School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Thomas Edison Charter Academy	38684786040935		

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

x Comprehensive Support and Improvement

Thomas Edison Charter Academy (TECA) was identified for CSI in the 19-20 school year based on low academic achievement in the 18-19 school year. TECA's CSI plan will focus on increasing student academic achievement in Math and Reading and was developed through a process of stakeholder feedback, research on the best, research-based strategies for improving our areas selected, and will include implementation of monitoring with cycles of improvement and feedback. Our overarching goal is to meet the academic needs of our students, while also attending to their socio-emotional needs, providing enrichment opportunities in arts and language development, and building upon our strong community.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Thomas Edison Charter Academy (TECA) is a Transitional Kindergarten (TK) through 8th grade elementary school serving approximately 700 students. As a TK-8 school, we see our role as essential in preparing all students for success in high school, and helping families to navigate the high school application process. Our students are predominantly from three city neighborhoods: Inner Mission/Bernal Heights, the Excelsior/Ingleside District, and the Bayview Hunters Point. A majority of students are from low-income families. Over 40% of TECA students are English Learners (ELs).

To serve our student population, TECA implements a rigorous standards-based educational program design that promotes a positive learning environment in which all students can succeed. Teachers work in grade-level collaborative teams to create an interconnected instructional model that builds on each previous grade's foundations. TECA's teachers integrate technology within the curriculum, including student research, presentation, and technical skills such as coding. TECA also implements California Visual and Performing Arts standards - including dance/movement, music,

and visual arts, into its educational programming, ensuring that all students have the opportunity to succeed.

All instruction at TECA is based on a comprehensive and ongoing multi-level diagnostic assessment strategy that determines student strengths and weaknesses and designs instruction to specifically target the needs of individual students. Teachers use formative benchmark assessments to guide instructional strategies, and review assessment data, and look forward to continued state guidance in interpreting results of the California Assessment of Student Performance and Progress (CAASPP) System.

TECA has a Dual Language Program (DLP). This program has proven to be extremely successful in terms of academic outcomes for students. TECA's DLP students receive 50% of their instruction in Spanish and 50% in English for their Kindergarten through eighth grade years, with the goal of these students exiting TECA being bilingual and biliterate.

Progress for EL students is framed by targeted assessment to have full knowledge of their learning needs, all teachers implementing best practices for EL students daily and push in/pull out support for students by the EL Coordinator and other intervention staff.

TECA maintains an archive of resource-rich instructional materials that include state adopted texts for English Language Arts (ELA) and Mathematics, Science texts and and hands-on science experiments through the use of FOSS kits, classroom libraries, extensive guided reading library levels A-Z in both English and Spanish, literacy programs such as the Stephanie Harvey Comprehension Tool Kit that also supports EL students, phonics adoption of Fundations for lower elementary, and Reading programs such as the 100 Book Challenge.

TECA maintains a rigorous professional learning program that includes literacy, mathematics, diverse learners, social emotional learning (SEL), and equity. For new teachers, TECA also has in house BTSA support coaches that are part of the community and guide our new teachers through the BTSA program.

Restorative Justice practices support an environment in which all students are heard and conflicts resolved. Community circles are held daily and an adopted whole school SEL curriculum, Collaborative Classrooms is followed.

TECA includes parents and community. TECA provides supports for all parents in terms of informational meetings and student activities and presentations that bring parents into the school. In addition, TECA convenes ESL classes for our EL parents.

An on-site School Counselor and Parent Liaison ensure that both students and families receive support and resources as needed for a host of socio-emotional, economic, and emergency needs.

With regards to our Comprehensive Support and Improvement (CSI) plan, TECA engaged stakeholders in our community in various types of gatherings to receive feedback and comments that would help develop our plan. An outside consultant provided staff volunteers the opportunity to participate in a Needs Assessment process during a teacher work day. Staff who opted to join were guided through a process to discuss strengths and observed needs of our school to move forward with academic growth. In addition, all teachers participated in a Root Cause Analysis process with site administrators. Together, they reviewed our most recently available student data and were able to get deep into discussing what our underlying causes of lack of student achievement may be. Our families also had several opportunities to engage in the process. Our various parent committees,

including our Parent Advisory Council (PAC- formerly School Site Council), African American Parent Action Committee (AAPAC), PTA, English Learning Advisory Committee (ELAC), and all families via our monthly Principal's Luncheon, were able to openly discuss their views on areas of success for our school, as well as areas needing additional support. Feedback from all of these gatherings was compiled to provide one dataset of information to review when creating the CSI plan.

As a part of our CSI plan development process, a few common themes were identified: consistency in teacher training and new teacher onboarding, Math and ELA instruction, and social emotional learning support. Given these findings, our CSI will address each of these to increase student achievement.

TECA's school plan includes academic achievement and progress goals for English Language Arts and Mathematics for our general population, as well as goals specific to our more vulnerable populations including students with IEPs and English Learners (ELs). Academic achievement and student growth are the primary elements of these goals, while also giving attention to the multiple measures that give us a more full picture of student progress and success. Additionally, school climate provides yet another lens through which we can view and evaluate our program success.

In addition to student-focused goals, we also place focus on developing our staff through professional development, and continuing to develop community with our families. Both of these goal areas, when successful, provide a strong foundation on which we build upon.

TECA's CSI plan has three areas of focus, each built on 3 foundational pieces. The three focus areas are Language Arts and English Language Development (ELD), Math instruction, and Social Emotional Learning (SEL). The supporting elements that will lead to increased achievement in these areas are Teacher Quality and Support, Parents/Families, and Resources. We have designed a matrix that includes these elements, providing training, resources, and schoolwide protocol that will work together to support our students holistically. Some of the primary features of our plan include a consultant who specialized in Math achievement that will work with our site over 2 years to provide a full, comprehensive, in-depth look at our programming and how we can modify and reinvent to better meet the needs of our students. Also included in the plan is professional development in all three areas of academic achievement: ELA/ELD, Math, SEL. A final major component is creating a way to better support new teachers entering into our school community, as well as teachers who have been a part of our community but may continue to need additional support. We have a historical log of excellent professional development and resources that we would like to share during onboarding with our instructional team and believe a collection of modules would support the process, with the addition of support from current staff to provide coaching in these areas to teachers. Specific providers and resources used to support our CSI plan implementation will be selected according to the degree to which they meet our greatest needs, as well as only partnering with providers/systems/programs found to be research based and proven to support student achievement. We especially want to ensure that any selected resources/providers meet the needs of our most vulnerable student groups including our English Learners (ELs), low-performing students in Response to Intervention (RTI), and students with IEPs.

Throughout the process, TECA will evaluate the effectiveness of our plan components through survey and data review.

Table of Contents

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The school gathered stakeholder feedback through a variety of methods to inform this plan.
On a staff level, an outside consultant conducted a Needs Assessment online through zoom meetings with two groups of staff members volunteering to participate. These participants discussed a variety of topics regarding the school's progress, strengths and weaknesses. The consultant provided a detailed report of her findings following the meetings, which were used to develop the plan.
Additionally, root cause analysis protocols were facilitated by site administrators during team grade level meetings to provide yet another layer of knowledge building and information to further develop our plan.

On a community/parent level, regular monthly meetings (virtual on zoom) of various groups were used to gather feedback on school progress and identify needs from the perspective of our families. These meetings included the following groups: School Site Council/Parent Advisory Committee, Parent Teacher Association, African American Parent Action Committee, English Learner Advisory Committee, and weekly Principal Chat. Feedback and comments provided during these sessions were collected and provided additional information for plan development.

Additionally, survey data was gathered from stakeholders as well, with about 70% of our 5th-8th grade students, about 35% of our faculty and staff, and approx. 15% of families submitting feedback through an online survey providing yet another layer of information for us to analyze and process.

The PAC/SSC served as a sounding board throughout the planning process, providing initial feedback and reviewing the final plan document prior to submission to our local board.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

In general, we have noted a great tech divide within our community. Distance learning has brought this to the forefront in the last year. Many of our families lacked access to tech devices at home, had low bandwidth or no internet access, and struggled to access digital resources and communication platforms. Much of this has been addressed within the last year to support students in distance learning, however the work continues and we are continually surveying families to identify additional needs as they come up. Part of our plan includes staff support to help families navigate the online platforms and access important information. Additionally, the development of a Parent Center would also provide the foundation for additional workshops and resources for our families to bridge that divide.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.27%	0.14%	0.55%	2	1	4
African American	6.68%	4.66%	3.83%	49	34	28
Asian	1.23%	1.1%	0.96%	9	8	7
Filipino	1.36%	1.23%	0.96%	10	9	7
Hispanic/Latino	83.51%	81.92%	74.86%	613	598	548
Pacific Islander	1.50%	1.37%	0.96%	11	10	7
White	4.36%	5.89%	6.42%	32	43	47
Two or More Responses	0.82%	2.88%	3.01%	6	21	22
Not Reported	0.27%	0.82%	8.47%	2	6	62
			Total Enrollment	734	730	732

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	88	89	88
Grade 1	66	66	66
Grade 2	88	67	66
Grade3	85	89	66
Grade 4	92	90	90
Grade 5	95	85	89
Grade 6	94	90	89
Grade 7	63	90	88
Grade 8	63	64	90
Total Enrollment	734	730	732

Conclusions based on this data:

1. Enrollment numbers have been steady at TECA in the 730 range over 3 years.

2. There has been a decrease of African American student enrollment over the last 3 years.

3. There has been an increase of White student enrollment over the last 3 years.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	17-18	**18-19**	**19-20**	**17-18**	**18-19**	**19-20**
English Learners	211	270	287	28.7%	37.0%	39.2%
Fluent English Proficient (FEP)	287	279	259	39.1%	38.2%	35.4%
Reclassified Fluent English Proficient (RFEP)	61	12	13	29.0%	5.7%	4.8%

Conclusions based on this data:

1. TECA's number of EL students has increased over the last 3 years.

2. TECA's number of FEP students has decreased over the last 3 years.

3. Following a spike in reclassifications, the number of students reclassified has decreased. We are evaluating reclassification criteria that was changed in the year following the spike to review its role in this change.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
730	**76.6**	**37.0**	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	270	37.0
Homeless	6	0.8
Socioeconomically Disadvantaged	559	76.6
Students with Disabilities	41	5.6

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	34	4.7
American Indian	1	0.1
Asian	8	1.1
Filipino	9	1.2
Hispanic	598	81.9
Two or More Races	21	2.9
Pacific Islander	10	1.4
White	43	5.9

Conclusions based on this data:

1. The majority of TECA students are considered socioeconomically disadvantaged.

2. The majority of TECA students identify as Hispanic/Latino, and a significant percentage are not yet fluent in English as demonstrated by our percentage of English Learners.

