

Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
TEACH Tech Charter High School	Mr. Steven Menduke Principal	SMenduke@teachps.org 323-872-0707

Goal 1

Goal Description
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)

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	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	-8.8 points below standard	-12.2 DFS	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	-133.2 points below standard	-51.7 DFS	data not yet available	Meet or exceed statewide rate (39.73% meet or exceed standard proficiency)
Increase attendance rates:	93%	87.41%	21-22 - 86.85% 22-23 - 87.87%	90.68%	95-100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
			INCREASE in ADA by 1%		
Decrease Chronic Absenteeism rates: (1% decline annually)	18.7%	22.09%	21-22 - 19.13% 22-23 - 45.11% INCREASE in Chronic Absenteeism	28.54%	less than 13%
Reduce High School Dropout Rates:	3%	1.27%	13.8%	data not yet available	0%
Improve High School Graduation Rates:	80.6% (19-20)	98%	86.6%	data not yet available	95% or higher
% of Grade 12 students that are CCR: UC A-G Completion rate	100%	98%	data not yet available	data not yet available	Maintain 100%
% of students who pass AP Exam with score 3+:	unavailable	unavailable	28% of the students that took at least one AP exam scored a 3 or higher	data not yet available	35%
% of students "College Ready" as measured by EAP: (ELA/Math)	0%/0%	ELA: 18.8 Math: 4.08	ELA: 15.29 Math: 1.18	data not yet available	
% of students access broad course of study: UC A-G approved	100%	100%	100%	100%	
Decrease % of Grade 9 students "at-risk HFZ" annually: Aerobic Capacity/Body Composition	33.3%/38.1%	Data not available	unavailable	data not yet available	
Facilities Inspection Tool (FIT) Report Score: Good or Better	Good	Good	Good	Good	

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	Assessments In addition, to state-mandated assessments (CAASPP ELA &	No Yes	Fully Implemented			\$606,166.00	\$291,585.01

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Math: Grade 11, CELDT: Initial only, ELPAC: ELL only, Physical Fitness Test Grade 9, & California Science Test (CAST). 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 support team, such as the Multi-tiered System of Supports (MTSS) for implementation.	No	Fully Implemented			\$121,795.00	\$70,646.65

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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 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</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	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-one counseling led by the School Counselor & Principal. Counseling Services: our counselor provides counseling services. If necessary our school contracts social-emotional counseling services with 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	No Yes	Fully Implemented			\$556,784.00	\$199,816.96

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Assistants Psychologist (contracted) Occupational Therapist (contracted)						
1.4	Purchase iLit Curriculum Utilize iLit curriculum as a data point to track EL student progress in the language.	Yes	Fully Implemented			\$10,000.00	\$19,910.13
1.5	Academic Interventions To support the TEACH Tech Charter HS's program of academic interventions, our team includes a College Counselor, 2 Assistant Principal, an EL coordinator. The following outlines how TEACH 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.	No Yes	Fully Implemented			\$289,222.00	\$162,785.61

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.6	Purchase PowerSchool data wharehouse We will implement a data warehouse to track longitudinal data.	No	Fully Implemented			\$4,000.00	\$15,299.65
1.7	Professional development Professional development to faculty to increase data literacy, using data to drive instruction and provide efficient interventions	No	Fully Implemented			\$226,312.00	\$124,046.36
1.8	Add FTE Assistant Principal-Academics		Fully Implemented			\$148,490.00	\$76,066.64
1.9	Add FTE Restorative Justice Coordinator		Fully Implemented			\$100,504.00	\$46,921.04
1.10	Add FTE Emerging Bilingual Coordinator		Fully Implemented			\$105,550.00	\$61,470.99

Goal 2

Goal Description

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)

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
% of students that have access to standards-aligned instructional materials:	100%	100%	100%	100%	100
% of teachers that will implement state standards for all students including EL access to CCSS & ELD	100%	100%	100%	100%	100
% of teachers who are appropriately credentialed and assigned.	100%	100%	100%	100%	100
Increase percentage of EL who advance at least 1 Proficiency Level as measured by ELPAC:	21%	30%	56.2%	data not yet available	50%
Increase English Learner reclassification rate:	32%	11.24%	26.3%	data not yet available	50%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	Secure Standards Aligned Instructional-Materials All teachers will use instructional materials that support rigor and standards-aligned instruction for all learners including ELs and SPED. Materials will be reviewed for quality and quantity and new	No Yes	Fully Implemented			\$92,200.00	\$71,238.21

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	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 knowledgeable 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	Fully Implemented			\$413,467.00	\$186,069.54
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	Fully Implemented			\$80,963.00	\$83,527.00
2.4	Retain EL Coordinator to Support English Learners The EL Coordinator will support school-wide goals to increase classification rate through professional development for teachers, ELD class, tracking and monitoring EL progress, and assessing ELs using the ELPAC.	No	Fully Implemented				

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
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	Fully Implemented			\$88,876.00	\$30,754.11
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.		Fully Implemented			\$113,156.00	\$62,023.18

Goal 3

Goal Description

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)

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Parent involvement through input in decision-making via SSC, & ELAC.	Met	SSC and ELAC have active membership of 10 parents.	Active membership of 8 parents	data not yet available	SSC has an active membership of 12 parents. ELAC has an active membership of 20 parents.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Parent involvement will include opportunities for participation in training programs.	Met	Met	Met	data not yet available	25% of parents have participated in a TEACH Parent Center training.
Suspension rate:	0%	1.27%	0%	8.67%	0% suspension rate
Maintain expulsion rates:	0%	0%	0%	0%	0% expulsion rate
Administer parent, student & teacher survey to measure sense of safety and school connectedness.	Met	Met	Met	Parent: 11% Student SEL: 42% Student School: 52% Teacher: 75%	75% of parents respond to survey. 100% of students respond to survey. 100% of staff respond to survey.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
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.	No Yes	Not Implementing			\$5,500.00	
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	No Yes	Planned			\$6,208.00	

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	reward students for positive behavior. Tech Bucks will be used toward prize raffles held at Way 2 Go Wednesday celebrations of student achievement.						
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.	No Yes	Fully Implemented			\$130,981.00	\$44,837.02
3.4	Hire 1 FTE Parent Coordinator Hire 1 parent coordinator to be shared with other campuses	No Yes	Fully Implemented				

Goal 4

Goal Description

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1		No					

Goal 5

Goal Description

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures