

Edison Charter Academy

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Edison Charter Academy
Street	3531 22nd Street
City, State, Zip	San Francisco, CA 94114-3405
Phone Number	(415) 970-3330
Principal	Kevin Chavez
E-mail Address	kchavez@teca-sf.org
Web Site	www.teca-sf.org
CDS Code	38684786040935

District Contact Information	
District Name	Thomas Edison Charter Academy
Phone Number	(415) 970-3330
Superintendent	Anastasia Shattner
E-mail Address	ashattner@teca-sf.org
Web Site	www.teca-sf.org

School Description and Mission Statement (School Year 2018-19)

Vision

Thomas Edison Charter Academy provides a positive learning environment that promotes educational excellence and includes creative and performing arts for all students. Students are motivated, accomplished, and self-sufficient participants in a diverse community of learners. We envision a school where students take ownership of their education and are prepared to be successful in high school and aspire to pursue college.

Mission

The mission of Thomas Edison Charter Academy is to nurture the artistic, social, emotional, and intellectual growth of each child so that all of our students become lifelong learners and innovative problem-solvers. The instructional process is a model of collaboration and community in a safe, socially just, and respectful environment. Student experiences provide opportunities for exploration, expression, challenge, and success.

Thomas Edison Charter Academy (TECA) is now a Transitional Kindergarten (TK) through 8th grade elementary/middle school located at the junction where the Mission community and the Noe Valley community meet. TECA serves a population of over 700 students who reflect of the diversity of San Francisco residents. TECA is currently one of 16 charter schools operating within the city of San Francisco and since 2010 has been authorized by San Francisco Unified School District. TECA received its original authorization as a K-5 charter in 2001, and in 2004 expanded to 6th grade by a unanimous vote of the California State Board of Education, the original authorizer of the TECA charter. In 2005, TECA added 7th grade, and in 2006 became a K-8 elementary/middle school. TECA has been dedicated to the advancement of its Dual Language Immersion program in Spanish and English since its inception in 2011, and each year this program has grown. Most recently, TECA was recognized by the California Department of Education's Charter School Office for its leadership in language learning and received a \$200,000 grant to disseminate its best practices to other public and charter schools.

TECA is a public, non-profit independent charter school. A unique feature of our independent charter school is its community-based, collaborative governance model, which includes input from all stakeholders: teachers, staff, parents, students, administration, community members, and its own Board of Education, separate from San Francisco Unified School District. This local and shared responsibility model has produced a school focused on academic achievement; dedicated to arts innovation; committed to ensuring that all students achieve at high levels; and centered in caring and empathetic practices. For TECA, success is supporting the social and intellectual development of all students so that they progress through their years of primary, secondary and higher education as critical thinkers and innovative learners and are prepared for 21st century success.

TECA is committed to student wellness and has a board approved and adopted wellness policy that guides our practices around nutrition and student health. The school instituted its own version of the universal breakfast program in 2015, which supports all students beginning their day well nourished for a day of learning. Revolution Foods provides organic, healthy meal options for breakfast and lunch daily.

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 curriculum and instruction is aligned to the Common Core Standards in English Language Arts and Mathematics. Teachers develop Science and Social Studies curriculum aligned with Common Core State Standards and the Next Generation Science Standards. Our curriculum model is designed to support students in becoming self-motivated, competent, life-long learners. Our curriculum provides students with opportunities for exploration, expression, and insightful understanding. 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, drama, music, and visual arts, into its educational program. All instruction at TECA is based on a comprehensive and ongoing multi-level diagnostic assessment strategy that determines student strengths and needs and designs instruction to specifically target needs of individual students. Teachers review formative benchmark assessments, as well as classroom and state assessment data, to inform instructional strategies and learning practices. TECA's Dual Language Program provides Spanish instruction for 50% of the day to students who participate in the program from Kindergarten through fifth grade. In the middle school, students in the Dual Immersion Program receive at least two content area classes in Spanish. Students who do not participate in the Dual Language Program receive Spanish instruction for enrichment in TK-3 unless they qualify for English Language Learner supports and services.

Student Enrollment by Grade Level (School Year 2017-18)

Grade	Number of
Kindergarten	88
Grade 1	66
Grade 2	88
Grade 3	85
Grade 4	92
Grade 5	95
Grade 6	94
Grade 7	63
Grade 8	63
Total Enrollment	734

Student Enrollment by Group (School Year 2017-18)

Student	Percent of
Black or African American	6.7
American Indian or Alaska Native	0.3
Asian	1.2
Filipino	1.4
Hispanic or Latino	83.5
Native Hawaiian or Pacific Islander	1.5
White	4.4
Socioeconomically Disadvantaged	82.6
English Learners	28.7
Students with Disabilities	5.4
Foster Youth	0.0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	36	32	37	
Without Full Credential	5	0	1	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners		5	1
Total Teacher Misassignments *		0	0
Vacant Teacher Positions		0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: January 2019

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Journeys/Senderos K - 6 and Houghton Mifflin Connections 7 - 8	Yes	0
Mathematics	Houghton Mifflin – Go Math! K – 5 College Board – Springboard 6 - 8	Yes	0
Science	Delta Education FOSS K-8	Yes	0
History-Social Science	Teachers Curriculum Institute – History Alive! 6 - 8	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Upon the request of TECA's district office, SFUSD conducted a Facilities Inspection using the Facilities Inspection Tool. This inspection was conducted in November 2018. TECA received a FIT score of 97.2% with a GOOD facilities rating.

A soccer field was approved and installed the courtyard in 2016. Portable classrooms have been installed in existing courtyard space to create common rooms for library and a fully equipped Art room.

In 2012-13 the school enhanced the visual appearance of the cafeteria with wall murals and nutritional posters. The school recently added a garden in the kindergarten yard and continues to expand the existing garden spaces.

During the 2010-11 and 2011-12 school years TECA underwent an extensive building upgrade to meet ADA requirements. The upgrades were part of a district-wide bond measure in which bathrooms, entrances and classroom spaces were reconstructed to meet federal standards. In addition to receiving the required ADA upgrades, the construction project updated many parts of the facility in need of repair: the bathrooms, the electrical system, windows, heating, resurfacing of the playground and play structure, as well as new paint.

The school has a cafeteria and kitchen from which breakfast and lunch are served daily. Revolution Foods, provides freshly prepared, high quality, healthy meals for TECA students.

TECA also has a specialty dance classroom, an indoor gym and auditorium complete with an elevated stage for productions and assemblies, a visual arts room, a sound-sensitive music room, and a library.

The school has a huge fenced in courtyard with a basketball court, a play structure, a kickball court, and many other painted areas designated for different sports. The school has an outdoor garden. In 2018, with the support from the PTA, TECA established a partnership with Education Outside. This organization provides a garden teacher who teaches lessons on tending to a garden, harvesting foods, and a variety of other science lessons in this outdoor classroom space.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: November 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	TECA will request repair of the following items from our landlord, SFUSD: Repair to damaged baseboard at custodian's room, repair to broken wall A/C screen by cafeteria, repair to broken floor drain cover in Kitchen, repair to wall cover in stairwell.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	TECA will request repair of the following items from our landlord, SFUSD: Repair to out of order sink in 1st floor girl's bathroom, repair to water fountain on 3rd floor corridor.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: November 2018	
Overall Rating	Good

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	48.0	43.0	55.0	55.0	48.0	50.0
Mathematics (grades 3-8 and 11)	39.0	35.0	50.0	50.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	487	483	99.18	43.27
Male	246	246	100.00	39.84
Female	241	237	98.34	46.84
Black or African American	33	33	100.00	42.42
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	405	402	99.26	40.55
Native Hawaiian or Pacific Islander	--	--	--	--
White	20	20	100.00	80.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	413	409	99.03	39.61
English Learners	251	247	98.41	30.77
Students with Disabilities	39	38	97.44	5.26

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	487	485	99.59	34.5
Male	246	246	100	35.1
Female	241	239	99.17	33.89
Black or African American	33	33	100	21.21
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	405	404	99.75	32.51
Native Hawaiian or Pacific Islander	--	--	--	--
White	20	20	100	70
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	413	411	99.52	29.93
English Learners	251	249	99.2	27.71
Students with Disabilities	39	38	97.44	8.11

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	25.6	20.0	7.8
7	21.7	21.7	3.3

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2018-19)

A key component of Thomas Edison Charter Academy (TECA) is parental involvement. To that end, TECA has implemented a system of parental involvement through collaborative structures and practices. TECA's Parent/Teacher Association (PTA) meets on the first Tuesday of every month. The PTA provides opportunities for parents and teachers to work together in organizing fund raising activities, and volunteering for projects or committees that benefit the school.