3. A small percentage of TECA students are identified as having disabilities, are homeless, or foster youth.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts	**Chronic Absenteeism**	**Suspension Rate**
Orange	Red	Orange
Mathematics		
Orange		

Conclusions based on this data:

1. TECA students are present for the school day the majority of the time, indicating a commitment from families to the education of their children. However, a data export error led to an apparent large increase in absences, resulting in a Red Dashboard indicator in this area. This situation has been resolved for future years of reporting.

2. TECA students are suspended at a relatively low rate, indicating a good school climate.

3. ELA and Math academic performance is an area needing continued improvement to support our students' learning.

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	3	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
16.7 points below standard	44.4 points below standard	0 Students
Maintained ++1.8 points	Maintained -0.3 points	
488	253	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Red
Less than 11 Students - Data Not Displayed for Privacy	27.8 points below standard	120 points below standard
5	Maintained -0.1 points	Maintained ++0.5 points
	394	41

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
14.8 points below standard	0 Students	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased ++9.6 points		6	7
21			

Hispanic	Two or More Races	Pacific Islander	White
Orange	No Performance Color	No Performance Color	No Performance Color
23.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	67.2 points above standard
Maintained ++2 points	8	6	Declined -11.6 points
423			17

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
80.7 points below standard	7.7 points below standard	4.8 points above standard
Increased ++10.7 points	Declined -4.5 points	Increased ++9.6 points
127	126	106

Conclusions based on this data:

1. Students identified as having a disability are performing significantly lower than the general population and is an area needing growth.

2. EL students' decline in performance at a rate higher than reclassified and English only students indicates a need for further work supporting EL students.

3. African American students increase in performance was better than other groups, indicating progress in this area.
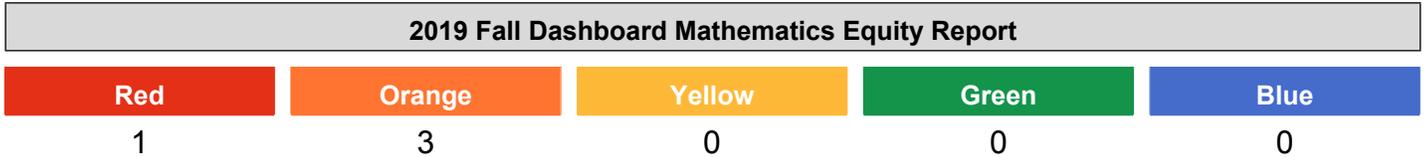
School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	3	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Orange	Orange	
47.3 points below standard	64.9 points below standard	
Declined -11 points	Declined -10.5 points	
488	253	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Red
Less than 11 Students - Data Not Displayed for Privacy	58.4 points below standard	164.7 points below standard
5	Declined -12.6 points	Declined Significantly -19.5 points
	394	41

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color		No Performance Color	No Performance Color
49 points below standard		Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased ++11.9 points		6	7
21			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
54.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	39.6 points above standard
Declined -11.1 points	8	6	Declined -13.7 points
423			17

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
101.1 points below standard	28.4 points below standard	30.4 points below standard
Declined -13.9 points	Maintained -2.2 points	Maintained -2.6 points
127	126	106

Conclusions based on this data:

**1.** As in ELA, our students identified as having a disability performed significantly lower than the general population in Mathematics.

2. Also consistent with ELA, our African American students increased in achievement compared to other groups in Math.

3. The decline in performance across most groups, in both ELA and Math, is indicative of the additional work needed to support our students.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
57.1 making progress towards English language proficiency
Number of EL Students: 198
Performance Level: High
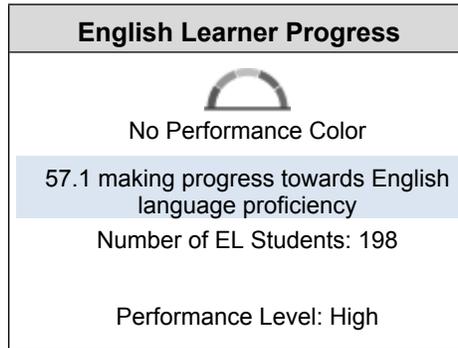
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
15.6	27.2	4.0	53.0

Conclusions based on this data:

1. EL students are showing a general trend towards having well developed English fluency.

2. Many of our students are showing well developed levels of English on the ELPAC, yet our reclassification rate is low at 5%.

3. This discrepancy between rate of reclassification and overall levels of students English indicates that students must have a domain within the language that is causing them not to be able to move on to reclassification. If this domain is consistent it would indicate an area of focus for EL students next year. We are also reviewing our reclassification criteria to see whether it may be hindering students from reclassifying.
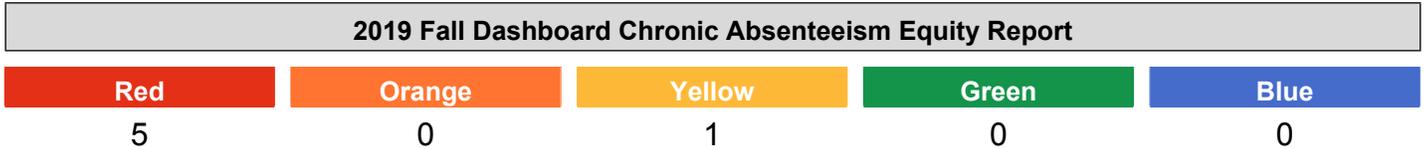
School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
5	0	1	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Red	Red	No Performance Color
14.3	12	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly +14.1	Increased Significantly +12	0
739	275	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Red	Red
Less than 11 Students - Data Not Displayed for Privacy	15.1	26.7
6	Increased Significantly +15	Increased +22.3
	568	60

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Red	No Performance Color	No Performance Color	No Performance Color
23.5	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased +23.5	1	8	9
34			

Hispanic	Two or More Races	Pacific Islander	White
Red	No Performance Color	No Performance Color	Yellow
14.5	10.3	Less than 11 Students - Data Not Displayed for Privacy	4.9
Increased Significantly +14.2	29	10	Increased +4.9
607			41

Conclusions based on this data:

1. TECA's rate of chronic absenteeism falls within the mid-high range, indicating our families' dedication to the education of their children. However a reporting error from the previous year shows our rates in the Red category due to an apparent significant increase in absences. Our system has been adjusted and reporting will be accurate from now on.

2. Students with disabilities show a higher rate of chronic absenteeism than any other group. Chronic absenteeism should be discussed in IEP meetings for our students with disabilities and possibly included as a goal on the IEP.

3. African American students show higher rates of chronic absenteeism than other groups. Our AAPAC could be a support in this area.
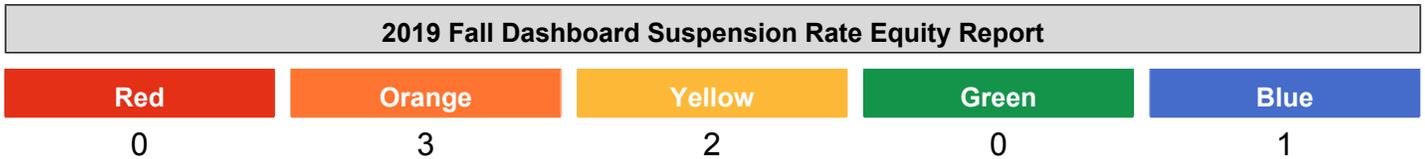
School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	3	2	0	1

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	
1.2	1.1	
Increased +0.9	Increased +0.7	
745	278	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Blue
Less than 11 Students - Data Not Displayed for Privacy	1	0
6	Increased +0.7	Maintained 0
	572	60

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Orange	No Performance Color	No Performance Color	No Performance Color
2.9	Less than 11 Students - Data	Less than 11 Students - Data	Less than 11 Students - Data
	1	8	9
Increased +2.9			
34			

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color	No Performance Color	Orange
1	0	Less than 11 Students - Data	2.4
		10	
Increased +0.7	30		Increased +2.4
611			42

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.3	1.2

Conclusions based on this data:

1. Overall, the rate of suspension of TECA students remains very low, indicating a good school climate. However an overall increase in suspensions exists and should be continued to be observed in the following year.

2. Rate of suspension for White and African American students increased more than other student groups.

3. A look at our internal behavior management may help to determine reasons for an increase in suspensions.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Schoolwide ELA Achievement

LEA/LCAP Goal

Students in Grades TK – 8 including Students with Disabilities, English Language Learners, Low Income and Foster Youth make significant progress in meeting and exceeding grade level proficiency in English Language Arts (ELA)

Goal 1

Students in Grades TK – 8 including Students with Disabilities, English Language Learners, Low Income and Foster Youth make significant progress in meeting and exceeding grade level proficiency in English Language Arts (ELA)

Identified Need

TECA has seen steady growth in our ELA data over the years, however the growth has not been significant enough to propel students to the next achievement level each year. As a result, we would like to continue to focus on this area to see if we can increase the amount of annual growth for each child.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	(18-19) 43% of students Met or Exceeded Standards on CAASPP ELA (18-19) CA Dashboard level Orange.	50% of students will Meet or Exceed Standards on the 20-21 CAASPP ELA The ELA indicator on the 2021 CA Dashboard will be Yellow.
MAP Reading	(19-20) 40% met the norm RIT score on the MAP NWEA Reading Assessment in the Winter administration	45% of students will meet the RIT norm on the MAP NWEA Reading Assessment in the Spring administration
IRLA (English)	(19-20) 49% of students reading At level on the IRLA Fall Administration *No data for End of Year 19-20 due to COVID-19 school closures	Fall goal: 55% of students reading At level on the IRLA Fall Administration End of Year goal: 70% of students reading At level on the IRLA by the end of the year.
ENIL (Spanish)	80% of students assessed with the ENIL during the Fall Assessment	100% of students in the Dual Language Program are

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	*No baseline End of year data due to COVID-19 school closures.	assessed with the ENIL during the school year. End of Year goal: 70% of students reading At level on the ENIL by the end of the year.
Report Card Data	*no baseline data due to grading changes from COVID-19	80% of students will receive a grade indicating they are approaching/meeting standards in ELA by Quarter 3 in grades K, 3, 5, 8. 90% of students will show growth from q1 to q4 in ELA standards in grades K, 3, 5, 8.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All TK-8 students

Strategy/Activity

GOAL 1, Action 1: CCSS instructional program: TK-8 grade teachers will implement a Common Core State Standards driven balanced literacy instructional program for all students with fidelity.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
534,735	General Fund 1000-1999: Certificated Personnel Salaries Classroom Teachers
36,198	Quality Education Investment Act (QEIA) 1000-1999: Certificated Personnel Salaries Classroom Teachers
20,000	Quality Education Investment Act (QEIA) 1000-1999: Certificated Personnel Salaries

Amount(s)	Source(s)
	Benefits for Classroom Teachers (STRS, Health, Payroll Taxes)
79,154	General Fund 1000-1999: Certificated Personnel Salaries All Teachers on Special Assignment
113,557	General Fund 1000-1999: Certificated Personnel Salaries School Site Administrators
393,326	General Fund 3000-3999: Employee Benefits Benefits for Certificated Staff (STRS, Health, Payroll Taxes)
1,643	General Fund 4000-4999: Books And Supplies Great Minds Wit and Wisdom Curriculum Materials for 6th Grade ELA
619	CARES Act 4000-4999: Books And Supplies TK-2 Online Learning Platform- Seesaw- to allow younger students to access content using Learning Loss Mitigation Fund
5,500	Lottery: Instructional Materials 4000-4999: Books And Supplies Core Curriculum Consumables
2,000	General Fund 4000-4999: Books And Supplies History Alive Social Studies Curriculum

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All TK-8 students

Strategy/Activity

GOAL 1, Action 2: Reading Assessments: TK-8 grade teachers will use the IRLA and MAP to assess all students and plan for differentiated instruction.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,050	General Fund 5800: Professional/Consulting Services And Operating Expenditures

	Student Benchmark Testing through NWEA MAP
1,050	CARES Act 5800: Professional/Consulting Services And Operating Expenditures Student Benchmark Testing through NWEA MAP to assess learning loss due to COVID-19 Learning Loss Mitigation Fund
4,184	General Fund 5800: Professional/Consulting Services And Operating Expenditures Progress Monitoring for targeted instruction based on data using the Infinite Campus and MMARS systems. Data will be loaded into school systems to support continual review and monitoring.
8,734	CARES Act 4000-4999: Books And Supplies Paper and reproduction costs Learning Loss Mitigation Fund
4,000	General Fund 4000-4999: Books And Supplies Paper and reproduction costs
8,750	CARES Act 4000-4999: Books And Supplies Classroom Materials and Supplies
8,750	General Fund 4000-4999: Books And Supplies Classroom Materials and Supplies
6,000	General Fund 5800: Professional/Consulting Services And Operating Expenditures Student Benchmark Testing in Reading through American Reading Company IRLA

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students not reaching academic level thresholds.

Strategy/Activity

GOAL 1, Action 3: RTI Support: Expand intervention for students who do not reach academic levels and include primary language

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
100,021	Title I 1000-1999: Certificated Personnel Salaries Teachers on Special Assignment working with Tier 2 Students
15,063	Title I 3000-3999: Employee Benefits Teachers on Special Assignment working with Tier 2 Students- STRS Benefits
5,000	Title I 4000-4999: Books And Supplies Learning Ally

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All TK-8 students

Strategy/Activity

GOAL 1, Action 4: Guided Reading: Implement school-wide and classroom Guided Reading Libraries.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
8,400	General Fund 4000-4999: Books And Supplies American Reading Company Classroom Libraries
957	General Fund 4000-4999: Books And Supplies Follet School Solutions Classroom Library Systems
4,750	Title II Part A: Improving Teacher Quality 1000-1999: Certificated Personnel Salaries Mentor Teacher Stipends to provide support to all teachers in implementing strategies.

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students grades TK-4

Strategy/Activity

Goal 1, Action 5: Phonics Curriculum: Implement an aligned phonemic awareness and phonics curriculum for tiered instruction with professional development for TK-3

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
12,000	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Fundations Wilson Learning Phonics Curriculum extended through 3rd and 4th grade and RTI
1,372	General Fund 4000-4999: Books And Supplies Fundations Wilson Learning Student Packets for Kindergarten
6,000	General Fund 4000-4999: Books And Supplies Senderos Language Arts English and Spanish-Phonemic Awareness

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students needing additional support

Strategy/Activity

Goal 1, Action 6: Supplemental Tutoring: Provide supplemental Language Arts support through before and after school tutoring in partnership with Extended Day Program

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000	General Fund 2000-2999: Classified Personnel Salaries Extended Day Program Academic Classified Support
13,250	General Fund 1000-1999: Certificated Personnel Salaries

	Extended Day Program Admin Classified Support
88,779	After School and Education Safety (ASES) 5000-5999: Services And Other Operating Expenditures ASES Grant paid to third party service provider to support TECA students after school
1,200	Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures Outside consultant to provide a Needs Assessment to our community to support the development of a CSI plan that will address needs of our student achievement, teacher development, and parent resources to support our whole community.
6,000	Comprehensive Support and Improvement (CSI) 2000-2999: Classified Personnel Salaries Additional Tutoring to provide academic support to students most at-risk.

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All TK-8 students

Strategy/Activity

Goal 1, Action 7: Online Supplemental Supports: Provide online supplemental supports for literacy and content area learning

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,461	General Fund 4000-4999: Books And Supplies Edmentum Online Software for Students to Apply Learning
13,141	General Fund 4000-4999: Books And Supplies Online subscriptions to support students in applying learning (BrainPop, RAZ, Pebble, Newsela, Flocabulary)
9,612	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries

	Online Learning Coordinator to support Math instruction in CSI plan by supporting teachers
30,133	CARES Act 4000-4999: Books And Supplies SHI Chromebook Licenses for Student Use and Student Chromebooks to allow access to online learning for all students
375	General Fund 4000-4999: Books And Supplies Keyboarding Without Tears to support online development
1,000	General Fund 4000-4999: Books And Supplies Microsoft Software Licenses for Student Use
105	CARES Act 4000-4999: Books And Supplies Great Minds Wit and Wisdom Online subscriptions
55,000	CARES Act 4000-4999: Books And Supplies Laptops for Teachers for collaboration, lesson planning and development, and professional development use.
5,000	General Fund 4000-4999: Books And Supplies Additional student hardware to allow all students to access content (keyboards, audio/visual materials, headphones, chargers)
600	CARES Act 5000-5999: Services And Other Operating Expenditures Instructional Zoom platform subscriptions using Learning Loss Mitigation Fund

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students grades 4-8

Strategy/Activity

Goal 1, Action 8: Smaller Class Sizes: Implement class size reduction in grades 4-8.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Reduce class size in grades 4-8 from 32 to 30 ratio through attrition and enrollment to support student learning and climate.

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All TK-8 students

Strategy/Activity

Goal 1, Action 9: Balanced Literacy: Implement balanced approach to literacy: Readers and Writers Workshop. Additional cross curricular focus to support development in non-fiction reading (4-8).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000	General Fund 4000-4999: Books And Supplies Spanish Dual Language Program Expansion Literature to support student reading
5,000	General Fund 5000-5999: Services And Other Operating Expenditures Novels for Upper Elementary Novel Study
1,500	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Educational Reading Games to be accessed by students needing additional literacy support
1,769	CARES Act 5000-5999: Services And Other Operating Expenditures Hotspots provided to students needing additional internet support to access all learning.
3,231	General Fund 5000-5999: Services And Other Operating Expenditures Hotspots provided to students needing additional internet support to access all learning.
4,750	Title II Part A: Improving Teacher Quality 1000-1999: Certificated Personnel Salaries

	Mentor Teacher Stipends to provide support to all teachers in implementing strategies.
1,114	Title IV Part A: Student Support and Academic Enrichment 4000-4999: Books And Supplies Edmentum ELA Library Licenses

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

While heavily impacted by the new reality of distance learning as a result of the COVID-19 pandemic, TECA has made great strides over the last year to improve student achievement, support teachers, and connect with and build on our community partnerships with parents and surrounding community. The majority of actions within this goal were able to be modified and implemented to continue to support TECA students and their families. While some specific to a physical presence in school needed to be adapted to a type of support accessible on the online platform. We have seen progress on student achievement and parent involvement, regardless of this significant setback the pandemic has provided us with.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

In light of the pandemic, the school redirected the budgeted expenditures to support both administrative and instructional distance learning needs in areas of technology hardware, software, and student access to technology. Prior to the pandemic our school's had adopted a technology plan to purchase technology equipment over a period of 3 year. Due to covid-19, we were faced with the need to encumber all technology expenditures in the current year. Schoolwide subscriptions were purchased for all school staff to set them up for remote work and Instructional age appropriate platform subscriptions were purchased for students. Our curriculum purchases included both hard copy curriculum as well as online platforms and subscription add ons to supplement student learning and remote instruction. Classroom supplies were sent home to students and distributed to parents on a weekly basis. Teachers' instructional resources were sent home to them. Some of the add on and supplemental online subscriptions for students include math, ELA, and library licenses.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to restrictions of COVID-19 and the adaptive online learning platform, several modifications were made to the strategies and activities of this goal. For example, any materials that typically would be provided on-site such as printed materials and supplies for students have been adjusted to the online platform with the addition of online supplemental supports. In addition, technology became an additional expense that was unexpected and adjusted the nature of student work to this

platform. Finally, teacher support from mentors, coaches, and admin has shifted slightly to incorporate support in teaching in the digital platform.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Schoolwide Math Achievement

LEA/LCAP Goal

All students in grades TK – 8 including Students with Disabilities, English Language Learners, Low Income and Foster Youth make significant progress in meeting and exceeding grade level proficiency in mathematics.

Goal 2

All students in grades TK – 8 including Students with Disabilities, English Language Learners, Low Income and Foster Youth make significant progress in meeting and exceeding grade level proficiency in mathematics.

Identified Need

TECA's math achievement level initially showed some progress and recently we have seen a downward shift. We would like to look into our data and community's feedback to identify a root cause for this issue and address our students' needs to propel them into increased achievement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math	(18-19) 29% of students Met/Exceeded standards on the CAASPP Math (18-19) CA Dashboard level Orange.	40% of students will Meet or Exceed standards on the CAASPP Math during the 20-21 school year. The indicator for Math achievement on the 2021 CA Dashboard will be Yellow.
MAP Mathematics	(19-20) 25% of students met Norm RIT score during the Winter test administration	30% of students will meet Norm RIT score during the Winter test administration in the 20-21 school year. (now Spring due to shift in testing windows) administration
Report Card Data	Percentage of students approaching/meeting in q3 K- not available yet 3rd- 72% 5th- 99% 8th- not available yet No data through Q4 due to COVID closures.	80% of students will receive a grade indicating they are approaching/meeting standards in Math by Quarter 3.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		90% of students will show growth from q1 to q4 in Math standards.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All TK-8th Grade Students

Strategy/Activity

GOAL 2, Action 1: CCSS-driven Instructional Program: TK-8 grade teachers will implement a Common Core States Standards driven program following CCSS math practices, including math talks, for all students with fidelity.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
534,735	General Fund 1000-1999: Certificated Personnel Salaries Classroom Teachers
36,198	Quality Education Investment Act (QEIA) 1000-1999: Certificated Personnel Salaries Classroom Teachers
20,000	Quality Education Investment Act (QEIA) 3000-3999: Employee Benefits Benefits for Classroom Teachers (STRS, Health, Payroll Taxes)
79,154	General Fund 1000-1999: Certificated Personnel Salaries All Teachers on Special Assignment
113,557	General Fund 1000-1999: Certificated Personnel Salaries School Site Administrators
393,326	General Fund 3000-3999: Employee Benefits Benefits for Certificated Staff (STRS, Health, Payroll Taxes)
10,010	General Fund

Amount(s)	Source(s)
	4000-4999: Books And Supplies 6th-8th Grade Math Curriculum- Houghton Mifflin
990	CARES Act 4000-4999: Books And Supplies 8th Grade Math Curriculum- The Blue Duck
619	CARES Act 4000-4999: Books And Supplies TK-2 Online Learning Platform- Seesaw- to allow younger students to access content using Learning Loss Mitigation Fund
7,436	CARES Act 4000-4999: Books And Supplies SHI Chromebook Licenses for Student Use

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All TK-8th Grade Students

Strategy/Activity

GOAL 2, Action 2: Math Assessments: TK-8 grade teachers will use unit assessments, exit tickets and student work samples to assess all students and plan for differentiated instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,050	General Fund 5800: Professional/Consulting Services And Operating Expenditures Student Benchmark Testing through NWEA MAP
1,050	CARES Act 5800: Professional/Consulting Services And Operating Expenditures Student Benchmark Testing through NWEA MAP to assess learning loss due to COVID-19 Learning Loss Mitigation Fund
4,184	General Fund 5800: Professional/Consulting Services And Operating Expenditures Progress Monitoring for targeted information based on data using the Infinite Campus and MMARS systems. Data will be loaded into

	school systems to support continual review and monitoring.
4,000	CARES Act 4000-4999: Books And Supplies Paper and reproduction costs Learning Loss Mitigation Fund
8,734	General Fund 4000-4999: Books And Supplies Paper and reproduction costs
8,750	CARES Act 4000-4999: Books And Supplies Classroom Materials and Supplies
8,750	General Fund 4000-4999: Books And Supplies Classroom Materials and Supplies

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All TK-8th Grade Students

Strategy/Activity

GOAL 2, Action 3: Understanding By Design: Utilize an Understanding by Design approach to lesson planning

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,750	Title II Part A: Improving Teacher Quality 1000-1999: Certificated Personnel Salaries Mentor Teacher Stipends to provide support to all teachers in implementing strategies.
28,559	General Fund 1000-1999: Certificated Personnel Salaries Teacher extended hours to support implementation of strategies

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All TK-8th Grade Students

Strategy/Activity

GOAL 2, Action 4: Online Supplemental Supports: Provide online supplemental supports for mathematics that is differentiated according to student level

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,461	General Fund 4000-4999: Books And Supplies Edmentum Online Software for Students to Apply Learning
10,015	General Fund 4000-4999: Books And Supplies Online subscriptions to support students in applying learning (Dreambox, IXL, BrainPop, KWT)
1,000	General Fund 4000-4999: Books And Supplies Microsoft Software Licenses for Student Use
22,697	CARES Act 4000-4999: Books And Supplies Student Chromebooks to allow access to online learning for all students
55,000	CARES Act 4000-4999: Books And Supplies Laptops for Teachers for collaboration, lesson planing and development, and professional development use.
5,000	General Fund 4000-4999: Books And Supplies Additional student hardware to allow all students to access content (keyboards, audio/visual materials, headphones, chargers)
600	CARES Act 5000-5999: Services And Other Operating Expenditures Instructional Zoom platform subscriptions using Learning Loss Mitigation Fund
5,025	General Fund 5800: Professional/Consulting Services And Operating Expenditures Hotspots provided to students needing additional internet support to access all learning.
1,114	Title IV Part A: Student Support and Academic Enrichment

	4000-4999: Books And Supplies Edmentum Math Library Licenses

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

TK-8th grade students needing additional supports (RTI)

Strategy/Activity

GOAL 2, Action 5: Math RTI: Intervention for students who do not reach academic levels in Math– RTI

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
100,021	Title I 1000-1999: Certificated Personnel Salaries Teachers on Special Assignment working with Tier 2 Students
15,063	Title I 3000-3999: Employee Benefits Teachers on Special Assignment working with Tier 2 Students- STRS Benefits

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students TK-8th grade

Strategy/Activity

GOAL 2, Action 6: Performance Tasks: Regularly scheduled schoolwide performance tasks

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
28,559	General Fund 1000-1999: Certificated Personnel Salaries Teacher extended hours to develop schoolwide use of Performance Task lessons
4,750	Title II Part A: Improving Teacher Quality 1000-1999: Certificated Personnel Salaries

	Mentor Teacher Stipends to support schoolwide use of Performance Task lessons

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students needing additional support TK-8th grade

Strategy/Activity

GOAL 2, Action 7: Math Tutoring: Provide supplemental Math support through before and after school tutoring in partnership with Extended Day Program.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000	General Fund 2000-2999: Classified Personnel Salaries Extended Day Program Academic classified support
13,250	General Fund 1000-1999: Certificated Personnel Salaries Extended Day Program Academic Admin support
88,779	After School and Education Safety (ASES) 5000-5999: Services And Other Operating Expenditures ASES Grant paid to third party service provider to support TECA students after school

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students in 4th-8th grades

Strategy/Activity

GOAL 2, Action 8: Smaller Class Sizes: Implement class size reduction in grades 4-8.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

| | Reduce class size in grades 4-8 from 32 to 30 ratio through attrition and enrollment to support student learning and climate. |

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Goal 3, Action 9 Additional Math teachers provide student support, coaching and professional learning opportunities

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	General Fund 1000-1999: Certificated Personnel Salaries STEAM TSA will work with administrators to plan and facilitate and provide professional development and coaching to TK-3 teachers. (embedded in previous TSA line item)
2,000	General Fund 4000-4999: Books And Supplies STEAM TSA Materials
9,612	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Online Learning Coordinator to support Math instruction in CSI plan by supporting teachers
1,000	CARES Act 4000-4999: Books And Supplies FOSS Online Science Programming to support STEAM program
6,000	Comprehensive Support and Improvement (CSI) 2000-2999: Classified Personnel Salaries Additional tutoring support in Math to students most at risk for learning loss.

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Goal 2: Action 10: Math Consultant: Work with a math consultant to support general math practices at TECA (CSI)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
17,728	Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures Partner with outside consultant specializing in Math achievement to support student growth
1,200	Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures Outside consultant to administer a Needs Assessment to TECA community to build and develop CSI plan to support areas of Math, ELA, Parent Engagement, and Teacher Quality

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Goal 2, Action 11: Materials: Purchase of math manipulatives and educational games to support hands on student learning and real life application. (CSI)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7,000	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Math Manipulatives to be accessed by students needing additional math support
1,500	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Educational Math Games to be accessed by students needing additional math support

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

While heavily impacted by the new reality of distance learning as a result of the COVID-19 pandemic, TECA has made great strides over the last year to improve student achievement, support teachers, and connect with and build on our community partnerships with parents and surrounding community. The majority of actions within this goal were able to be modified and implemented to continue to support TECA students and their families. While some specific to a physical presence in school needed to be adapted to a type of support accessible on the online platform. We have seen progress on student achievement and parent involvement, regardless of this significant setback the pandemic has provided us with.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

In light of the pandemic, the school redirected the budgeted expenditures to support both administrative and instructional distance learning needs in areas of technology hardware, software, and student access to technology. Prior to the pandemic our school's had adopted a technology plan to purchase technology equipment over a period of 3 year. Due to covid-19, we were faced with the need to encumber all technology expenditures in the current year. Schoolwide subscriptions were purchased for all school staff to set them up for remote work and Instructional age appropriate platform subscriptions were purchased for students. Our curriculum purchases included both hard copy curriculum as well as online platforms and subscription add ons to supplement student learning and remote instruction. Classroom supplies were sent home to students and distributed to parents on a weekly basis. Teachers' instructional resources were sent home to them. Some of the add on and supplemental online subscriptions for students include math, ELA, and library licenses.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to restrictions of COVID-19 and the adaptive online learning platform, several modifications were made to the strategies and activities of this goal. For example, any materials that typically would be provided on-site such as printed materials and supplies for students have been adjusted to the online platform with the addition of online supplemental supports. In addition, technology became an additional expense that was unexpected and adjusted the nature of student work to this platform. Finally, teacher support from mentors, coaches, and admin has shifted slightly to incorporate support in teaching in the digital platform.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English Learner Proficiency

LEA/LCAP Goal

English Learner students make significant progress in English Language Development and on reclassification as English proficient

Goal 3

English Learner students make significant progress in English Language Development and on reclassification as English proficient

Identified Need

Our English Learner students have been showing great growth and our achievement gap has begun to close. We would like to continue this trajectory to reduce this gap even further.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification Data	(19-20) 11% of EL students met academic and language criteria to be reclassified from EL designation to Fluent English Proficient.	15% of EL students will meet academic and language criteria to be reclassified from EL designation to Fluent English Proficient.
ELPI	57.1%, which indicates a HIGH level, of EL students are making progress towards English language proficiency according to the English Learner Proficiency Indicator in the 2019 CA Dashboard.	Maintain High level (55%-65%) of EL students making progress towards English language proficiency according to the ELPI on the 2021 CA Dashboard.
CAASPP Reading	(18-19) 14% of EL students Met or Exceeded standards on the CAASPP ELA. (18-19) CA Dashboard level Orange.	19% of EL students will Meet or Exceed Standards on the CAASPP ELA in the 20-21 school year. The indicator for the CA Dashboard for EL student ELA academic achievement will be Yellow.
MAP Reading	(19-20) 1 RIT more growth than overall growth	Continue to grow 1 RIT more than general to work towards closing the achievement gap

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		between non-EL and EL students.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All EL Students TK-8th Grade

Strategy/Activity

GOAL 3, Action 1: Implement designated ELD for a minimum of 30 minutes daily and integrated ELD throughout all instructional minutes in TK-8.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
534,735	General Fund 1000-1999: Certificated Personnel Salaries Teachers in grades TK-8 will provide differentiated designated ELD by proficiency levels for the minimum required 30 minutes daily using one of our approved models, and will have articulated language objectives for all lessons/units of study.
36,198	Quality Education Investment Act (QEIA) 1000-1999: Certificated Personnel Salaries Teachers in grades TK-8 will provide differentiated designated ELD by proficiency levels for the minimum required 30 minutes daily using one of our approved models, and will have articulated language objectives for all lessons/units of study.
43,697	General Fund 1000-1999: Certificated Personnel Salaries Administration support to ensure all EL students receive ELD instruction to support their English Language Development
9,612	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Distance Learning Coordinator to provide support to all teachers in the Distance Learning

	environment to help ensure EL students receive the support needed as they develop their language skills
4,975	Title IV Part A: Student Support and Academic Enrichment 5800: Professional/Consulting Services And Operating Expenditures Hotspots provided to students needing additional internet support to access all learning.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All EL Students TK-2nd Grade

Strategy/Activity

GOAL 3, Action 2: Implement an aligned phonemic ELD curriculum for tiered instruction with professional development for TK-2

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,289	CARES Act 4000-4999: Books And Supplies McGraw Hill Wonders ELD Curriculum Materials and Subscription for EL students in lower elementary
1,879	Title III 4000-4999: Books And Supplies Great Minds Wit and Wisdom Curriculum for EL student support in 6th Grade ELA
932	Title III 4000-4999: Books And Supplies Classroom Materials to support ELD
	Senderos Phonemic Awareness Curriculum Support (embedded in ELA goal for budgetary purposes)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL Students TK-8th Grade needing additional support

Strategy/Activity

GOAL 3, Action 3: EL Small Group Intervention: Provide individual and small group intervention for targeted ELs.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
20,667	Title III 1000-1999: Certificated Personnel Salaries DL/EL coordinator will identify and keep an updated roster of all EL students by classroom, grade level and proficiency level and support students in small groups
5,425	Title III 3000-3999: Employee Benefits Benefits (STRS, Health, Etc.) for DL/EL coordinator will identify and keep an updated roster of all EL students by classroom, grade level and proficiency level and support students in small groups
17,424	General Fund 1000-1999: Certificated Personnel Salaries Resident Sub to provide assessment to EL students to gather data in order to inform intervention supports for teachers and EL coordinator.
4,128	General Fund 3000-3999: Employee Benefits Benefits (Health and Payroll taxes) for Resident Sub to provide assessment to EL students to gather data in order to inform intervention supports for teachers and EL coordinator.
1,050	General Fund 5800: Professional/Consulting Services And Operating Expenditures Student Benchmark Testing through NWEA MAP to assess learning loss due to COVID-19 Learning Loss Mitigation Fund
1,050	CARES Act 5800: Professional/Consulting Services And Operating Expenditures Student Benchmark Testing through NWEA MAP to assess learning loss due to COVID-19 and inform EL intervention
4,184	General Fund

	5800: Professional/Consulting Services And Operating Expenditures Progress Monitoring for targeted information based on data using the Infinite Campus and MMARS systems. Data will be loaded into school systems to support continual review and monitoring.

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL Students TK-8th Grade needing additional support

Strategy/Activity

GOAL 3, Action 4: EL Tutoring: Provide tutoring for students who are identified for English Learner services and supports that are not meeting benchmark goals/expectations before and after school.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

	Data coordinator will distribute annual monitoring tool with data for all EL students.Teachers will complete a monitoring tool for their EL students and identify students who would benefit from before and after school tutoring. Dual language/EL coordinator will organize tutoring in partnership with the Extended Day Program to EL students enrolled in the Extended Day Program (ASES grant funds distributed directly to third party provider)
	Balanced Educational Program Certificated Staff support to Extended Day Program
	Balanced Educational Program Administration support to Extended Day Program

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL Students TK-8th Grade needing additional support

Strategy/Activity

GOAL 3, Action 5: RTI Primary Language Support: Intervention in primary language for students who do not reach academic levels – RTI

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Data coordinator and DL/EL - RTI coordinator will identify students who are newcomers, relative newcomers and LTELs. Intervention team will provide individual and small group intervention to identified students.
630	Title III 4000-4999: Books And Supplies Brain Pop in Espanol to support EL development with primary language supports

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

While heavily impacted by the new reality of distance learning as a result of the COVID-19 pandemic, TECA has made great strides over the last year to improve student achievement, support teachers, and connect with and build on our community partnerships with parents and surrounding community. The majority of actions within this goal were able to be modified and implemented to continue to support TECA students and their families. While some specific to a physical presence in school needed to be adapted to a type of support accessible on the online platform. We have seen progress on student achievement and parent involvement, regardless of this significant setback the pandemic has provided us with.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

In light of the pandemic, the school redirected the budgeted expenditures to support both administrative and instructional distance learning needs in areas of technology hardware, software, and student access to technology. Prior to the pandemic our school's had adopted a technology plan to purchase technology equipment over a period of 3 year. Due to covid-19, we were faced with the need to encumber all technology expenditures in the current year. Schoolwide

subscriptions were purchased for all school staff to set them up for remote work and Instructional age appropriate platform subscriptions were purchased for students. Our curriculum purchases included both hard copy curriculum as well as online platforms and subscription add ons to supplement student learning and remote instruction. Classroom supplies were sent home to students and distributed to parents on a weekly basis. Teachers' instructional resources were sent home to them. Some of the add on and supplemental online subscriptions for students include math, ELA, and library licenses.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to restrictions of COVID-19 and the adaptive online learning platform, several modifications were made to the strategies and activities of this goal. For example, any materials that typically would be provided on-site such as printed materials and supplies for students have been adjusted to the online platform with the addition of online supplemental supports. Small group and individual support is all provided in the online setting. In addition, technology became an additional expense that was unexpected and adjusted the nature of student work to this platform. Finally, any assessments provided to monitor the growth of EL students is now being conducted in the online setting to allow us to continually measure progress, while staying safe and in compliance of state and county guidelines.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Achievement for Students with Individualized Learning Plans (Special Education)

LEA/LCAP Goal

Students receiving Special Education services and supports will progress towards meeting their goals indicated in their IEP.

Goal 4

Students receiving Special Education services and supports will progress towards meeting their goals indicated in their IEP.

Identified Need

An achievement gap exists between our students with IEPs and our general population. We would like to address this gap in order to begin to reduce this difference in achievement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	(18-19) 5% of students with IEPs Met or Exceeded Standards on the CAASPP ELA and 0% on Math. ELA (18-19) CA Dashboard level Red. Math (18-19) CA Dashboard level Red.	10% of students with IEPs will Meet or Exceed Standards on the CAASPP ELA and 5% on Math during the 20-21 school year. The Student Academic Achievement Indicator ELA for students with disabilities on the CA Dashboard in 2021 will be Orange. The Student Academic Achievement Indicator for Math for students with disabilities on the CA Dashboard in 2021 will be Orange.
MAP	(19-20) Students with IEPs grew 2 points less than the overall school population from Fall to Winter in math and 0.2 points less in reading.	Students with IEPs will increase their RIT point growth from Fall to Winter by the same or greater value than the overall school population to work towards closing this achievement gap.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
IEP Goal Completion Rate	100% of students with IEPs made progress towards their goals with their SPED support provider 50% of students with IEPs met at least half of their IEP annual goals.	100% of students with IEPs will continue to make progress with support provider 60% of students with IEPs will meet at least half of their IEP annual goals.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students with an IEP

Strategy/Activity

GOAL 4, Action 1: Accessible Content in an Inclusive Setting: Provide access to core content with specialized academic instruction and related services included in the general class

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
523,338	General Fund 1000-1999: Certificated Personnel Salaries Classroom teachers will provide quality instruction and support the IEP goals of students with special needs.
36,198	Quality Education Investment Act (QEIA) 1000-1999: Certificated Personnel Salaries Classroom teachers will provide quality instruction and support the IEP goals of students with special needs.
161,488	Special Education 1000-1999: Certificated Personnel Salaries SPED Teachers providing intervention according to IEP goals
93,647	Special Education 3000-3999: Employee Benefits

Amount(s)	Source(s)
	Benefits (STRS, Health, etc) for SPED Teachers and SPED Paraprofessionals providing intervention according to IEP goals
129,924	Special Education 2000-2999: Classified Personnel Salaries SPED Paraprofessionals providing intervention according to IEP goals
3,082	Special Education 4000-4999: Books And Supplies Curriculum Materials and Instructional Supplies
116,482	Special Education 5800: Professional/Consulting Services And Operating Expenditures SPED Service Providers- outside contractors
5,000	General Fund 5800: Professional/Consulting Services And Operating Expenditures Hotspots provided to students needing additional internet support to access all learning.

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students with an IEP

Strategy/Activity

GOAL 4, Action 2: Performance Indicator Review: Implement improvement action plan for improving services and supports to students with IEPs

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
45,000	Special Education 1000-1999: Certificated Personnel Salaries Admin Support for oversight of PIR plan implementation and SPED compliance
7,836	Special Education 5800: Professional/Consulting Services And Operating Expenditures SELPA Admin Fees to provide oversight and support

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students with an IEP

Strategy/Activity

GOAL 4, Action 3: Provide professional development to instructional staff on inclusive practices and UDL.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	5800: Professional/Consulting Services And Operating Expenditures Teachers, Principal, Assistant Principals, Instructional Coaches and Special Education Teachers will plan at least two professional development sessions each year to support inclusive practices and UDL implementation. UDL will be an embedded focus during content area professional development throughout the year. Costs are embedded in our PD goal.
7,836	Special Education 5800: Professional/Consulting Services And Operating Expenditures SELPA Admin Fees to provide oversight and support, including professional development services

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students with an IEP

Strategy/Activity

GOAL 4, Action 4: Monitoring of Interventions: Close monitoring of tiered interventions and processes

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Special Education 5800: Professional/Consulting Services And Operating Expenditures

	Admin Support for oversight of interventions implementation and SPED compliance
9,612	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Online Learning Coordinator to provide support and oversight to ensure students with IEPs participating in Distance Learning receive supports needed.
1,050	CARES Act 5800: Professional/Consulting Services And Operating Expenditures NWEA Benchmark Testing to provide regular academic data from SPED students to their teachers and support providers to adjust interventions as needed.
1,050	General Fund 5800: Professional/Consulting Services And Operating Expenditures NWEA Benchmark Testing to provide regular academic data from SPED students to their teachers and support providers to adjust interventions as needed.
4,184	General Fund 5800: Professional/Consulting Services And Operating Expenditures MMARS and Infinite Campus to provide a student data system where all staff can access updated information about students to provide the highest level of support.

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students with an IEP who speak Spanish

Strategy/Activity

GOAL 4, Action 5: Primary language supports

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Bilingual SPED teachers, paraprofessionals, and outside service providers will provide

	primary language supports when thought to be in the best interest in the students and in accordance with their IEP goals. (budgeted in staffing)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students with an IEP

Strategy/Activity

GOAL 4, Action 6: Biannual review of progress toward IEP for SPED students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
100,754	Special Education 1000-1999: Certificated Personnel Salaries School Counselors will closely monitor the SST process and Tiered supports to ensure student success.

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

While heavily impacted by the new reality of distance learning as a result of the COVID-19 pandemic, TECA has made great strides over the last year to improve student achievement, support teachers, and connect with and build on our community partnerships with parents and surrounding community. The majority of actions within this goal were able to be modified and implemented to continue to support TECA students and their families. While some specific to a physical presence in school needed to be adapted to a type of support accessible on the online platform. We have seen progress on student achievement and parent involvement, regardless of this significant setback the pandemic has provided us with.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

In light of the pandemic, the school redirected the budgeted expenditures to support both administrative and instructional distance learning needs in areas of technology hardware, software,

and student access to technology. Prior to the pandemic our school's had adopted a technology plan to purchase technology equipment over a period of 3 year. Due to covid-19, we were faced with the need to encumber all technology expenditures in the current year. Schoolwide subscriptions were purchased for all school staff to set them up for remote work and Instructional age appropriate platform subscriptions were purchased for students. Our curriculum purchases included both hard copy curriculum as well as online platforms and subscription add ons to supplement student learning and remote instruction. Classroom supplies were sent home to students and distributed to parents on a weekly basis. Teachers' instructional resources were sent home to them. Some of the add on and supplemental online subscriptions for students include math, ELA, and library licenses.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to restrictions of COVID-19 and the adaptive online learning platform, several modifications were made to the strategies and activities of this goal. For example, any materials that typically would be provided on-site such as printed materials and supplies for students have been adjusted to the online platform with the addition of online supplemental supports. Small group and individual support is all provided in the online setting. Finally, any assessments provided to monitor the growth of SPED students is now being conducted in the online setting to allow us to continually measure progress, while staying safe and in compliance of state and county guidelines.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Parent Empowerment and Engagement

LEA/LCAP Goal

Fully engage and empower all parents, guardians, and caregivers to advocate for and support their TK-8 learners.

Goal 5

Fully engage and empower all parents, guardians, and caregivers to advocate for and support their TK-8 learners.

Identified Need

We know that parental involvement is critical to student success. TECA has a strong focus on involving parents in the decision making process to guide school development and has goals to continue this progress.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Family Attendance at School Events	No Baseline due to school closures from COVID-19	Families will attend virtual school events as able to.
Parent Satisfaction on Survey	*Currently not available 19-20 due to school closures from COVID-19 18-19 86% of TECA families reported being happy with the level of their students' education in 18-19.	86% of TECA families will report being happy with their level of their students' education in 20-21.
Student Information System (SIS) Parent Portal	29% of 6th-8th Parents utilizing the parent portal to view student data 30% of families schoolwide have access to portal	40% of 6-8 parents will utilize the student information system parent portal to view student data. 100% of TECA families will have access to the student information system parent portal.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

GOAL 5, Action 1: Administer annual school and district parent, guardian and caregiver satisfaction survey to be shared with stakeholders.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Continue to refine the school survey to be administered annually in the Spring. Share results of the survey with stakeholder groups in the Spring (if feasible) and the fall. Use data to continue to explore improved methods for increasing parent, guardian and caregiver engagement and satisfaction.
2,100	Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures Survey Creation by Outside Consultant
	General Fund 0000: Unrestricted In house Translations
1,200	Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures Outside consultant to provide a Needs Assessment to our community to support the development of a CSI plan that will address needs of our student achievement, teacher development, and parent resources to support our whole community.
300	General Fund 5900: Communications Zoho survey platform to support online survey use during distance learning.

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

GOAL 5, Action 2: Parent Committee Engagement
Engage parents, guardians and caregivers of EL students in ELAC.
Engage parents, guardians and caregivers of African American students in AAPAC.
Engage parents, guardians and caregivers of all students in PTA.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6,214	2000-2999: Classified Personnel Salaries Recruit parents of AA, EL, and other students to participate in monthly meetings with support of Parent Liaison
	General Fund 1000-1999: Certificated Personnel Salaries Utilize support from TSA for EL and Dual Language and Data/Reporting Coordinator to attend meetings and provide parents with information.
4,803	General Fund 3000-3999: Employee Benefits Benefits for Parent Liaison
2,000	General Fund 0000: Unrestricted Hold drawings to provide incentives for parents who participate in activities.
139	General Fund 5900: Communications Utilize Bright Arrow service to encourage family attendance
100	CARES Act 5900: Communications Zoom platform subscription for Parent Meetings
	General Fund 0000: Unrestricted

	Provide snacks & coffee, food, security and childcare for all 4 monthly meetings (not during school closure)

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Goal 5, Action 3: Parent Resource Center: Development of Parent Resource Center with resources and materials that can be used at home. (CSI)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,500	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Educational Games to be played in the Parent Center as well as to take home for use
2,000	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Manipulatives for parents and students to use and take home for support in Mathematics
6,214	General Fund 2000-2999: Classified Personnel Salaries Parent Liaison to create a Resource Center for Parents to access materials, resources, and support to become more involved in their child's education
6,000	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Leveled books, parent resource books, and games to allow parents to support student learning at home

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

GOAL 5, Action 4: Increased Communications: Broaden implementation Bright Arrow communication system.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
445	CARES Act 5900: Communications Use the Bright Arrow communication system for all school wide meetings, events, and notices.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Goal 5, Action 5: Parent Education: Parent Education Learning Series through partnership with parent empowerment organization and parent liaison

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6,214	General Fund 2000-2999: Classified Personnel Salaries Parent Liaison to create a Learning Series for Parents to access materials, resources, and support to become more involved in their child's education
5,000	Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures Parent Education Learning Series- cost for participants to join in classes from outside vendors

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

GOAL 5, Action 6: Sponsor quarterly parent, guardian and caregiver informational meetings

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Plan, coordinate and facilitate informational meetings. Provide opportunity for stakeholders to give feedback on information. Use feedback to plan and report progress to parents.
	Utilize Bright Arrow service to encourage family attendance
	General Fund 0000: Unrestricted In house translations through Parent Liaison
	Utilize support from TSA for EL and Dual Language and Data/Reporting Coordinator to attend meetings and provide parents with information.
100	CARES Act 5900: Communications Zoom platform subscription for Parent Meetings

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

GOAL 5, Action 7: Engage parents, guardians and caregivers of all students in weekly principal chats and regular one on one communications from Parent Liaison

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
100	CARES Act 5900: Communications Zoom platform subscription for Parent Meetings
6,214	General Fund

	2000-2999: Classified Personnel Salaries Parent liaison to provide support regularly through parent calls.

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

GOAL 5, Action 8: Write monthly newsletter from district and school administrators.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,000	CARES Act 4000-4999: Books And Supplies Reproduction and paper costs to disseminate information.
24	CARES Act 5900: Communications Postage for mailings
3,000	General Fund 5900: Communications Postage for mailings
1,000	Title I 5900: Communications Postage for mailings of Title 1 notifications for highest need students
18,667	General Fund 2000-2999: Classified Personnel Salaries In house Translations and document support from School Secretary
4,793	General Fund 5800: Professional/Consulting Services And Operating Expenditures Website fees to disseminate information.
	Bright Arrow service to disseminate information.

Strategy/Activity 9

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

GOAL 5, Action 9: Provide access to parents to the School Information System Parent Portal.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	General Fund 0000: Unrestricted Infinite Campus fees to continue development of the Parent Portal so that parents can access student academic information- cost embedded elsewhere

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

GOAL 5, Action 10: Regular Communications: Continue to implement TECA Tuesday Envelope protocol.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
18,667	General Fund 2000-2999: Classified Personnel Salaries In house Translations and document support from School Secretary
4,367	General Fund 4000-4999: Books And Supplies Reproduction and paper costs
12,000	General Fund 4000-4999: Books And Supplies Schoolwide office supplies
9,050	General Fund 5900: Communications Cellphone services for staff members to be accessible to families remotely

950	CARES Act 5900: Communications Cellphone services for staff members to be accessible to families remotely
85,542	CARES Act 2000-2999: Classified Personnel Salaries Additional time during summer months for classified staff to prepare for online learning to provide a supportive environment to students entering in distance learning, including distribution of communications, technology, and any other additional supports needed by families to ensure a successful start to the school year.

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

GOAL 5, Action 11: Sponsor schoolwide events to celebrate TECA students while building the community.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	General Fund 0000: Unrestricted No on-site school events due to COVID-19 Restrictions; all events remotely hosted

Strategy/Activity 12
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

GOAL 5, Action 12: Update school website to encourage wider use of all of its features and provide the community with all information needed to be an informed community member, including parent information and student access to online learning platforms.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7,425	General Fund 5800: Professional/Consulting Services And Operating Expenditures New website host to update site for easier access for families

Strategy/Activity 13
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

GOAL 5, Action 13: Provide families with Instructional and Events Calendars and Parent and Student Handbook including school policies and procedures.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	General Fund 0000: Unrestricted Parent and Student Handbook printing fees to provide families with important policy and procedural information regarding being a part of the TECA community.- online materials due to COVID-19
18,667	General Fund 2000-2999: Classified Personnel Salaries In house Translations and document support from School Secretary
4,367	General Fund 4000-4999: Books And Supplies Reproduction and paper costs including Activity and Events Calendars to provide families with important dates ahead of time.

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

While heavily impacted by the new reality of distance learning as a result of the COVID-19 pandemic, TECA has made great strides over the last year to improve student achievement, support teachers, and connect with and build on our community partnerships with parents and surrounding community. The majority of actions within this goal were able to be modified and implemented to continue to support TECA students and their families. While some specific to a physical presence in school needed to be adapted to a type of support accessible on the online platform. We have seen progress on student achievement and parent involvement, regardless of this significant setback the pandemic has provided us with.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

In light of the pandemic, the school redirected the budgeted expenditures to support both administrative and instructional distance learning needs in areas of technology hardware, software, and student access to technology. Prior to the pandemic our school's had adopted a technology plan to purchase technology equipment over a period of 3 year. Due to covid-19, we were faced with the need to encumber all technology expenditures in the current year. Schoolwide subscriptions were purchased for all school staff to set them up for remote work and Instructional age appropriate platform subscriptions were purchased for students. Our curriculum purchases included both hard copy curriculum as well as online platforms and subscription add ons to supplement student learning and remote instruction. Classroom supplies were sent home to students and distributed to parents on a weekly basis. Teachers' instructional resources were sent home to them. Some of the add on and supplemental online subscriptions for students include math, ELA, and library licenses

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to restrictions of COVID-19 and the adaptive online learning platform, several modifications were made to the strategies and activities of this goal. For example, typically our family engagement goal includes feed for childcare and food during parent and family events, however these funds have been redirected and actions modified to support our families online including additional online communications supports. Paper communications continue to be distributed but not on the same level as in a typical year, so text and email communications have been upped. Hotspot and cellphone support also have been added to ensure all families can access online learning and online communications from the school site.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Staff Professional Development

LEA/LCAP Goal

A robust Professional Development Schedule supports the full implementation of Common Core Standards, and full implementation of research-based instructional strategies and learning practices.

