
	Facilities Inspection Tool (FIT) Report Score: Good or Better	Good	unavailable	

Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.1	**Assessments** In addition, to state-mandated assessments (CAASPP ELA & Math: Grade 11, CELDT: Initial only, ELPAC: ELL only, Physical Fitness Test Grade 9, & California Science Test (CAST).		No Yes	Other State 471186.72	LCFF 67000	$538,186.72	$171,690

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses	Total Funds	Mid-Year Report
	TEACH Tech Charter High School staff will implement multiple types of assessments in order to monitor each scholar's: academic progress; identify their strengths and needs in order to modify instruction; and identify the type of academic intervention needed. NWEA MAP ELA & Math Assessments: 3 times/year Interim Assessment Blocks: 3-4 times/year, benchmark assessments and Writing Assessments							
1.2	**Hire Second Counselor** TEACH Tech Charter High School's project-based learning environment integrates a rigorous College Preparatory curriculum and a character education program to prepare students to thrive in school, college, and the world. This curriculum guides students with the life skills necessary to communicate effectively, make informed decisions, and set goals. Using our data-driven instructional program, our school will scale SSTProgram for academic and social-emotional/behavioral programs for unduplicated pupils. Our Leadership Team is currently researching a structural framework for a student		No	LCFF	90199		$90,199.00	$23,749

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	support team, such as the Multi-tiered System of Supports (MTSS) for implementation. Established curriculum such as the Overcoming Obstacles Character Education Curriculum is flexible to fit into core courses, advisory, and summer programs, counseling sessions, and college and career prep courses The Overcoming Obstacles curriculum is organized into middle and high school programs, each beginning with the three fundamental skills on which all other skills can be built: communication, decision making, and goal setting. Because of the modular format, teachers are able to teach the curriculum from start to end, and/or select specific modules that best suit the school/students. Modules include respect; teamwork; citizenship; a technique for addressing bullying; preparing for college and career; conflict resolution; problem-solving; confidence building; and time management. Positive Behavioral Interventions and Supports (PBIS): I an evidence-based, data-driven framework proven to reduce disciplinary incidents, increase a school's sense of safety and support improved academic outcomes. The						

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	premise of PBIS is that continual teaching, combined with acknowledgment or feedback of positive student behavior will reduce unnecessary discipline and promote a climate of greater productivity, safety, and learning. PBIS schools apply a multi-tiered approach to prevention, using disciplinary data and principles of behavior analysis to develop school-wide, targeted, and individualized interventions and supports to improve school climate for all students. Speaker Series: Our school will continue to host guest speakers on a variety of topics ranging from social, cultural, family, and community issues, relevant to our student's experiences that align with our Character Education Program and our school's mission. Restorative Justice: Social-emotional and behavioral issues are addressed using the Restorative Justice model, and one-on-on counseling led by the School Counselor & Principal. Counseling Services: our counselor provides counseling services. If necessary our school contracts social-emotional counseling services with						

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	the school Psychologist on an individual basis.								
1.3	**Special Education Team** TEACH Tech Charter High School is designed to offer an engaging, welcoming and compassionate instructional environment for diverse students, including those who may be in foster care, homeless, experiencing housing instability, experiencing personal/family crisis or have other special needs. TTCHS's SPED Team provides instructional and social-emotional supports as outlined in the scholar's IEP: 2 RSP Teachers 1 Instructional Assistants Psychologist (contracted) Occupational Therapist (contracted)		No Yes	LCFF	69542	Other State 11080 Federal 88920		$169,542.00	$94,220
1.4	**Purchase iLit Curriculum** Utilize iLit curriculum as a data point to track EL student progress in the language.		Yes			LCFF	10000	$10,000.00	
1.5	**Academic Interventions** To support the TEACH Tech Charter HS's program of academic interventions, our team includes a College Counselor, 2		No Yes	LCFF	419098			$419,098.00	$148,330

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	Assistant Principal, an EL coordinator. The following outlines howTEACH Tech Charter HS assesses students for intervention and a description of the types of intervention strategies that our school will implement. Using our data driven instructional program, our school will scale SST programs for unduplicated pupils. Our Leadership Team is currently researching a structural framework for a student support team, such as the Multi tiered System of Supports (MTSS) for implementation.						
1.6	**Purchase PowerSchool data wharehouse** We will implement a data warehouse to track longitudinal data.		No		LCFF 4000	$4,000.00	$17,483
1.7	**Professional development** Professional development to faculty to increase data literacy, using data to drive instruction and provide efficient interventions		No	LCFF 166744		$166,744.00	$74,225

Goal 2

Implement a comprehensive, school-wide Professional Development Plan that includes the CCSS ELA/ELD/Math & NGSS, differentiation, and research-based instructional strategies to address the diverse learning needs of our (ELL, SPED, Foster, Homeless and Economically Disadvantaged and Gifted) students and supports teachers to be effective educators. Implement an instructional day that provides students with a rigorous common core aligned curriculum across all disciplines, and instruction that includes culturally relevant and extended learning experiences that encourages student engagement, elicits critical thinking, and problem-solving. (Aligns with WASC Action Plan 2,3)

Rationale

Expected Annual Measurable Objectives for Goal 2

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	% of students that have access to standards-aligned instructional materials:	100%	100% of students have access to standards-aligned instructional materials.	100
	% of teachers that will implement state standards for all students including EL access to CCSS & ELD	100%	100% of teachers implement state standards for all students.	100
	% of teachers who are appropriately credentialed and assigned.	100%	100%	100
	Increase percentage of EL who advance at least 1 Proficiency Level as measured by ELPAC:	21%	44%	50%
	Increase English Learner reclassification rate:	32%	3.37%	50%

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses		Total Funds	Mid-Year Report
2.1	**Secure Standards Aligned Instructional-Materials** All teachers will use instructional materials that support rigor and standards-aligned		No Yes		LCFF	225000	$225,000.00	$48,767

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	instruction for all learners including ELs and SPED. Materials will be reviewed for quality and quantity and new materials will be ordered for every course as needed.								
2.2	**Implement Periodic Professional Development on CCSS, NGSS, and ELD Standards** All teachers will be knowledgable of the CCSS and ELD standards and use backwards planning to incorporate the standards when setting objectives and measuring progress. Science teachers will incorporate NGSS standards into their lessons.		No Yes	LCFF	250116	LCFF 40000 Other State 5000 Federal 19962		$315,078.00	$111,338
2.3	**Maintain Low Turnover Rate of Fully Credentialed Staff** All teachers are currently credentialed and appropriately assigned. Newly hired teachers will also be credentialed and appropriately assigned.		No	LCFF	45597			$45,597.00	0
2.4	**Retain EL Coordinator to Support English Learners** The EL Coordinator will support school-wide goals to increase classification rate through professional		No						$0

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses	Total Funds	Mid-Year Report
	development for teachers, ELD class, tracking and monitoring EL progress, and assessing ELs using the ELPAC.							
2.5	**Hire additional support staff for English learners as needed.** Additional support staff for English learners would included instructional aids on a a full-time or part time bases.		Yes	LCFF	65189		$65,189.00	$22,587
2.6	**Professional development for teachers** Professional development to increase teacher capacity to deliver standards aligned project-based, inquiry-based learning that promotes critical thinking.			LCFF	83,372		$83,372.00	$37,113

Goal 3

Engage parents as active partners through communication, and collaboration, School Site Council, Parents Meetings and Council Meetings, to ensure that all students are college and career ready. Provide students with a safe, welcoming and inclusive, positive learning environment that exudes a culture of high expectations and a culture of respect. (Aligns with WASC Action Plan 1 and 4)

Rationale

Expected Annual Measurable Objectives for Goal 3

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Parent involvement through input in decision-making via SSC, & ELAC.	Met	SSC and ELAC are on-going points of access for active participation in the school community.	SSC has an active membership of 12 parents. ELAC has an active membership of 20 parents.
	Parent involvement will include opportunities for participation in training programs.	Met	Parent participation rates in trainings have not been calculated yet.	25% of parents have participated in a TEACH Parent Center training.
	Suspension rate:	0%	1.4% suspension rate to date	0% suspension rate
	Maintain expulsion rates:	0%	0%	0% expulsion rate
	Administer parent, student & teacher survey to measure sense of safety and school connectedness.	Met	Parent student and parent surveys are administered throughout the year, participation rates and satisfaction rates have not yet been calculated.	75% of parents respond to survey. 100% of students respond to survey. 100% of staff respond to survey.
		Good		Number of students spending time in restorative circles reduced by 50%.

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
3.1	**Develop Parent Center increasing family / community connectivity to school decision-making and school culture.** Create and offer parent training sessions that are relevant to them and the local community, i.e. English / Spanish language lessons / PowerSchool Training / College Admissions & Scholarships Workshops, etc.	2021-2022 school year	No Yes	LCFF	4000	LCFF	1500	$5,500.00	$1,060

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
3.2	**Maintain a zero percent suspension and expulsion rate.** Further develop PBIS program by creating Scrip / Rewards Program (Tech Bucks) which students can earn as rewards from teachers and staff for observed instances of positive behavior. Teachers will be distributed a set number of Tech Bucks each month and use them to reward students for positive behavior. Tech Bucks will be used toward prize raffles held at Way 2 Go Wednesday celebrations of student achievement.	2021-2022 school year	No Yes		LCFF 6000	$6,000.00	0
3.3	**Create additional safety protocols and procedures to accommodate the increasing number of students on campus.** Additional campus aides will be hired and an additional protocols put in place for ingress and egress of students and staff.	2021-2022 school year	No Yes	LCFF 87020		$87,020.00	$34,887
3.4	**Hire 1 FTE Parent Coordinator** Hire 1 parent coordinator to be shared with other campuses		No Yes	LCFF 47896		$47,896.00	$35,533

Goal 4

Rationale

Expected Annual Measurable Objectives for Goal 4

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24

Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
4.1			No				

Goal 5

Rationale

Expected Annual Measurable Objectives for Goal 5

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24

Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report