

Local Indicators Report 2023-2024

TEACH Public Schools

LOCAL Indicators Report

Introduction

The Local Indicators Report presents data collected and analyzed through the State Board of Education's self-reflection tools. This report aims to inform the Board at the same meeting where the LCAP for the upcoming year is adopted. Upon approval, staff will submit the local indicator data to the state.

What are the Local Indicators?

The Local Control Funding Formula (LCFF) identifies priority areas for schools. For areas lacking state data, the California State Board of Education (SBE) approved local indicators based on information collected by local education agencies (LEAs).

The local indicators address the following state priorities:

- Priority 1: Basic Services and Conditions - Appropriate teacher assignment, sufficient instructional materials, and facilities in good repair.
- Priority 2: Implementation of State Academic Standards.
- Priority 3: Parent and Family Engagement.
- Priority 6: School Climate - Measured by a local climate survey.
- Priority 7: Access to a Broad Course of Study.

LCFF 1: Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean, and Functional School Facilities

- Metrics: TEACH annually measures its progress in meeting the Williams settlement requirements at 100%.
- Results:
 - 100% of students at TEACH Tech Charter High, TEACH Academy of Technologies, and TEACH Prep Elementary have access to standards-aligned instructional materials.
 - There were zero instances where facilities did not meet the “good repair” standard.
 - TEACH Public Schools’ Teacher Monitoring and Outcome data is available at :
 - <https://dq.cde.ca.gov/dataquest/DQCensus/TchAssgnOutcome.aspx?agglevel=School&cds=19647330122242&year=2021-22>
(Teach Academy of Technologies);
 - <https://dq.cde.ca.gov/dataquest/DQCensus/TchAssgnOutcome.aspx?agglevel=School&cds=19647330122242&year=2021-22>
(TEACH Tech Charter High School);
 - <https://dq.cde.ca.gov/dataquest/DQCensus/TchAssgnOutcome.aspx?agglevel=School&cds=19647330138305&year=2021-22>
(TEACH Prep)

LCFF 2: Implementation of State Academic Standards

Teach uses the following measures and tools to track progress in implementing the state academic standards:

State Academic Standards	Division	Tools used to Track Progress
ELA: Common Core	Elementary	McGrawHill
	Middle	McGrawHill
	High	McGrawHill
English Language Development	Elementary	McGraw Hill's products-Wonders has embedded ELD resources and every ELD student has an optional ELD practice book
	Middle	McGrawHill's product StudySync has embedded ELD resources
	High	McGrawHill's product StudySync has embedded ELD resources
Math Common Core Standards	Elem	McGrawHill
	Middle	McGrawHill and CPM
	High	CPM
Next Generation Science Standards	Elementary	McGrawHill
	Middle	McGrawHill
	High	McGrawHill
History- Social Science	Elementary	McGrawHill
	Middle	McGrawHill
	High	McGrawHill
Career technical education	High	N/A
Health Ed Content Standards	Elementary	CA Health Standards
	Middle	
	High	
Visual and	Elementary	NA

Performing Arts		
	Middle	
	High	
World Language	Elementary	N/A
	Middle	Vista Higher Learning: Encuentros ©2022
	High	Vista Higher Learning: Encuentros ©2022

Each selection went through a rigorous selection process that included school leaders, teachers and parent input. Influential factors included the stability of the company providing curriculum, the ability to have a seamless K-12 system and evidence of effective outcomes with similar demographics.

LCFF 3: Parent and Family Engagement

TEACH understands that family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

The schools used the self-reflection tool described below to reflect upon the quality of implementation of family engagement strategies as part of the continuous improvement process prior to updating the LCAP.

One of TEACH's perceived strengths is diverse staff that understands the cultures, languages, needs and interests of families in the surrounding neighborhoods. Furthermore, TEACH has developed family engagement policies, programs and practices in partnership with local families, using tools of continuous improvement.

The reflection tool was organized into three sections:

- 1) Building relationships between school staff and families
- 2) Building Partnerships for Student Outcomes
- 3) Seeking Input for Decision-Making

Families, staff and students participated in the reflection process. The results of the self-reflection were used to inform the goals, actions and services described in the LCAP.

In the area of *Building Relationships Between School Staff and Families*, TEACH falls into level 4- *Full Implementation* (the rating scale consisted of the following levels from lowest to highest:

- 1 – Exploration and Research
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability)

This rating was based on each school's level of success in the following practices:

- Developing the capacity of staff to build trustful and respectful relationships
- Creating welcoming environments for all families in the community
- Supporting staff to learn about each family's strengths, cultures, languages and goals for children.
- Developing multiple opportunities for parent and school 2-way communication.

Each school's greatest strength was the multiple opportunities for family and staff communication. The use of multiple communication platforms and taking the time to hold multiple gatherings throughout the year such as Coffee with the Principal, ELAC and SSC meetings, as well as other parent and family functions to celebrate student achievement.

One area for improvement is supporting staff to learn about each family's strengths, culture, languages and goals for children. This might be achieved by more home-visits and through the additional measures each school plans to take to engage parents in an effort to reduce absenteeism. Such measures include more parent education workshops, parents leading educational workshops for other parents, and working with outside organizations to provide solutions to areas of need for parents such as English language instruction and targeted parenting strategies that support student success and achievement.

In section 2: Building Partnerships for Student Outcomes, TEACH rated itself at level 3: *Initial Implementation*.

TEACH is scaling up practices such as providing professional learning and support to teachers and Principals to improve the school's capacity to partner with families, provide families with resources to support learning and development in the home, and supporting families to understand and exercise their rights to advocate for their students. Part of the LCAP goals and actions for the upcoming school year reflect building upon these practices and include education programs for parents to better support their students and specific meetings with parents to support their understanding of their student's diagnostic and formative assessment data.

Section 3: Seeking Input for Decision-Making represents the greatest area for growth, for this indicator, TEACH rated itself as 2- Beginning Development. TEACH has many opportunities for families to participate in decisions that impact the school community, but it is perceived that parents could be better informed and thus have a more meaningful role in decision-making discussions.

The role of advisory groups and participation in advisory groups is gaining traction at TEACH now that those meetings include all divisions, rather than being held separately. This is helping parents get the big picture of their child's education journey from kindergarten through high school. This is a new practice that will continue into the 2024-2025 school year.

Parents are also becoming more active in identifying, designing and leading their own family engagement activities. This development has been supported by the Office of Mental Health Services, and uses a "train the trainer" model to build capacity.

LCFF 6: School Climate

Survey results indicate that student's perception of safety (both physical and emotional) has improved slightly in the past year. At the high school 59% of responding students indicated they felt safe (based on a group of questions that measured feelings of physical and emotional safety in the school community). Only 50% of English Learners rated a feeling of safety at the high school but other student subgroup results were on par with the overall result of 59%.

At the middle school less than half of the students participated in the survey and among those that did, only 42% reported feeling safe and 36% of English Learners at the middle school felt safe. At the elementary school 51% of students reported feeling safe and there was no significant subgroup deviation.

TEACH has identified school safety and culture as an area of growth and the schools have implemented new practices in school year 23-24 that are gaining traction and promise to

continue improved results in this area. At the high school, Peace Circles are used for students to identify and develop coping strategies for behaviors such as bullying and less than positive use of social media. At the middle school and elementary school, Counselors are attending professional development to support students and positive student behaviors and Assistant Principals are focusing on coaching teachers to provide structures and systems for classroom management that are clear, easy to enforce and upheld campus-wide.

LCFF 7: Access to Broad Course of Study

At TEACH , we understand that a strong academic foundation in core disciplines is essential for accessing a broad course of advanced level study. When reflecting upon data related to this indicator, TEACH has identified this as an area for growth. In recent years, several advanced level courses have been added and students have been encouraged to enroll in these classes but end of year exam results indicate that many students lacked the academic foundation necessary to access the material in a meaningful way. The exception to this has been AP Spanish, where an overwhelming number of students in the course have qualified for college credit based on the AP Exam taken at the end of the year.

To address this area of growth, the emphasis in 2024-2025 and beyond will be to focus on addressing learning gaps and building a rock-solid foundation of essential skills and knowledge that are needed to engage in higher and more complex thinking within each discipline.

As background: At the high school, students access a broad scope of study that is aligned to and organized by the A-G Requirements that are designed to provide students with the scope

and sequence of courses they need to be successful in a California State University and the University of California System. Progress in these courses is measured through the state assessment SBAC (CAASP) results, as well as interim assessments such as the NWEA and IAB. These formative assessments measure mastery of skills acquired through the A-G approved courses and provide teachers with specific student-level data that is used to make adjustments to instruction and trigger student interventions. The Board receives detailed reports on student key measures for all grade levels at relevant times throughout the school year.

The high school is implementing the strategy of ability grouped classes in math. Grouping by ability allows for students without learning gaps to accelerate through the curriculum and access advanced courses such as AP Stats or AP Calculus in greater numbers and with a stronger foundation that will enable them to succeed in the course.

Middle and Elementary School students take a battery of diagnostic and formative assessments for the same purposes. Those include iReady, SmartyAnts, NWEA and IAB assessments. These assessments provide individual student progress data that also acts as a predictor for end-of-year SBAC (CAASP) results.

The Elementary school is using the strategy of teacher looping- where the same teacher stays with the same group of students for two years (two grade levels). This provides students with more continuity and teachers have greater flexibility in approaching remediation strategies that are needed to get students up to grade level.

The efforts at the middle and elementary school will eventually allow for greater course access at the high school level. Typically, more than 85% of TEACH students continue from the elementary to the middle and then go on to the high school.