Goal 6

A robust Professional Development Schedule supports the full implementation of Common Core Standards, and full implementation of research-based instructional strategies and learning practices.

Identified Need

TECA invests in its teachers and staff by providing a robust PD schedule with a variety of offerings that are adapted each year based off of survey and academic data to meet the needs of teachers and students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Classroom Observations	All teachers who engaged in the formal classroom observations focused on CSTP elements aligned to professional development activities and school agreements.	All teachers who engage in formal classroom observations will continue to focus on CSTP elements aligned to professional development activities and school agreements.
Monthly meeting notes and minutes	In the 19-20 school year TECA teachers met to collaborate twice weekly. For all meetings we used a school-wide agenda template and kept minutes. Administration was present for the majority of meetings to support when needed. We will continue to work on encouraging staff to analyze student work & data in core subjects.	TECA teachers continued to meet to collaborate twice weekly. For all meetings a school-wide agenda template will be used and minutes will be kept. Administration will be present for the majority of meetings to support when needed. We will continue to work on encouraging staff to analyze student work & data in core subjects.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Goal 6, Action 1: Balanced Literacy: Balanced literacy framework professional development for teachers, including the 3 read protocol and phonics instruction through Fundations curriculum. (CSI)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,046	Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures Fundations PD to support teachers in implementing curriculum in grades TK-3 and RTI support providers
0	3 Read Protocol to support student achievement in conjunction with SPED initiative to follow this protocol- embedded in other goals
277	General Fund 5000-5999: Services And Other Operating Expenditures Teacher to attend Distance Learning Reading and Writing Methods (Corey)- teacher to bring back learning to share with other staff in TOT model
1300	General Fund 5000-5999: Services And Other Operating Expenditures Teacher's College Web PD (Baer)- teacher to bring back learning to share with other staff in TOT model

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Goal 6, Action 2: Math: Mathematics best practices professional development for teachings, including in for fidelity of use of GoMath curriculum

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,600	Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures GoMath PD from outside non-product provider
293	CARES Act 5000-5999: Services And Other Operating Expenditures NCTM Math PD for teacher- teacher to bring back learning to share with other staff in TOT model

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Goal 6, Action 3: EL: Provide ongoing professional development on best practices for designated and integrated ELD, including Spanish English Biliteracy Transfer (SEBT) and PD for Wonders curriculum (CSI)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
21,600	Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures Spanish English Biliteracy Transfer (SEBT) to support EL students and Dual Language students in the transfer of information from one language to another.
1500	Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures PD for Wonders curriculum (CSI) to support the implementation of the Wonders curriculum to support EL students

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Goal 6, Action 4: Coaching Support: Provide coaching through TSAs to teachers on best practices for meeting the needs of all students and regular review of outcomes to assess success in practices. Coaches to support with onboarding and implementation of curriculum/resources using a common language across all staff. (CSI)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	TSA support to teachers on best practices in meeting needs of all students.
17,424	General Fund 1000-1999: Certificated Personnel Salaries Resident Sub to provide release time for teachers to be able to meet with TSAs, coaches, and receive other PD
4,128	General Fund 3000-3999: Employee Benefits Benefits for Resident Sub to provide release time for teachers to be able to meet with TSAs, coaches, and receive other PD

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Goal 6, Action 5: UDL: Provide professional development to instructional staff on inclusive practices and UDL to support students with IEPs in the general ed classroom, including support with assignment modification for general ed teachers. (CSI)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

	Support to General Ed teachers in learning how to modify assignments as needed for student IEPs provided from SELPA support providers.
	UDL and inclusive practices as a regular part of the PD calendar, training provided in-house

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Goal 6, Action 6: SEL: Provide ongoing professional development on restorative practices, SEL Curriculum, and classroom management training and support (CSI)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,600	Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures Restorative Practices PD for all staff as a refresh for those who have been previously trained, and a new support for any new teachers.
6,000	Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures Behavior management PD for all staff to support student well-being and manage relationships between students, staff, and community.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Goal 6, Action 7: Distance Learning Teaching: Provide professional development to develop online learning platforms for distance learning and blended learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Distance Learning Coordinator to provide support for teachers and students continuing with the Distance Learning platform (embedded in other goals)
	All PD provided for in-person learning will be also provided to distance learning cohorts with modifications to be used in the online setting.
55,000	CARES Act 4000-4999: Books And Supplies Laptops for all teachers so that they can fully access all PD resources to support their students.

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Goal 6, Action 8: Instructional Rounds: Instructional Rounds PD for curriculum and instruction (C&I) team (CSI)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,600	Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures Instructional Rounds Professional Development for C&I Team for use in implementing a schoolwide practice of Instructional Rounds

Strategy/Activity 9

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Goal 6, Action 9: Collaborative Planning: Teachers will use their daily Collaborative Planning Time to work together on student work analysis and common planning

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Daily common planning time embedded in the yearly schedule provides collaboration time for grade level teams. Weekly PD time built in to yearly schedule provides multi-level team collaboration opportunities.
1,200	Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures Outside consultant to provide a Needs Assessment to our community to support the development of a CSI plan that will address needs of our student achievement, teacher development, and parent resources to support our whole community.

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Dual Language Students

Strategy/Activity

Goal 6, Action 10: Dual: Teachers in the Dual Language program will attend conferences to further support their learning in this area.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,300	Title III 5000-5999: Services And Other Operating Expenditures ATDLE Conference Fees for any interested teacher to attend (this year in the virtual platform)

	Spanish English Biliteracy Transfer (SEBT) to support EL students and Dual Language students in the transfer of information from one language to another.

Strategy/Activity 11

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Goal 6, Action 11: New Teacher Support: New Teachers will receive an orientation to support them as they join the school learning community. TECA staff will develop a system of resource modules where teachers can access previously provided PD/resources (CSI)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,800	General Fund 1000-1999: Certificated Personnel Salaries In addition to BTSA support, new teachers will receive an orientation, built in to the yearly schedule, where they will learn about school policies, procedures, and additional information.
3,600	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries TECA to create online modules for previous and new PD where teachers can reference old PD notes and videos, and new teachers can learn about them in an interactive way.

Strategy/Activity 12

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Goal 6, Action 12: PLC: Teachers will participate in Professional Learning Communities - Dual, new teachers, ILT, Equity/Cultural Competency

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Professional Learning Communities regular meetings- embedded into annual PD calendar.

Strategy/Activity 13
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Goal 6, Action 13: BTSA: New teachers will receive support through the BTSA program

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000	General Fund 5000-5999: Services And Other Operating Expenditures CTC Fees for Credential Support
9,547	Title II Part A: Improving Teacher Quality 5000-5999: Services And Other Operating Expenditures BTSA Support from Riverside COE for 10 teachers
12,453	General Fund 5000-5999: Services And Other Operating Expenditures BTSA Support from Riverside COE for 10 teachers

Strategy/Activity 14
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Goal 6, Action 14: PBL: Formal PD on supporting our exiting PBL program to ensure fidelity of implementation schoolwide through the Buck Institute (CSI)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2995	Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures PBL Works- Buck Institute workshop on Project Based Learning- teacher to bring back learning to share with other staff

Strategy/Activity 15
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Goal 6, Action 15: Adopt a Trainer of Trainers (TOT) model for dissemination of information acquired during PD sessions. (CSI)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
251	General Fund 5000-5999: Services And Other Operating Expenditures Antiracist Teaching- Be About It- teachers to receive training and then train the remaining staff

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

While heavily impacted by the new reality of distance learning as a result of the COVID-19 pandemic, TECA has made great strides over the last year to improve student achievement, support teachers, and connect with and build on our community partnerships with parents and surrounding community. The majority of actions within this goal were able to be modified and

implemented to continue to support TECA students and their families. While some specific to a physical presence in school needed to be adapted to a type of support accessible on the online platform. We have seen progress on student achievement and parent involvement, regardless of this significant setback the pandemic has provided us with.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

In light of the pandemic, the school redirected the budgeted expenditures to support both administrative and instructional distance learning needs in areas of technology hardware, software, and student access to technology. Prior to the pandemic our school's had adopted a technology plan to purchase technology equipment over a period of 3 year. Due to covid-19, we were faced with the need to encumber all technology expenditures in the current year. Schoolwide subscriptions were purchased for all school staff to set them up for remote work and Instructional age appropriate platform subscriptions were purchased for students. Our curriculum purchases included both hard copy curriculum as well as online platforms and subscription add ons to supplement student learning and remote instruction. Classroom supplies were sent home to students and distributed to parents on a weekly basis. Teachers' instructional resources were sent home to them. Some of the add on and supplemental online subscriptions for students include math, ELA, and library licenses.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to restrictions of COVID-19 and the adaptive online learning platform, several modifications were made to the strategies and activities of this goal. All professional development, typically held in person, is now held on the virtual platform. Any coaching or support of teachers and staff is also conducted remotely and online. Any conferences or outside PD that teachers attend they are doing so virtually as well.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

School Climate

LEA/LCAP Goal

School climate actively reflects the TECA values (community, compassion, cooperation, collaboration, and respect) and students actively participate in the school community including the implementation of a comprehensive Restorative Practices approach.

Goal 7

School climate actively reflects the TECA values (community, compassion, cooperation, collaboration, and respect) and students actively participate in the school community including the implementation of a comprehensive Restorative Practices approach.

Identified Need

We know that students must feel safe and be engaged in school in order to learn to their capacity, so we must work to support the school climate to help them reach their potential for learning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Data	11 suspensions in 19-20	No more than 10 suspensions for the 20-21 school year.
Level of implementation of SEL Curriculum	Teachers used the 2nd semester of the 19-20 school year to begin initial implementation of the Caring Schools Curriculum.	100% of teachers have fully implemented the Caring Schools Curriculum during the 20-21 school year.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Goal 7, Action 1: School Vision: Common understanding of school vision and focus developed through forums, meetings and committees with entire school community

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
475	CARES Act 5900: Communications Regular Board of Directors meetings to provide regular communication forum between BOD and community. Zoom fees for online meeting platform
379	General Fund 5900: Communications Regular Board of Directors meetings to provide regular communication forum between BOD and community. Zoom fees for online meeting platform

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Goal 7, Action 2: Restorative Practices: Behavior support for students using Restorative Practices as first response to repair and restore relationships and community

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Restorative Practices training to all staff members (embedded in PD plan) to support all students and community members.