The School Site Council (SSC) meets monthly on the second Tuesday of each month and includes parents, staff, and community members in making decisions relative to school policies, procedures, and use of funds. The English Language Acquisition Committee (ELAC) meets on the first Wednesday of each month and provides guidance to the school on how to meet the needs of the English Learner (EL) population and also includes staff as well as parents. The African American Parent Advisory Committee meets the third Tuesday of each month and provides resources to support the academic and social development of Black/African American students at TECA.

Four to five times per school year TECA hosts Parent-Community meetings in which student academic progress, tiered behavior supports, and overall student and school progress is reviewed with parents. At these meetings, parents also have the opportunity to share ideas, ask questions and collaborate with the school on various initiatives in academics, the arts, school culture, and funding.

Parent meetings and conferences on assessments and educational programs provide information about testing and assessment practices and student outcomes. Our quarterly Arts and Achievement assemblies bring parents and teachers together to enjoy student performances and celebrate student arts achievement. Back-to-School Night, The Innovation Fair, and Academic Exhibition enable parents and partners to experience the learning in TECA classrooms that their children benefit from and enjoy every day.

With the support of our specially trained Spanish bilingual Parent Liaison, TECA convenes a twice-monthly Parent Cafe in which parents congregate together, have a light breakfast and participate in workshops reflecting topics of interest that the parents have identified as important. Our Parent Liaison also connects parents with community resources, and is often a first stop for all parents seeking information regarding school events.

TECA's many activities including the Academic Exhibition, bi-annual Parent Teacher Conferences, the Halloween Parade, Thanksgiving Luncheon, Hispanic Heritage Celebration, African American Heritage Celebration, Field Day, Parent Community Information Meetings, and other activities promote the participation of parents in the school and foster a culture of shared goals, unity and positive interaction.

Monthly Bilingual newsletters from the Superintendent and Principal and ongoing updates posted on our website, ensure that parents receive timely information about events, activities, policies and procedures. Monthly Board of Education meetings are open for parent and community participation in TECA's effective and transparent governance model.

Parents are also encouraged to and consistently volunteer their time in the classrooms and at special events, and are always welcome to help in offices and classrooms. All California requirements for school volunteers are implemented.

The parent information bulletin board, located directly outside of the School Office (Room 100), is where parents may obtain information about the Board of Education Meetings, the School Site Council, the English Learner Advisory Committee, as well as Parent Teacher Association Meetings. This centrally located bulletin board also contains contact information for Ms. Sandra Huerta, TECA’s Parent Liaison, who is available to share involvement/participation information directly with parents. In addition, the most recent School Accountability Report Card (SARC) is posted on this board, along with information regarding where parents may obtain a hard copy of the SARC. Information is available in both English and Spanish. Finally, TECA’s website is a great resource for parents to learn about our school’s offerings and encourages families to be informed and involved in their child’s education.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.1	0.0	0.3	1.3	1.6	1.7	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

Thomas Edison Charter Academy (TECA) maintains a current and comprehensive Board approved emergency plan that includes protocols for preparedness and reaction to all types of emergencies, including earthquakes and other natural disasters, chemical and biological material emergencies, and violence and threats.

All staff members are trained on emergency procedures at the beginning of each school year. Monthly Fire Drills are conducted throughout the year in conjunction with the San Francisco Fire Department. In addition, the school conducts its own earthquake and other emergency evacuation drills. The primary evacuation area is the school’s courtyard, and the secondary evacuation area is on Dolores Street, from the corner of 22nd Street, through to the middle of the block, where the school building ends.

The building alarm system and other emergency equipment are serviced yearly, or as needed. Material safety data sheets are maintained on all chemicals used in the building, all electrical closets are kept empty and major furniture and shelving is bolted securely in place.

The TECA Emergency Plan was updated and adopted by the Governing Board in 2017 to reflect current guidelines. All teachers have a copy of this emergency plan on hand. Further, TECA’s Safety Committee (which includes teachers and other staff) provides ongoing professional development throughout the year on safety. A complete copy of the TECA Safety Plan and Emergency Plan are available in the school office or online on the school’s website.

TECA is currently reviewing and revising the existing Safety Plan to address updates to our school campus and staffing. Following revision, School Site Council, and board approval, community members will receive notice about the updated safety plan.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	22		3		22		3		22		3	
1	20		2		22		4		22		3	
2	21		4		22		4		22		4	
3	22	2	4		21		4		21		4	
4	31		3	2	31		3		30		3	
5	31		2		31		3		32		3	
6	31		2		31		2		32		3	
Other	22											

Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.5	730
Counselor (Social/Behavioral or Career Development)	0.5	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.8	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.6	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	10.75	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$10,472.37	\$1,439.75	\$9,032.62	\$69,065
District	N/A	N/A		\$71,563
Percent Difference: School Site and District	N/A	N/A		-3.6
State	N/A	N/A	\$7,125	\$80,764
Percent Difference: School Site and State	N/A	N/A	23.6	-15.6

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

TECA, a public, independent charter school located within the communities of Mission and Noe Valley, provides a complete educational program, which includes supplemental and supportive services for students.

The Dual Language Immersion Pathway is designed to ensure that both English Learners (ELs), whose home language is Spanish, and English proficient speakers achieve grade level academic competency and develop high levels of proficiency and literacy in English and the pathway language. Grade level content is taught in English by teachers with the appropriate EL certification based on state requirements, and the language of the pathway by teachers with the appropriate bilingual certification based on state requirements. TECA has an articulated pathway model that designates the language of instruction for each content area by grade level. When instructing in English, teachers use Specially Designed Academic Instruction in English (SDAIE) methodologies and EL supplemental materials to provide full access to the core. All EL students receive ELD targeted specifically to their English proficiency level until reclassified as Fluent English Language Proficient.

The Sheltered English Immersion Pathway is designed for ELs with home languages that are not Spanish, where it is not feasible for the school to offer a language pathway, for ELs whose parents wish for their children to be in an intensive English instruction pathway and for English proficient speakers. This pathway helps ensure all students achieve English proficiency and grade level academic competency in all content areas. Teachers with the appropriate EL certification based on state requirements use SDAIE methodologies and EL supplemental materials to provide full access to the core. All EL students receive ELD targeted specifically to their English proficiency level until reclassified. This pathway starts in TK and continues through the secondary level.

Approximately 30% of TECA's student population is identified as English Learners (ELs). Due to the high number of ELs at TECA, teachers along with school administration developed a comprehensive English Language Development program. The schoolwide ELD program delivers both dedicated and integrated instruction to all students with a focus on the new California English Language Development Standards and best practices for allowing students to develop both English- and academic language skills. The EL Coordinator works directly with EL students in small groups and individually both inside and outside of the classroom.

TECA also implements a Response to Intervention (RTI) and Instruction program for students needing individualized instructional support. These students receive push in services and supports with certificated and classified staff members who have ongoing training to provide targeted intervention.

The school is proud of the fact that the percentage of total enrollment of Special Education students is comparable to the state average. As part of TECA's commitment to a philosophy of inclusion and individualized attention to all students, SPED services are in place to identify, assess and serve its Special Education students in-house and in accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) and the California Education Code, and the El Dorado County Special Education Local Plan Area (SELPA) policies and procedures.

TECA's Special Education Department provides for the educational needs of students with Individual Education Plans (IEPs), 504 accommodations, and evaluation of parent or teacher-referred students. The department is staffed by one full-time lead teacher, an additional full-time teacher, and three paraeducators. School psychologist, speech therapist, and occupational therapist services, along with other providers, are contracted to meet the needs of our students with IEPs. The SPED Department is funded through Special Education categorical funding, as well as unrestricted funding.

TECA has established a partnership with Mission Graduates' Extended Day. This on-site program provides free academic support and enrichment activities for students eligible to participate. Each day students work with tutors to develop targeted skills, complete homework with tutor support and have time for arts and play-based activities. The Extended Day Program combines arts, electives, recreation, and academics to create a comprehensive and dynamic learning experience for our students.

Recreation and behavior coaches work with groups of students to play games and practice conflict resolution while students work in teams. These activities drastically reduce the number of playground squabbles that escalate into fights and have empowered students with the skills to solve problems amongst themselves.

Each student in grades 2-8 is equipped with a dedicated laptop computer and iPads are used in TK-2 classes. Technology is used daily by students and teachers for teaching and learning.

TECA has committed to maintaining enrichment activities to contribute to the overall development of each student. To meet that commitment, the school continues to fund (through its general budget) a physical education teacher, a library teacher, and art, music and dance teachers (all fully credentialed and full-time employees) so that all students have the benefit of exploring and developing new skills.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,658	\$47,903
Mid-Range Teacher Salary	\$74,799	\$74,481
Highest Teacher Salary	\$93,655	\$98,269
Average Principal Salary (Elementary)	\$114,693	\$123,495
Average Principal Salary (Middle)	\$121,529	\$129,482
Average Principal Salary (High)	\$124,451	\$142,414
Superintendent Salary	\$310,000	\$271,429
Percent of Budget for Teacher Salaries	30.0	35.0
Percent of Budget for Administrative Salaries	7.0	5.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Staff Professional Development (PD) is scheduled for each minimum day (weekly) of the school year, providing 30-35 afternoons of learning for staff. Additionally, there are at least 4 days scheduled during the school year for teachers and staff to engage in professional learning. The objective of regular PD activities is for teachers to use best practices to help all students to meet the standards, to provide professional development on understanding the social, cultural and emotional needs of our students, and to develop a common understanding and approach to meet the needs of our diverse learners. The professional development focuses on key areas of diverse learners, core curriculum, and school culture and climate.

Teachers bring data analysis into the everyday teaching experience. Grade and cross-grade/subject teams discuss data using a 5-step process:

Step 1: Collect and chart data

Step 2: Analyze strengths and obstacles

Step 3: Establish goals from benchmarks, classroom assessments and student work: set, review, revise

Step 4: Select instructional strategies

Step 5: Determine results indicators

In order to address the needs of all students, teachers examine formative assessment data regularly which entails examining pre- and post- test data with colleagues in a structured way, with the objective of refining classroom practice through response to data and in pursuit of student mastery of state standards.

Educators engage in collaboration in grade level teams, and assessments are given every three to six weeks based on the standards in the schools pacing charts.

Instructional strategies for re-teaching are identified and implemented. Student outcome data also informs professional development plans for individual teachers, who may receive personalized mentoring or additional training as appropriate.

TECA launched a rigorous, research-based, professional development initiative focused on supporting teachers in teaching the CCSS with knowledge, expertise and efficacy. Teachers and in turn students have benefited from school level professional development by such able consultants and organizations as the California Reading and Literacy Project out of University of California, Berkeley, the Association of Two-Way, Dual-Language Education, Stephanie Harvey, Bay Area Writing Project, Mathematics Solutions, Collaborative of Educational Partners, the Crescendo Group, Heinemann and others. These professional learning opportunities focus on reading comprehension, grading and assessments, powerful writing, EL strategies, and mathematics through number sense. All of the PD is differentiated with implementable strategies teachers can use to support English Learners, Special Education students and struggling or advanced learners.

In recognition of the social dimensions of learning, professional development on Restorative Justice (RJ) strategies also serves to build classrooms as learning communities in which all students are responsible and responsive to each other and to the learning environment.

The California Reading and Literacy Project (CLRP) through UC Berkeley supports teachers to expand our work for EL access to content through academic language development during designated and integrated English Language Development.

TECA is developing a model Dual Language Immersion program to support other CA schools and school districts through our dissemination grant. The focus is on essential elements of dual language immersion and best practices for teachers and staff. TECA will share these resources with the public through a website, as well as a Global Learning Day, where other school and district representatives will convene at TECA to learn about our program and discuss ways to implement our findings at their own site.

This year we introduced Equity Centered Professional Learning Communities with a range of focus areas including EL services and supports, Culturally and Linguistically Responsive Pedagogy, Universal Design Learning and Behavioral Supports.