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Goal 7, Action 3: SEL Curriculum: Integration of Social and Emotional Learning (SEL) core competencies to support whole student development

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
37,125	Other 1000-1999: Certificated Personnel Salaries Counselors to support students and families and their social emotional health. (utilizing PEEF funds)
2,000	General Fund 4000-4999: Books And Supplies SEL Toolbox for use with students in supporting their social emotional learning.
9,470	Other 3000-3999: Employee Benefits Benefits for Counselors to support students and families and their social emotional health.
11,397	Title IV Part A: Student Support and Academic Enrichment 1000-1999: Certificated Personnel Salaries Visual and Performing Arts programming to support a well-rounded education for all TECA students (Math, Dance)

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Goal 7, Action 4: SEL: Quarterly review of practices and implementation of SEL initiatives and monitoring of behavioral measures data

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
600	CARES Act 4000-4999: Books And Supplies School safety toolkit to provide continuous sense of security to all staff and students and the greater school community; Executive Director to provide oversight and review in this area.

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Goal 7, Action 5: Positive School Culture: Expand award and incentive programs to recognize students and faculty members who help create a positive school culture

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Administrative staff to provide incentives and recognition for a positive school culture.
1,000	General Fund 4000-4999: Books And Supplies Schoolwide use of Mind Yeti to support and encourage mindfulness in student interactions

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Middle School Students

Strategy/Activity

Goal 7, Action 6: Middle School: Middle School organized and functioning under best research practices with a focus on social media behavior early in the year and a behavioral matrix to support positive behavioral choices.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Administrators to provide oversight and support to middle school teachers and to adapt PD and resources to fit the needs of middle school students.
101,675	CARES Act 1000-1999: Certificated Personnel Salaries Additional time during summer months for administrators, counselors, and teachers to collaborate and prepare for online learning to

| | provide a supportive environment to students entering in distance learning |

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Goal 7, Action 7: Student Government: Development of student governing committee and student advisory program - Student Council and support with sponsor teacher and operating budget

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Student council staff support by middle school teacher to encourage students to use their voice to create a positive school culture.
43,000	General Fund 4000-4999: Books And Supplies Teacher-led student clubs and organizations to provide additional outlets for students to use their voices and develop their sense of self.

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All K-2 Students

Strategy/Activity

Goal 7, Action 8: Early Childhood: Early Childhood best practices guiding the social structures and instructional practices in K-2 classes

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Administrators to provide oversight and support to lower elementary school teachers and to

	adapt PD and resources to fit the needs of early childhood students.
1,500	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Use of educational games to support the social emotional learning of younger students
101,675	CARES Act 1000-1999: Certificated Personnel Salaries Additional time during summer months for administrators, counselors, and teachers to collaborate and prepare for online learning to provide a supportive environment to students entering in distance learning
1,000	Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures Implementation of SEL program with focus on younger grades (Kimochis or Mind Yeti)

Strategy/Activity 9

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Foster Youth

Strategy/Activity

Goal 7, Action 9: Foster Youth Support: Assign foster youth to individual guidance counselor/intern; provide for scheduled sessions and check-in; weekly review needs and progress with youth; weekly check-in review of status of academic and social supports being administered

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Counselors to support Foster youth and families and their social emotional health and overall wellness.

Strategy/Activity 10

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Goal 7, Action 10: Student Representation: Establishment of student representative position to school governing board

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Admin will develop a plan to invite a student representative to the BOD to provide a student perspective at community meetings.

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

While heavily impacted by the new reality of distance learning as a result of the COVID-19 pandemic, TECA has made great strides over the last year to improve student achievement, support teachers, and connect with and build on our community partnerships with parents and surrounding community. The majority of actions within this goal were able to be modified and implemented to continue to support TECA students and their families. While some specific to a physical presence in school needed to be adapted to a type of support accessible on the online platform. We have seen progress on student achievement and parent involvement, regardless of this significant setback the pandemic has provided us with.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

In light of the pandemic, the school redirected the budgeted expenditures to support both administrative and instructional distance learning needs in areas of technology hardware, software, and student access to technology. Prior to the pandemic our school's had adopted a technology plan to purchase technology equipment over a period of 3 year. Due to covid-19, we were faced with the need to encumber all technology expenditures in the current year. Schoolwide subscriptions were purchased for all school staff to set them up for remote work and Instructional age appropriate platform subscriptions were purchased for students. Our curriculum purchases included both hard copy curriculum as well as online platforms and subscription add ons to supplement student learning and remote instruction. Classroom supplies were sent home to students and distributed to parents on a weekly basis. Teachers' instructional resources were sent home to them. Some of the add on and supplemental online subscriptions for students include math, ELA, and library licenses.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to restrictions of COVID-19 and the adaptive online learning platform, several modifications were made to the strategies and activities of this goal. Any student counseling or interaction from teachers, administrators, and counselors is now provided on the online platform. Students may also be offered phone support in cases that online meetings are not effective. Student groups also continue to meet, however online. Great attempts are being made to encourage students to be involved and continue to feel a strong sense of community and support.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$316,621
Total Federal Funds Provided to the School from the LEA for CSI	$170,123
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$5,949,387.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Comprehensive Support and Improvement (CSI)	$161,617.00
Title I	$236,168.00
Title II Part A: Improving Teacher Quality	$28,547.00
Title III	$32,833.00
Title IV Part A: Student Support and Academic Enrichment	$18,600.00

Subtotal of additional federal funds included for this school: $477,765.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
	$6,214.00
After School and Education Safety (ASES)	$177,558.00
CARES Act	$566,270.00
General Fund	$3,818,644.00
Lottery: Instructional Materials	$5,500.00
Other	$46,595.00
Quality Education Investment Act (QEIA)	$184,792.00
Special Education	$666,049.00

Subtotal of state or local funds included for this school: $5,471,622.00

Total of federal, state, and/or local funds for this school: $5,949,387.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
	6,214.00
After School and Education Safety (ASES)	177,558.00
CARES Act	566,270.00
Comprehensive Support and Improvement (CSI)	161,617.00
General Fund	3,818,644.00
Lottery: Instructional Materials	5,500.00
Other	46,595.00
Quality Education Investment Act (QEIA)	184,792.00
Special Education	666,049.00
Title I	236,168.00
Title II Part A: Improving Teacher Quality	28,547.00
Title III	32,833.00
Title IV Part A: Student Support and Academic Enrichment	18,600.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
0000: Unrestricted	2,000.00
1000-1999: Certificated Personnel Salaries	3,682,591.00
2000-2999: Classified Personnel Salaries	314,323.00
3000-3999: Employee Benefits	958,379.00
4000-4999: Books And Supplies	493,776.00

Budget Reference		Amount
5000-5999: Services And Other Operating Expenditures		262,120.00
5800: Professional/Consulting Services And Operating Expenditures		220,136.00
5900: Communications		16,062.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
2000-2999: Classified Personnel Salaries		6,214.00
5000-5999: Services And Other Operating Expenditures	After School and Education Safety (ASES)	177,558.00
1000-1999: Certificated Personnel Salaries	CARES Act	203,350.00
2000-2999: Classified Personnel Salaries	CARES Act	85,542.00
4000-4999: Books And Supplies	CARES Act	267,722.00
5000-5999: Services And Other Operating Expenditures	CARES Act	3,262.00
5800: Professional/Consulting Services And Operating Expenditures	CARES Act	4,200.00
5900: Communications	CARES Act	2,194.00
1000-1999: Certificated Personnel Salaries	Comprehensive Support and Improvement (CSI)	42,048.00
2000-2999: Classified Personnel Salaries	Comprehensive Support and Improvement (CSI)	12,000.00
4000-4999: Books And Supplies	Comprehensive Support and Improvement (CSI)	33,000.00
5000-5999: Services And Other Operating Expenditures	Comprehensive Support and Improvement (CSI)	44,941.00
5800: Professional/Consulting Services And Operating Expenditures	Comprehensive Support and Improvement (CSI)	29,628.00
0000: Unrestricted	General Fund	2,000.00
1000-1999: Certificated Personnel Salaries	General Fund	2,676,928.00
2000-2999: Classified Personnel Salaries	General Fund	80,643.00
3000-3999: Employee Benefits	General Fund	799,711.00
4000-4999: Books And Supplies	General Fund	173,803.00

5000-5999: Services And Other Operating Expenditures	General Fund	23,512.00
5800: Professional/Consulting Services And Operating Expenditures	General Fund	49,179.00
5900: Communications	General Fund	12,868.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	5,500.00
1000-1999: Certificated Personnel Salaries	Other	37,125.00
3000-3999: Employee Benefits	Other	9,470.00
1000-1999: Certificated Personnel Salaries	Quality Education Investment Act (QEIA)	164,792.00
3000-3999: Employee Benefits	Quality Education Investment Act (QEIA)	20,000.00
1000-1999: Certificated Personnel Salaries	Special Education	307,242.00
2000-2999: Classified Personnel Salaries	Special Education	129,924.00
3000-3999: Employee Benefits	Special Education	93,647.00
4000-4999: Books And Supplies	Special Education	3,082.00
5800: Professional/Consulting Services And Operating Expenditures	Special Education	132,154.00
1000-1999: Certificated Personnel Salaries	Title I	200,042.00
3000-3999: Employee Benefits	Title I	30,126.00
4000-4999: Books And Supplies	Title I	5,000.00
5900: Communications	Title I	1,000.00
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	19,000.00
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	9,547.00
1000-1999: Certificated Personnel Salaries	Title III	20,667.00
3000-3999: Employee Benefits	Title III	5,425.00
4000-4999: Books And Supplies	Title III	3,441.00
5000-5999: Services And Other Operating Expenditures	Title III	3,300.00
1000-1999: Certificated Personnel Salaries	Title IV Part A: Student Support and Academic Enrichment	11,397.00
4000-4999: Books And Supplies	Title IV Part A: Student Support and Academic Enrichment	2,228.00
5800: Professional/Consulting Services And Operating Expenditures	Title IV Part A: Student Support and Academic Enrichment	4,975.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	1,632,833.00
Goal 2	1,669,226.00
Goal 3	690,875.00
Goal 4	1,246,481.00
Goal 5	243,162.00
Goal 6	155,514.00
Goal 7	311,296.00

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

   1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

   2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

   3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019